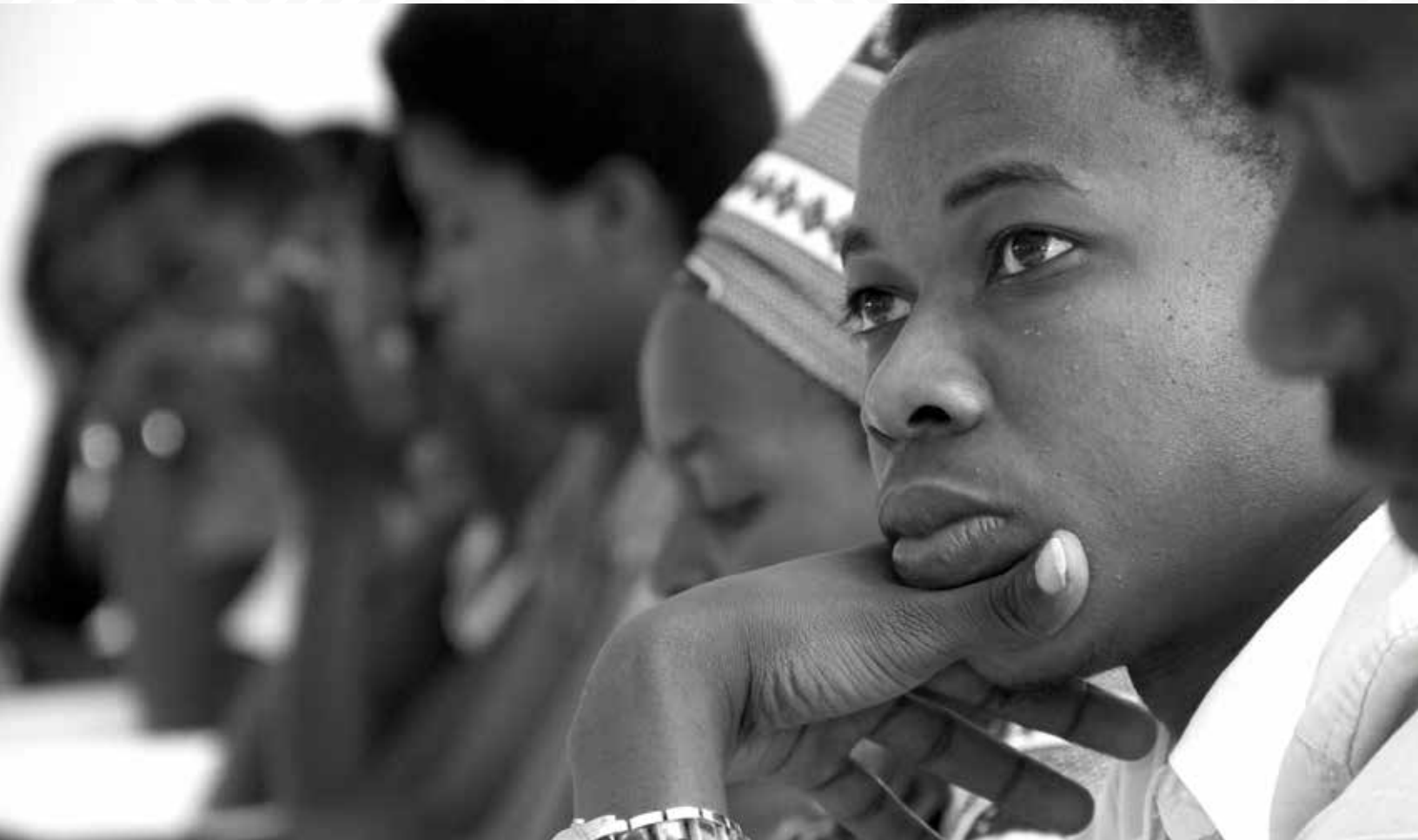




# Impact Assessment



## Promotion of Civic Participation and Peacebuilding in Southern Province, Rwanda



Kigali, November 2016

# About Never Again Rwanda

Never Again Rwanda, is a peace building and social justice organisation that arose in response to the 1994 genocide perpetrated against the Tutsis. Guided by a vision of a nation where citizens are agents of positive change, working together towards sustainable peace and development. Never Again Rwanda's mission is to enhance citizens' capacity to analyse the root causes of conflict and facilitate dialogue among peers in order to generate ideas and activities that work towards sustainable peace and socio-economic development.

Driven by creative, involved and critical-thinking citizens, Never Again Rwanda aims to empower young people and ordinary citizens with opportunities to become active and engaged citizens.

Never Again Rwanda  
58 KG 9 Avenue Kigali  
Nyaruturama, Kigali-Rwanda  
+250 788 386 688  
[info@neveragainrwanda.org](mailto:info@neveragainrwanda.org)  
[www.neveragainrwanda.org](http://www.neveragainrwanda.org)



**Never Again Rwanda**



**@NARwanda**



**Never Again Rwanda**



# Acknowledgements



NAR is indebted to the peacebuilding field office staff in Huye. They were on our side every second during the course of this exercise. We would also like to thank our colleagues at the head office for their tremendous help especially with data entry. Without their support, this work would have hardly come to a successful conclusion.

We would like to express our appreciation to all the students and teachers who, despite their busy schedules and demands, found time to answer all our evaluation questions.

We are also thankful to the volunteers, field staff and interns, who respectively helped in administering data collection tools, and data entry. We are particularly indebted to Pamela

Akimpundu, Patient Kwizera, Philbert Niyibizi, Josephine Mutimukeye, Eric Ngabonziza, Patrick Irakuzwa, Theoneste Ndungutse for their role in our data collection campaign.

Our profound gratitude goes to NAR researchers who compiled this evaluation report: Odeth Kantengwa, Jean Paul Safari and Margret Mahoro, thank you for your dedication.

Finally, our thanks go to those who directly or indirectly contributed to this report: NAR Monitoring and Evaluation expert, NAR management, the drivers, and members of NAR's audio-visual and peacebuilding teams.

**Dr Joseph R. Nkurunziza**  
Country Director  
Never Again Rwanda



# Executive Summary



## Evaluation objectives

This evaluation among other things: analyzed the project's implementation process; assessed the perceptions of key stakeholders regarding the impact of the project; and assessed the challenges that may influence the sustainability of the project's outcomes and impact. Every component of the project was examined. By and large, the evaluation found no evidence of gender issues. However, the evaluation team noted that all interviewed club patrons were male. Also, depending on the schools, the number of boys may be more than that of girls and vice versa. In total however, the evaluation found that there are more girls in Never Again Rwanda peace clubs than there are boys.

## Evaluation methodology

The evaluation utilised a quasi-experimental design. Due to lack of baseline data, the questionnaires and data collection took on a "retrospective/recall design". Respondents were asked to compare their current skills, behaviors, attitudes, or other key aspects to before their participation in project activities. Quantitative and qualitative data were also collected using semi-structured questionnaires, Focus Group Discussions (FGDs) and Key Informants Interviews (KIIs). The mutually reinforcing combination of quantitative and qualitative research allowed the team to triangulate data gathered from different

sources in gauging the project's impact.

While the project was implemented in nine schools, only six were involved in the evaluation (following specific inclusion criteria). The six schools selected were: Nyanza Technical Secondary School, Ecole Secondaire de Karubanda, Petit Seminaire Virgo Fidelis, ES. de Butare, Lycée de Rusatira, and Groupe Scolaire des Parents. Survey participants from these schools were recruited on a proportion-to-size basis. In all, the evaluation involved 164 students, 105 of them girls and 59 boys (representing 64% and 36% respectively). To track, possible spillover effects, the evaluation included young men and women who had participated in international peace day, and the genocide commemoration activities. The evaluation team ensured that all components were evaluated by targeting specific project beneficiaries for specific components, and by making sure that each component, was represented in the FGDs.

To ensure the collection of quality data from field, the research team collaborated with a Monitoring & Evaluation expert in designing the collection tools. The team also supervised the entire process of data collection and entry. Upon completion of each questionnaire, the research team checked the data collected before leaving the site. In addition, the team leader reviewed the completed

questionnaires each time, to make sure they were well completed. In case of any discrepancies, enumerators would be asked to recomplete the questionnaire. During the phases of data entry and data analysis, the team developed a database using SPSS, and the M&E expert cleaned and validated the data before analysis

Once the M&E expert had prepared the data entry template, data entry was carried out by volunteers conversant with peacebuilding and under the full support and guidance of the M&E expert. Analysis and interpretation was conducted by research staff and the M&E expert. Data analysis consisted of descriptive statistics, graphs, comparative analysis, and content analysis.

Nevertheless, the evidence shared in the report should be understood in the context where the assessment was carried out. Some limitations may have affected the evidence. These include for example the fact that: the project document did not contain a clear and robust results chain with clear activities, outputs, outcomes and objectively verifiable indicators.

While the evaluation team tried to think retrospectively on the results chain, the lack of a - results - chain may suggest that implementers did not have clear yardsticks against which to gauge their daily activities.

Secondly, the project design lacked baseline data. While proximate baseline data was collected in evaluation, the inception of the project did not set a clear baseline situation that would be used as a benchmark to analyse the outcomes.

Thirdly, the project benefited from different groups of students. Given the fact that not all the components targeted all the groups, it was difficult to identify beneficiaries for specific components or interventions. Likewise, it was challenging to ascertain whether students did not benefit from another intervention, which might claim a percentage share of changes that took place.

Lastly, the project's primary beneficiaries have been students in the southern province. However, many get promoted, change schools, and graduate every year. Given that mobility, it was not possible to access previous beneficiaries, especially in cases where they changed schools or graduated.

### Summary of findings

Participation in peace clubs has boosted youth's capacity to become agents of peace. This has registered an average increase of Change in Skills and Knowledge (CSK) from 54.1 to 85.5%. Belonging to peace clubs has opened opportunities for the youth to dialogue on issues pertaining to peacebuilding in their schools and communities (88%).

Peace clubs have also provided the youth with a platform from which to become peace agents, and to participate in the peacebuilding process, both in their schools and communities (94%). Peace clubs have also enabled the youth to develop critical thinking skills through interaction (95%). They have provided the youth with a forum from which they have been able to share stories on peacebuilding, reconciliation. As a result, the youth have been able to reflect on the past as well as the present. Peace clubs have also helped the youth develop visions for the future (94%).

The evaluation also found that as a result of peace clubs, club members were able to organise more peace activities in school (87%) and out of school in their respective communities (75%). The study also found that more conflicts between students were addressed peacefully as a result of peace clubs (84%). Furthermore, students in peace clubs demonstrated better behavior than those who are not (88%). Generally, the statistics revealed that peace clubs are perceived positively. The changes were appreciated by teachers and parents who participated in this evaluation.

Evidence shows that students' participation in the genocide commemoration conference changed from 48.2 to 81.4% over the course of the project. Thanks to a component of this project, the youth have been able to connect with history, genocide, and its commemoration. As a result, they have taken initiatives to support vulnerable members of their communities.

Overall, the average impact of the commemoration to students perception

**The conference helped the youth to gain an understanding of their role in conflict resolution, and the promotion of peace in their school/community (100%).**



of history and genocide stands at 96%. Specifically, the commemoration conference – a component of this project, is believed to have given youth space to discuss their ideas with decision-makers on genocide commemoration policy and practices (96%). The conference has inspired the youth to start peacebuilding activities in their schools/communities (100%). It has allowed them to reflect on the past and contribute to building a brighter future (100%). The fact that the conference enabled the youth to provide inputs into the commemoration policy and practices (96%), ensured that they were able to challenge genocide ideology and ethnic divides (88%). Importantly, the youth perceive the genocide commemoration conference to be one of the most suitable ways to transmit commemoration values to the next generations (100%).

In addition, the youth who have been through peace clubs are more willing to forgive those who wronged them even when the wrongdoers have not asked for pardon (60%). They are confident, and willing to interact with people from different ethnic and religious groups than their own (81%). And they have shown willingness to share knowledge and learn from each other following the conference (96%).

Positive skills and knowledge have also been recorded in the youth's public speaking and exchange. Critical thinking and analysis registered an increase of 38% (from 49 to 87%). On average, this

component is believed to have had a positive impact on peacebuilding (93%). 96% of the youth said that public speaking has increased their critical thinking skills (96%). They agreed that critical thinking had provided them with space to voice concerns on issues hindering peace processes in their respective school /community (96%). They also said that critical thinking has fostered the discussion on peacebuilding in the Great Lakes Region (85%), and strengthened their connections with other youth from diverse backgrounds (92%).

The evaluation also found that the youth's public speaking confidence increased (100%). And that they have set up independent initiatives to peacefully resolve conflicts in their respective schools /communities (89%). Currently, students and teachers are able to organise public speaking events (85%). In the future, participants believe they will continue to attend public speaking events beyond the project (100%). Overall, public speaking was a good opportunity considering the changes it brought forth. Little change took place in terms of using written and spoken French, probably, as a result of government policy on the language of instruction in schools across Rwanda.

Furthermore, there are commendable changes that resulted from the international day of peace / interaction with parliamentarians. Changes in capacity to discuss and share opinions have taken place from 55 to 98%. In terms of impact, the youth said that the

international day of peace and their interactions with parliamentarians was a success (100%). The two events provided the youth with an opportunity to discuss and share their thoughts with decision-makers and policy makers on the needs, issues and challenges they are faced with regard to peace-building (100%). The conference helped the youth to gain an understanding of their role in conflict resolution, and the promotion of peace in their school/community (100%). IT inspired the youth to become peace agents in their schools/community (100%), and gave them the tools with which to peacefully solve conflicts in their schools and communities (100%). As a result, the youth were involved in decision-making within their communities on key policies, governance and rights issues in order to promote sustainable peace and foster a democratic society (100%). The youth said that their discussions with parliamentarians furthered their willingness to promote peace and reconciliation in their school/ community (100%).

Regarding essay writing, the evaluation found that related skills and knowledge have increased from 42.9 to 80.4%, suggesting an increase of 37.5%. Essay writing is positively appreciated in schools (84%). Specifically, the youth gained an understanding of their role in overcoming violence schools and communities (100%). The essays also helped reduce conflicts in schools and communities (66%). 88% of the youth surveyed believe that essay writing can help to build peace in schools

and communities, while 80% believe that the competition will continue beyond the project.

In terms of independent youth peace related initiatives before and after the project, whereas 54.1% of participants had set-up any initiatives to solve conflict or to promote peace in their schools before the project, this increased to 89.5% after the project. There was also an increase in initiatives to solve conflict or to promote peace in the community from 26.3% before the project to 62.4% after the project. Youth willingness to collectively setup initiatives to solve conflict or to promote peace in their school increased from 81 to 86.5%, while their willingness for the same in their communities rose from 35.3 to 69.2%.

The youth reported venturing in a variety of peacebuilding initiatives. From the data, it appears that they helped to solve conflicts between students (97%), between students and teachers (17.3%), and between neighbors in their communities (57.1%). There was also an increase in youth setting up unity and reconciliation clubs/associations (20.3%), organising debates to discuss peace values (38%), and to engage in drumming/theatre/songs about [peace and reconciliation in both schools and communities (84%). There was also an increase in initiatives to support genocide survivors and or other vulnerable people for healing and promoting peace (81%). 44% of the youth took part in youth arts and competitions on peace and reconciliation, and 77%

helped organise a commemoration event in their respective school/community. 13% organised peace and conflict resolution training, while just 0.8% assisted former genocide perpetrators to pay back the properties damaged or destroyed during genocide. 55% organised a walk to remember, and 97.7% visited a genocide memorial site. 12% helped a genocide survivor to reconcile with a genocide perpetrator, and 88.7% visited and assisted fellow students at the hospital. 88.7% planted a tree for peace and reconciliation (88.7%), while 24% attended a religious related event/s aimed at promoting peace, unity and reconciliation, or healing. 10.5% took part in other initiatives.

### Recommendations

Given the challenges faced with regard to effective performance of peace clubs and their contribution to peacebuilding in Rwanda, we recommend that:

- CSOs/schools should put in place some guidance on starting peace clubs, including directions on recruitment of members as well as systems for knowledge transfer from senior members to junior ones.
- CSOs should put in place a tracking mechanism to ease the process of following up on former members who graduate, and as such, are forced to leave the clubs.
- NAR should start offering certificates of appreciation be given to former members to recognise their participation but importantly, to encourage non-members to join. The awarding of certificates could be made

public to serve as a motivating factor for both current and new members.

- NAR combines the commemoration conference with international peace day celebrations to maximize outreach. Combining the two would cater for those participants who currently find it impossible to attend both at different times. Instead of having the events in Kigali, one suggestion is to have them in the Southern Province, nearer to beneficiaries.
- Public speaking and essay writing are so interconnected that they do not have to be separated. NAR could combine them into a single activity/event to maximise impact. For example essay writing themes could be chosen in such a way that they are also topics for public speaking, as long as this is agreed upon with the students and they are given enough time to prepare themselves.
- Whereas usage of French and English in public speaking helps students improve their fluency in those languages, using Kinyarwanda would enrich the content and give opportunity to participants to grow their writing and presentation skills.
- To allow for evidence-based peacebuilding interventions, the project should be designed in phases of at least six months. This will ensure smooth transition from phase to phase. The project should also be based on baseline data against its indicators, have a robust monitoring tool, a consistent plan, and an appropriate budget.

# Acronyms

<b>ENDP:</b>	Ecole Notre Dame de la Providence (Karubanda)
<b>ES:</b>	Ecole Secondaire
<b>FGD:</b>	Focus Group Discussion
<b>GIZ:</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit
<b>KII:</b>	Key Informant Interview
<b>M&amp;E:</b>	Monitoring and Evaluation
<b>GS:</b>	Groupe Scolaire
<b>NAR:</b>	Never Again Rwanda
<b>SPSS:</b>	Statistical Package for Social Scientists
<b>TSS:</b>	Technical Secondary School
<b>TVET:</b>	Technical and Vocational Education and Training





# Contents

<b>ACKNOWLEDGEMENTS</b>	<b>3</b>
<b>GENERAL OVERVIEW</b>	<b>12</b>
<b>EVALUATION METHODOLOGY</b>	<b>16</b>
<b>FINDINGS AND DISCUSSION</b>	<b>22</b>
3.1. Introduction	
3.2. Participants demographics	
3.2.1. Age, gender and school	
3.3. Change in skills, knowledge and attitudes (CSK)	26
3.3.1. Change in CSK as result of Peace Clubs	
3.3.2. Change in CSK as result of commemoration conference	
3.3.3. Change in CSK as result of public speaking and exchange competition	
3.3.4. Change in CSK as result of international day of peace / interaction with parliamentarians	
3.3.4. Change in CSK as result of essay writing competitions	
3.4. Change in behavior and practices	
3.4.1. Participant's perceptions for conflict resolution	
3.4.2. Participants' perception of dealing with genocide ideology and resisting manipulation	
3.5.6. Independent peace-related initiatives before and after the project	
3.5.7. Independent initiatives by the youth as result of the project	
3.6. Challenges	36
<b>CONCLUSION AND RECOMMENDATIONS</b>	<b>39</b>
4.1. Conclusion	
4.2. Recommendations	
<b>APPENDICES</b>	<b>42</b>
Appendix A. Semi structured questionnaire for students	
Appendix B: Interview guide for FGDs for students	
Appendix C. Key informant interview guide for teachers	
Appendix D: Interview with implementing staff	
Appendix E. Number of students participating in evaluation	

# List of tables

Table 2.1 Evaluation Questions and Associated Data Collection Methods	20
Table 2.1 Sampled Schools	
Table 2.3 Sampled Schools and Students	
Table 2.4 Participants in KIIs and FGDs	
Table 3.1. Description of Participants by age, gender and school	
Table 3.2. Participants and their first year in Peace Clubs	
Table 3.3. Level of Participation in key project's activities	
Table 3.4 Change in CSK as a result of International Day of Peace	
Table 3.5. Change in CSK resulting from Essay Writing Competitions	
Table 3.7 Perception of Participants on Dealing with Genocide Ideology and resist manipulation	
Table 3.8 Perception of Participants on Peace Building and Fostering Reconciliation	
Table 3.9 Perceptions on Impact of Peace Clubs	
Table 3.10 Perception on Impact of Commemoration Conference	
Table 3.11 Perception on Impact of Public Speaking and Exchange	
Table 3.12 Perception on Impact of International Day of Peace	
Table 3.13 Perception of Impact of Essay Writing Competition	
Table 3.14 Independent Peace related initiatives before and after project	
Table 3.15 Types of independent initiatives initiated by youth as a result of the project	
<b>LIST OF FIGURES</b>	
Figure 3.1 Change in CSK resulting from Peace Clubs	27
Figure 3.2 Change in CSK resulting from Commemoration Conference	
Figure 3.3 Change resulting from Public Speaking Competitions	

# General Overview



# General Overview

## 1.1. Project background

The role of the youth in Rwanda's recent history is two-sided. On the one side, the youth participated in and largely implemented the 1994 Genocide perpetrated against Tutsi. On the other, they were instrumental in stopping the genocide, and have helped change the country's politics and socio-economic development, in the aftermath of the genocide.

Never Again Rwanda (NAR), a peacebuilding and social justice organisation, is one example of how youth initiatives created in the aftermath of the 1994 Genocide against the Tutsi are helping to mitigate the consequences of the genocide. NAR aims to empower Rwandans and give them opportunities to become active citizens, ultimately becoming agents of positive change and working together towards for sustainable peace and development.

In 2014, NAR partnered with GIZ on a project "Promotion of Civic Participation and Peace Building in Secondary Schools, Huye District, Rwanda". The project goal was to ensure that the youth of Rwanda are given the right guidance, opportunity, and platforms to participate in building a democratic, peaceful and prosperous nation that respects human rights and treats all its people equally.

**Empower youth to become active peacebuilders in their schools and communities; increase youth's capacity in critical thinking; develop a spirit of mutual respect**



The project was guided by a theory of change which ties with NAR's belief that when the youth are empowered through critical thinking, they become actors in a process of change at various levels. This strengthens mutual understanding, respect, and peaceful conflict resolution processes - ultimately contributing to sustainable peace and development in Rwanda.

## 1.2. Project description

This project had different components that targeted different youths in the schools of the Huye District. These components were as follows:

### **Component 1: Strengthening clubs and associations in peacebuilding.**

This was meant to among other things: empower youth to become active peacebuilders in their schools and communities; increase youth's capacity in critical thinking; develop a spirit of mutual respect, tolerance, and non-discrimination; use story-telling to discuss Rwanda's past and present peacebuilding and reconciliation scenarios thus enabling reflection on the past, present and the creation of visions for the future; and lastly provide the youth with a forum to enable their active and constructive discussion on peace, mutual respect, family conflicts and how to tackle them, through different



activities such as youth discussions in their respective clubs, training teachers in critical thinking, training NAR staff and volunteers in critical thinking, and visiting, guiding and supporting peace clubs and associations in their activities.

The expected short and medium term outcomes included: the youth would be able to organise peace dialogues in their schools and communities; they would feel empowered to become active peacebuilders in their schools and communities; they would become aware of the consequences of their actions and take responsibility; and they would develop an open mind towards the experiences, needs, views and opinions of others. And that they would consider such experiences

valuable, even if they didn't share them.

The component, it was also thought: would increase the youth's ability to use evidence-based thinking and analysis of information; make the youth less vulnerable to manipulation so as to overcome destructive messages; that it would spur mutual respect, tolerance and non-discrimination; make the youth feel more comfortable to discuss and reflect on their past and present; integrate what they had acquired from discussions into their daily lives; make them feel empowered to have constructive discussions on peace, mutual respect, family conflicts and how to tackle them. This component, it was also thought, would: help the youth address the issue of difference in diversity

by challenging prejudices, and creating a sense of unity and tolerance for plurality.

In the long term, it was expected that youth would live peacefully and in harmony with others in schools and communities; that they would become peace agents in their schools and communities; contribute to peaceful resolution of conflicts in their schools and communities; and shape decisions towards an inclusive and peaceful future.

### **Component 2: National youth conference on genocide commemoration policy and practices**

This was meant to: provide the youth with the right space to develop, voice, and

discuss their ideas on peace and conflict. That it would provide valuable input into commemoration policy and practice in Rwanda; create various platforms for students to develop and discuss their ideas on commemoration policy and practice within their communities, and with their leaders; strengthen the youth's capacity to deal with the past and raise their awareness of it. This included activities such as organising a national youth conference on genocide commemoration conference, and Umuganda to assist vulnerable people and genocide survivors. The intended short and medium term outcomes were: that the youth would gain knowledge on the 1994 Genocide perpetrated against Tutsi in Rwanda; understand their role in facilitating healing and reconciliation in community/schools; acquire increased knowledge to deal with traumatic experiences / wounds; gain insights and clarity on the concepts of genocide, good governance, development and transitional justice; and acquire knowledge and understanding of genocide, transitional justice, good governance and development in order to strengthen their activities towards preventing violence and overcoming negative concepts of ethnicity. It was also thought that the youth would acquire knowledge to take initiative to generate their own momentum as peacebuilders in their communities; and that through critical thinking, they would be able to reflect on their needs with regards to dealing with the past and developing positive ways on how to contribute to the process.

In a long run, it was expected that the national policy on genocide commemoration and its practice would be reviewed based on inputs and recommendations from the youth, to promote sustainable peace, fight against genocide ideology, ethnic divide, and others crimes against humanity, as values



passed on to the next generation.

### **Component 3: Local and regional public speaking and exchange**

This was aimed at among other things: spurring discussion among the youth on peacebuilding in the Great Lakes Region; supporting the development of critical thinking skills among the youth; strengthening regional youth exchange; developing a spirit of mutual respect, tolerance and non-discrimination; and building students' confidence in speaking English. The objectives were to be

achieved through activities that included organising local as well as regional public speaking and exchange events.





#### **Expected short and medium term outcomes included:**

- students would gain skills in delivering good speeches;
- they would gain critical thinking skills;
- they would organise exchanges in their school/communities and share ideas;
- the youth would gain a spirit of mutual respect, tolerance and non-discrimination;
- they would get a platform on which to express their views and opinions on issues hindering peace processes in their schools/communities;
- they would learn about and discuss ways of dealing with conflict in non-violent ways, and that this nonviolence would be embraced by youth across the Great Lakes Region;
- they would gain an understanding of the role they can play in peacebuilding processes by challenging prejudices, and creating a sense of unity and tolerance for plurality;
- the youth would show respect and tolerance for diversity;
- they would exhibit increased confidence to speak English publicly;

- the youth would be empowered to become confident public speakers;
- they would demonstrate improved skills in developing independent ideas, and be able to defend those ideas thus overcoming overly strong obedience to authority;
- that they would be able to apply evidence-based thinking in their attempts to overcome rumors;
- they would develop empathy and mindedness
- Finally, the youth would be able to analyse their judgment and other experiences, challenge their own stereotypes and mind-set on prejudices against others.

In the long term, it was expected that conflicts and possible violence in schools and communities would be peacefully addressed, and that the youth would be able to independently initiate conflicts resolutions mechanisms in their respective schools and communities.

#### **Component 4: International day of peace/ discussions between youth and parliamentarians**

This was meant to provide the youth with a space to share and discuss their peacebuilding needs as well as initiatives with policy makers. It required activities such as organising the international day of peace, and facilitating discussions between the youth and parliamentarians.

In the short and medium term, it was anticipated that it would provide the youth with opportunities to discuss and share their thoughts with high-level policy and decision makers on their peacebuilding needs, issues and challenges. It would also increase their understanding of respective roles in promoting peace and conflict resolution in their school/community; improve their ability to manage conflicts peacefully; and that it

would give the youth the ability to take part in decision-making processes within their communities on key policies, such as governance and rights issues, to promote sustainable peace and foster a democratic society.

In the long run, it was expected that the youth would become peace agents in their schools and communities; they would contribute to peaceful resolution of conflicts in their schools and communities; and that they would ensure peacebuilding related policies would be based on youth inputs and recommendations.

### Component 5: Essay writing competition

This sought to spur critical thinking skills among the youth. It comprised of activities such as essay writing competitions, and discussions on the role of the youth in overcoming violence in communities. Expected short and medium term outcomes from this component included the following:

- essay writing skills would improve among the youth;
- the youth would gain critical thinking skills, and an understanding of their role in overcoming violence in their schools and communities.

In the long term, it was expected that there would be reduced violence in schools and communities, and that peace would be strengthened in both schools and communities.

### 1.3. Evaluation objectives

The evaluation sought to achieve three main objectives:

1. To analyze the process of project implementation;
2. To assess the perceptions of key stakeholders regarding the impact of the project; and
3. To assess the challenges encountered vis a vis the sustainability of the project, its outcomes and impact.

## 2.0 EVALUATION METHODOLOGY

This section describes the evaluation design. It discusses the evaluation design, target population, sampling strategy and sample size. It also discusses the data collection tools and data sources, as well as data analyses and limitations pertaining to this evaluation.

### 2.1. Evaluation design

This evaluation utilized a quasi-experimental design. In addition, due to lack of baseline data, the design of questionnaires and administration of data collection tools used the “retrospective/recall design”. Respondents were asked to compare their current skills, behaviors, attitudes, or other key aspects as compared to before their participation in project activities. The difference was attributed to the project effects.

The evaluation also used mixed methods (integration of social science disciplines) with predominantly quantitative and predominantly qualitative approaches to theory, data collection, data analysis and interpretation. The purpose was to strengthen the reliability of data, validity of the findings and recommendations, and to broaden and deepen the understanding of the processes through which program outcomes and impacts have been achieved, including how they have been affected by the context within which the program was implemented. This evaluation focused on different main components of the project including peace clubs activities, the commemoration conference, public speaking, International Day of Peace / discussions between the youth and parliamentarians, as well as essay writing competitions.

### 2.2. Evaluation methods

Mixed methods were employed. Semi-structured questionnaire, Focus Group Discussions (FGDs) and Key Informants Interviews (KIIs) were used to gather both quantitative and qualitative data. This mutually reinforcing combination of quantitative and qualitative research allowed the team to triangulate data gathered from different sources in gauging project impact.





**Table 1.1 Sampled schools**

Evaluation Question	Data Collection Method	Source of Data
1. How was the project implementation process?	Desk review	Project documents and reports
	Semi – structured questionnaire	Beneficiary students in target schools
	Key Informant Interview	Implementing staff & participating teachers
2. Did the project achieve its desired short and medium term outcomes?	Desk review	Project documents and reports
	Semi – structured questionnaires	Students in target schools
	Focus Group Discussion	Beneficiary students and teacher
3. What challenges did the project implementation encounter that may influence the sustainability of the project outcomes and impact?	Semi – structured questionnaire	Beneficiary students in target schools
	Key Informant Interview	Implementing staff
	Desk review	Project documents and reports
4. What are the lessons learnt and best practices for the project under evaluation?	Key Informant Interview	Implementing staff

### 2.3. Evaluation population

The project under evaluation was mainly implemented in nine schools: Ecole Secondaire de Butare Catholique; Ecole Secondaire de Karubanda; ES. de Butare, Lycée de Rusatira; Groupe Scolaire des Parents; GS de Butare; Nyanza Technical Secondary School; Regina Pacis; Virgo Fidelis. Ideally, the evaluation ought to have included all the nine schools. However, due to resource constraints, only six were included in the sample. More information on sampling is provided below.

### 2.4. Sampling technique and sample size

In order to meet the objectives of this evaluation, several sampling techniques were utilised at different stages. First, multi-stage sampling was used because decisions had to be taken regarding: which schools to include as there were not

enough resources to cover all participating schools and individuals; what components to evaluate; how many boys and girls to include in the sample; and which teachers to involve from each school.

Secondly, purposive and stratified sampling were used to collect data from information-rich settings, and participants. Data was collected only from schools, and from beneficiaries who the evaluation team deemed more informed or likely to have been impacted by the project's interventions. The inclusion criteria included private school, public school, TVET, boarding and non-boarding schools (between nine and twelve years in education), schools for girls only and schools for boys only, schools in rural areas and schools in urban settings. Where two schools equally met the same criteria, random sampling was used. Eventually, six out of nine schools were selected. The selected schools are listed in table 1.1 below:

**It was expected that conflicts and possible violence in schools and communities would be peacefully addressed, and that the youth would be able to independently initiate conflicts resolutions mechanisms in their respective schools and communities.**

Table 2.1 Evaluation questions and associated data collection methods

Selected school	Criteria	District
Nyanza Technical Secondary School	Public & boarding TVET School; the only participating school in Nyanza District	Nyanza
Ecole Secondaire de Karubanda	Public school for girls only and boarding school	Huye
Virgo Fidelis	Public school for boy only and boarding school	Huye
ES. de Butare	Twelve years basic education, public, non-boarding school	Huye
Lycée de Rusatira	A public school for and boarding school/ rural	Huye
Groupe Scolaire des Parents	Private school and boarding & non-boarding school	Huye

In addition, cluster sampling and random sampling proportion to size were also used to determine the number of respondents from each selected school. Table 2.2 below shows the sample size for students who participated in the evaluation.

Table 2.2 Sampled schools and students

S/N	School name	Sampling frame			Proportional to size Sample		
		Club size	F	M	F	M	Total
1	ENDP Karubanda	87	87	-	52	-	52
2	ES de Butare	47	31	16	19	10	28
3	GS des Parents	37	24	13	14	8	22
4	Virgo Fidelis Karubanda	30	-	30	-	18	18
5	Lycée De Rusatira	41	17	24	10	14	25
6	Nyanza TSS	31	16	15	10	9	19
<b>Total/sample</b>		<b>273</b>	<b>175</b>	<b>98</b>	<b>105</b>	<b>59</b>	<b>164</b>

From the table above, it is clear that the evaluation involved 164 students, (105 girls and 59 boys) representing 64% and 36% respectively.

To track possible spillover effects of the project, the evaluation included young men and women who participated in the international peace day and the genocide commemoration activities. In total, 20 participants were selected from these two events (10 from each) and 30% of them girls.

Finally, purposive sampling was used to determine key informants and members of FGDs as well as interviews to ensure

data was collected from men, women, girls and boys. The interview guides contained questions meant to explore whether there were gender issues in the youth's participation in peacebuilding activities. As earlier mentioned, to ensure objectivity given the lack of baseline data, the evaluation used "retrospective/ recall design" for questionnaires and data collection. Respondents were asked to compare their current skills, behaviors, attitudes, or other key aspects as compared to before their participation in project activities, with differences attributed to the project.

Nevertheless, the evaluation team ensured that all components were evaluated by targeting specific project beneficiaries for specific components, as well as by making sure each component was represented in the FGDs. Practically, four FGDs were organised, each involving 10 students. Students from selected participating schools were involved according to the project component, except for club activities that were cross cutting. Students who participated in FGDs were also involved in semi-structured questionnaires. Table 2.3 shows details of FGD and KII participants.

**Table 2.3** Participants in KIIs and FGDs

SN	PLACE	ACTIVITY	FGD SIZE	DESCRIPTION
1	All schools	4 FGDs	10 each	according to 4 main components
2	All schools	6KIIs	1	Teacher in every school
3	Huye District	4KIIs	1	with parents (2women, 2 men)
4	Huye District	2KIIs	1	implementing field staff
5	Kigali	1KII	1	With GIZ
6	Kigali Head Office	2KIIs	1	1 PB, 1 Programs
7	Kigali	2 FGDs	10 each	with non- schooling youth
8	Kigali	1KII	1	With stakeholder organisation (CNLG / NURC)
<b>Total # of FGDs</b>		<b>6</b>		
<b>Total # of KIIs</b>		<b>16</b>		

## 2.4. Evaluation instruments

The main data collection instruments were semi – structured questionnaires, Focus Group Discussion Guides, and Key Informants Interview Guides.

First, semi – structured questionnaires were prepared by researchers and the M&E expert. The tool captured all components of the project. Using the Likert Scale, students were asked to rank their experience before and after the project, with emphasis on project process, output and expected outcomes.

Second, the FGD guides were prepared to collect views from beneficiaries in group settings. Each FGD was set up to include 10 participants (five boys and five girls) selected in such a way that each school was represented.

Third, KII guides sought to gather evidence from other stakeholders who were not primary beneficiaries of the interventions. These included NAR staff, and four parents (2 men and 2 women).

## 2.5 Data quality assurance and data validation

To ensure high quality data was collected from the field, the research team and M&E expert collaborated in designing

the data collection tools. The two also supervised the entire process of data collection and entry. Upon completion of each questionnaire, the research team checked the data collected before leaving the site. The team leader would review the completed questionnaires, to make sure they were fully completed, before they were handed over to the enumerators. During the data entry and data analysis phase, the team developed a database using SPSS, and the M&E expert cleaned and validated this data before analysis.

## 2.6. Data entry, analysis and interpretation

The M&E expert prepared the SPSS templates, and once this was done, data entry was carried out by trained volunteers, but under his full support and guidance. Data analysis, and interpretation, were conducted by research staff, with the help of the M&E expert. Data analysis consisted of descriptive statistics, graphs, comparative analysis, and content analysis.

## 2.7. Evaluation limitations

This evaluation encountered a set of limitations:

First, the project document did not contain a clear and robust results-chain

with clear activities, outputs, outcomes, and objectively verifiable indicators. While the evaluation team tried to think retrospectively on the results chain, the lack of a results-chain may suggest that the implementers did not have baseline data or clear yardsticks against which to gauge their daily activities.

Second, the project design lacked baseline data. While proximate baseline data was collected during the evaluation, the inception of the project did not set a clear baseline situation that could be used as a benchmark to analyse the outcomes.

Thirdly, the project benefited from different groups of students. Given the fact that not all the components targeted all the groups, it was difficult to identify beneficiaries for specific component or intervention. Likewise, it was challenging to ascertain whether students did not benefit from another intervention, which might claim a percentage share of changes that took place.

Fourthly, given the high level of student mobility, it was sometimes not possible to gain access to former beneficiaries, especially in cases where they had changed schools or graduated. Besides, the non-schooling group was left out of the assessment due to resource constraints.

“

I am a Burundian refugee. Before coming to Rwanda, I had a stereotype that all Rwandans are terrible. I kept the same stereotype even after crossing the border. When I resumed schooling, I joined the peace club. It was a wonderful experience> I have since dropped the stereotypes because the peace clubs have proved me wrong

Female participant, ES de Butare.

# Findings **and discussion**



# Findings and Discussion



## 3.1. Introduction

This chapter presents, interprets and discusses the data collected from key stakeholders of the “Civic participation and peacebuilding project in the Southern Province”.

## 3.2. Participants demographics

Demographic data presented here include the participant age and gender from every school in the evaluation. In addition, the duration of participation in different components of the project is also presented.

### 3.2.1. Age, gender and school

Table 3.1. Description of participants by age, gender and school

School Name	District	11-15		16-20		21-24		Total
		Male	Female	Male	Female	Male	Female	
ENDP Karubanda	Huye	-	2	-	34	-	1	37
E.S Butare	Huye	-	6	9	7	-	-	22
G.S des Parents	Huye	-	-	14	9	1	-	24
Nyanza TSS	Nyanza	-	-	15	2	1	-	18
Lycée de Rusatira	Huye	3	8	7	6	5	1	30
Virgo Fidelis	Huye	-	-	2	-	-	-	2
Total		3	16	47	58	7	2	133

Table 3.1 above describes participants' age and gender per schools. ENDP Karubanda was represented by 37 students, two aged between 11 and 15, 34 aged between 16 and 20, and one aged between 21 and 24 respectively - all of them were female as the school does not teach male students.

The second most represented school was Lycée de Rusatira with 30 participants. Of these, eight girls were aged between 11 and 15, six between 16 and 20, and one between 21 and 24. As for the boys, three were aged between 11 and 15, seven

between 16 and 20, and five between 21 and 24.

Petit Seminaire Virgo Fidelis was the least represented with two boys aged between 16 and 20, as this is a boys only school. Apart from Virgo Fidelis and ENDP Karubanda, other schools were represented in such a way that boys and girls were given chance to participate in the evaluation. Nyanza TSS had less representation by girls as being a technical school, it does not have many female students.

# 37

**ENDP Karubanda**  
The most represented school.

**Table 3.2.** Participants and their first year in Peace Clubs

School Name	Your first time in Peace Club						
	2010	2011	2012	2013	2014	2015	2016
ENDP Karubanda	-	-	-	12	11	14	-
E.S Butare	-	-	-	5	6	9	2
G.S des Parents	-	-	-	1	5	15	3
Nyanza TSS	-	-	-	3	1	14	-
Lycée de Rusatira	1	1	2	7	6	13	-
Petit Seminaire Virgo Fidelis	-	-	-	-	1	1	-
Total	1	1	2	28	30	66	5

Table 3.2 presents participants according to the length of time they have been members of Peace Clubs in the participating school. 66 had been members since 2015, 30 started in 2014, 28 in 2013, two in 2012, five in 2016. One apiece joined in 2010 and 2011.

**Table 3.3.** Level of participation in key project activities

Key activity	Public speaking		National commemoration		International Day of peace		Peace clubs		Essay writing	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
ENDP Karubanda	4	33	6	31	-	37	37	-	5	32
E.S Butare	5	17	2	20	-	22	22	-	-	22
G.S des Parents	8	16	4	20	4	20	24	-	4	20
Nyanza TSS	3	15	1	17	-	18	18	-	1	17
Lycée de Rusatira	6	24	6	24	-	30	30	-	2	28
Virgo Fidelis	2	-	-	2	-	2	2	-	1	1
Total	28	105	19	114	4	129	133	-	13	120

Table 3.3 describes participants as per the project component they were involved in. 28 students participated in public speaking, while 19 participated in the genocide commemoration. Four were involved in celebrations to mark the international day of peace, 13 took part in the essay writing completion, and 133 were members of Peace Clubs.

### 3.3. Change in skills, knowledge and attitudes (CSK)

In order to explore changes in skills, knowledge and attitudes, a number of areas were assessed for different components including: peace clubs; commemoration conference; public speaking; international day of peace: and essay writing.

#### 3.3.1. Change in CSK as result of Peace Clubs

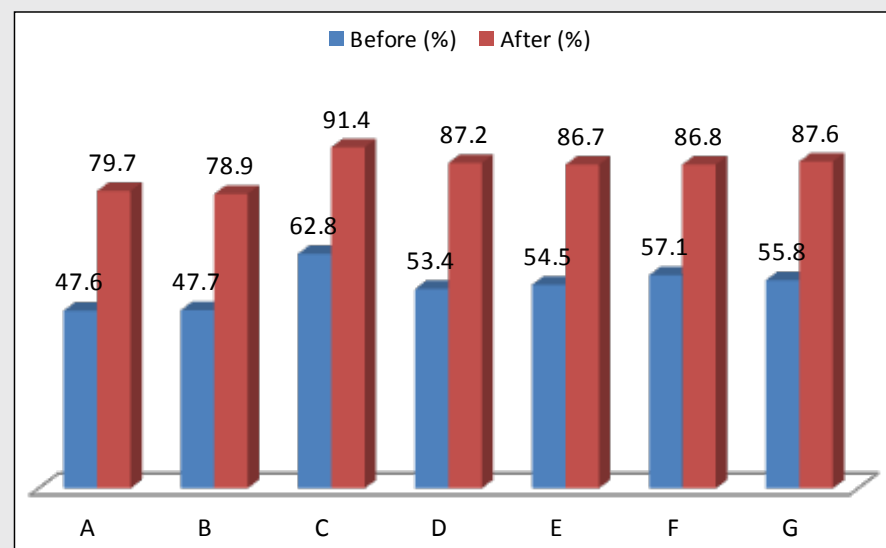


Figure 3.1 Change in CSK resulting from Peace Clubs

On average, critical thinking skills have increased from 47.6 to 79.7% - an increase of 32.1% (A). Ability to use evidence-based thinking and analysis of information has increased by an average of 31.2% (B). Capacity to overcome blind obedience and resistance to manipulation increased by an average of 28.6% (C); Ability to reflect, challenge and overcome stereotypes and prejudices increased by 33.8% (D); Willingness to deal with people from different backgrounds and opinions increased by 32.2% (E). Empathy and tolerance of differences increased by 29.7% (F), while the level of openness to share ideas on issues affecting participants' schools/ communities, using non-violent and constructive language, increased by 31.8% (G). Teachers also said they had seen positive changes in students' narratives.

Peace clubs have provided beneficiaries with opportunities to critically think about peace. "Before the peace club, we had other different clubs but none of them was interested in peacebuilding, conflict management, and critical thinking. We are among the most privileged youth in Rwanda and we are grateful for the opportunity to participate in the peace clubs" -Female Participant, ES Butare. A Club Patron, Nyanza TSS, had this to say of the project: "In this school, we do not teach humanity and arts, we teach techniques. Our students who participate in peace clubs are privileged to learn soft skills that they would not otherwise come across in their curriculum"



### 3.3.2. Change in CSK as result of commemoration conference

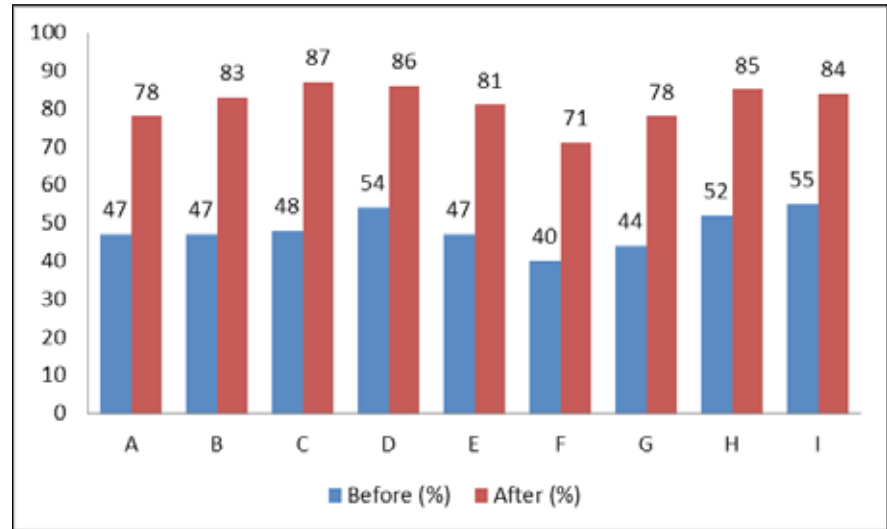


Figure 3.2 Change in CSK resulting from Commemoration Conference

Overall, the percentage increase in knowledge about the history of 1994 Genocide perpetrated against Tutsi in Rwanda was 31% (A). The level of understanding of national policy and practices on genocide commemoration increased by 36% (B). Students' ability to understand their role in the prevention of genocide and its ideology was 39% (C). Awareness of the danger associated with divisionism, discrimination and hate speeches increased by 32% (D). Understanding of societal wounds that the Rwandan society faces increased by 34% (E).

The level of knowledge required to deal with traumatic experiences / wounds increased by 31% (F). Ability to provide ideas on commemoration practices and policy increased by 34% (G). Understanding of role in promoting social cohesion and reconciliation in participants' schools/ communities increased by 33% (H), while participant's understanding of their role in supporting genocide survivors and other vulnerable people increased by 29% (I).

All in all, the average change for all variables put together increased from 48.2 to 81.4%. The changes were appreciated by one student who spoke to the evaluation team. "I had never been able to connect history, genocide, and commemoration. After participating in the commemoration and meeting my colleagues whilst supporting vulnerable families, everything became clear. For me it was a great insight" - Female Participant, Lycee de Rusatira.

### 3.3.3. Change in CSK as result of public speaking and exchange competition

Under the public speaking sub component, assessed elements included: level of critical thinking and analysis (A), level of research and discussion skills (B), level of writing skills in English (C), level of writing skills in French (D), ability to package a peacebuilding related message in a coherent manner (E), and level of interaction with other youth in the great lakes region (F). Also assessed was awareness of values of mutual respect, tolerance and non-discrimination (G), and confidence to speak in front of public (H).



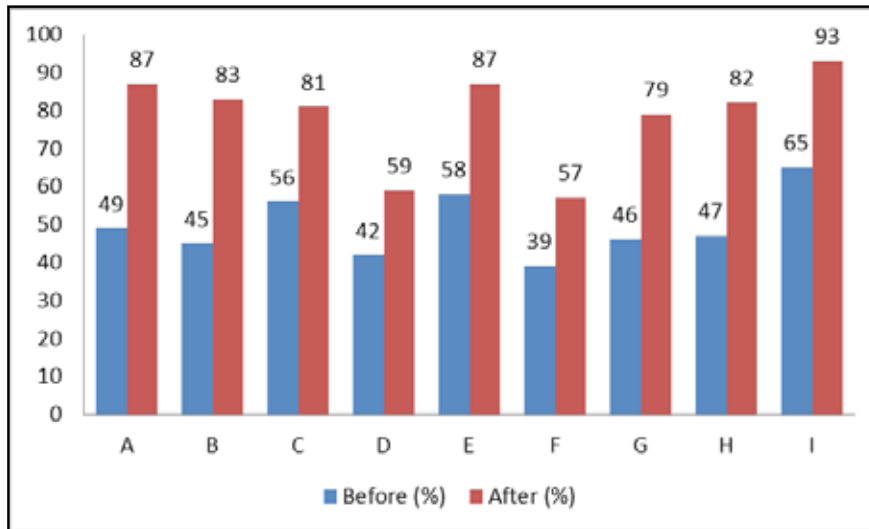


Figure 3.3 Change resulting from Public Speaking Competitions

Overall, there has been positive change of around 30%. Specifically, critical thinking and analysis registered an increase of 38% (from 49 to 87%); research and discussion skills improved by 38% (from 45 to 83%); English writing skills improved by 25% (from 56 to 81%); French writing skills by 17% (from 42 to 59%). Confidence in speaking English improved by 29% (from 58 to 87%); confidence to speak French increased by 18% (from 39 to 57%); ability to package a peacebuilding related message in a coherent manner increased by 33% (from 46 to 79%); while the level of interaction with other youth in the great lakes region increased by 35% (from 47 to 82%). Awareness of values of mutual respect, tolerance and non-discrimination improved by 28% (from 65 to 93%); and

confidence in public speaking increased by 35% (from 58 to 93%).

Overall, public speaking was a good opportunity considering changes it brought forth. Worth commenting is however that confidence in speaking and writing French did not increase commendably. This must be understood in the large context of the education system in Rwanda. Since 2008, government policy has been to change the major language of instruction in schools from French to English. Currently, while French is still taught as a subject, an average high school student in Rwanda is less likely to fluently write and speak English with the exceptions of some schools.



### 3.3.4. Change in CSK as result of international day of peace / interaction with parliamentarians

Table 3.4 Change in CSK as a result of international day of peace

Evaluation criteria	Before %	After %	Difference (+-) %
Capacity to discuss and share opinions with decision-makers and policy makers on needs, issues and challenges for the youth in peacebuilding	50	88	38
Level of understanding of role of the youth in promoting peace and conflict resolution in schools/communities	63	100	38
Awareness of peacebuilding and conflict resolution mechanisms	38	100	63
Level of commitment and willingness to become peace activists in respective schools/communities	75	100	25
Ability to manage conflicts peacefully in respective schools/communities	50	100	50
<b>Average</b>	<b>55</b>	<b>98</b>	<b>43</b>



On average, there has been a percentage change of 43%. Specifically, capacity to discuss and share opinions with decision-makers and policy makers on needs, issues and challenges for the youth in peacebuilding increased from 50 to 88%. The level of understanding of role of the youth in promoting peace and conflict resolution in schools/communities increased from 63 to 100%. Awareness of peacebuilding and conflict resolution mechanisms increased from 38 to 100%. Level of commitment, and willingness to become peace activist in respective schools/communities increased from 75

to 100%; and ability to manage conflicts peacefully in schools and communities increased from 50 to 100%.

### 3.3.4. Change in CSK as result of essay writing competitions

Under the essay writing competition, assessed areas included: level of essay writing skills; critical thinking skills; participants' role in overcoming violence; level of innovative and creative ideas; and research and analysis skills. Table 3.5. Change in CSK resulting from essay writing competitions.

Evaluation criteria	Before %	After %	Difference (+-) %
Level of essay writing skills	42.9	80.4	37.5
Level of critical thinking skills	51.8	82.1	30.4
Level of understanding of role of the youth in overcoming violence in respective schools/communities	57.1	92.9	35.7
Level of competition skills	48.2	85.7	37.5
Level of innovative and creative ideas	44.6	85.7	41.1
Level research and analysis skills	55.4	87.5	32.1
<b>Average</b>	<b>50.0</b>	<b>85.7</b>	<b>35.7</b>

Collected data shows that essay writing skills increased from 42.9 to 80.4% - a percentage increase of 37.5%. Critical thinking skills increased from 51.8 to 82.1%. Level of understanding of role of the youth in overcoming violence in respective communities and schools increased from 57.1 to 92.9%. Competition skills increased from 48.2 to 85.7%; innovation and creativity from 44.6 to 85.7%, while research and analysis skills increased from 55.4 to 87.5%.

### 3.4. Change in behavior and practices

In order to explore changes in behavior and practices, a number of areas were assessed for different components including: peace clubs, commemoration conference, public speaking, international day of peace, and essay writing.



### 3.4.1. Participant's perceptions for conflict resolution

Table 3.6. Participant's perceptions for conflict resolution

Evaluation criteria	Before project activities					After project activities				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
I feel comfortable to deal with any conflict that may arise in my school/community using non-violent mechanisms	9%	29%	35%	18%	8%	50%	48%	2%	-	-
I can express my emotions in a peaceful manner	8%	27%	24%	26%	15%	40%	50%	9%	2%	-
I am confident that I can control my negative emotions – especially anger	12%	30%	16%	24%	18%	47%	46%	5%	2%	1%
I value opinions that are different to mine	12%	32%	26%	20%	10%	51%	43%	5%	1%	1%
I am able to use non-defensive language and behaviour	16%	38%	21%	15%	10%	58%	38%	4%	-	0%
I am able to use evidence-based on critical thinking and analysis to solve conflicts	10%	28%	31%	18%	14%	44%	50%	5%	-	1%
I feel empowered to deal with stereotypes and prejudices against others	7%	29%	35%	18%	11%	44%	48%	4%	3%	1%
<b>Average (%)</b>	<b>11%</b>	<b>31%</b>	<b>27%</b>	<b>20%</b>	<b>12%</b>	<b>48%</b>	<b>46%</b>	<b>5%</b>	<b>1%</b>	<b>-</b>

Behavior and practices towards conflicts have positively changed from an average of 42 to 94%. Perceived comfort in dealing with conflicts, using nonviolent mechanisms changed from 9 to 50% (strongly agree), and from 29 to 48% (agree). Capacity to express emotions in a peaceful manner changed from 8 to 40% (strongly agree), and from 27 to 50% (agree). Confidence in controlling negative emotions – especially anger - changed from 12% to 47% (strongly agree), and from 30% and 46% (agree). Appreciation of different opinions changed from 12%

to 51% (strongly agree), and from 32% to 43% (agree). Ability to use non-defensive language and behavior changed from 16 to 58% (strongly agree), and from 38 to 38% (agree), suggesting a stagnation. Ability to use evidence-based critical thinking and analysis to solve conflicts changed from 10% to 44% (strongly agree), and from 28% to 50% (agree). Finally, the feeling of empowerment to deal with stereotypes and prejudices against others changed from 7% to 44% (strongly agree), and from 29% to 48% (agree).



**Before joining the peace club, I had an odd definition of what conflict management entails. I was scared and avoided conflicting colleagues at all costs. After some basic training in conflict management, I am confident I can help my conflicting colleagues reconcile**

- Female participant, ENDP Karubanda.



### 3.4.2. Participants' perception of dealing with genocide ideology and resisting manipulation

Table 3.7 Participants' perception of dealing with genocide ideology and resisting manipulation

Evaluation criteria	Before project activities					After project activities				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Genocide history concepts are clear enough to me	6%	32%	32%	19%	11%	44%	44%	8%	2%	2%
I am confident that I can discuss the genocide against Tutsis and its commemoration practices	11%	29%	28%	22%	11%	40%	48%	8%	2%	2%
I feel comfortable to give inputs to those who prepare genocide commemoration events in my school/ community	9%	27%	32%	20%	12%	45%	38%	9%	5%	2%
I feel empowered to deal with the past, and traumatic experiences	19%	40%	21%	12%	8%	68%	28%	4%	-	1%
I feel equipped to deal with genocide ideology, and ethnic divisionism	8%	38%	27%	17%	10%	50%	44%	5%	1%	2%
I feel equipped to resist manipulation	21%	39%	20%	14%	7%	70%	28%	1%	1%	-
I feel equipped enough to transmit genocide commemoration values to my colleagues and friends	13%	27%	34%	14%	12%	70%	29%	1%	-	1%
<b>Average %age</b>	<b>12%</b>	<b>33%</b>	<b>28%</b>	<b>17%</b>	<b>10%</b>	<b>48%</b>	<b>39%</b>	<b>8%</b>	<b>3%</b>	<b>2%</b>

Overall percentage change has gone up from 45 to 87%. Regarding clarity of genocide history concepts, positive appreciation has increased from 38 to 88%. Participants' confidence to discuss the genocide against Tutsis, and its commemoration practices has increased from 41 to 88%. Ease of giving inputs to organisers of genocide commemoration events in respective schools and communities has increased from 36 to

83%. The feeling of empowerment to deal with the past and traumatic experiences has grown from 59 to 96%. The feeling of dealing with genocide ideology, and ethnic divisionism, has changed from 46 to 94%. Confidence to resist manipulation increased from 50% to 98% while capacity to transmit genocide commemoration values to colleagues and friends increased from 40 to 99%.



### 3.4.3. Participants' perception of peacebuilding and fostering reconciliation

Table 3.8 Participants' perception of peacebuilding and fostering reconciliation

Evaluation criteria	Before the project					After the project				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
I understand my role in promoting peace in my school and community	15%	28%	37%	11%	10%	60%	35%	3%	1%	1%
I feel equipped to become a peace agent/ambassador in my school / community	9%	30%	30%	15%	16%	44%	46%	8%	-	2%
I feel capable to assist in preparation of genocide commemoration in my school / community	14%	35%	29%	10%	12%	60%	35%	4%	1%	1%
I feel that I can help genocide survivors and other vulnerable people	19%	46%	17%	10%	8%	68%	29%	3%	-	-
In our school we live in harmony than before the establishment of this club	23%	36%	29%	4%	8%	47%	44%	7%	2%	-
I feel capable to start a peace or conflict resolution related activity in my school/community	8%	32%	32%	19%	9%	50%	39%	7%	2%	2%
<b>Average</b>	<b>15%</b>	<b>34%</b>	<b>29%</b>	<b>11%</b>	<b>11%</b>	<b>55%</b>	<b>38%</b>	<b>5%</b>	<b>1%</b>	<b>1%</b>

## 3.5. Perception on Impact of Peace Clubs

### 3.5.1. Participants' perception of impact of Peace Clubs

As the data shows, students' role in promoting peace in respective schools and communities increased from 43 to 75%. Their preparedness to become peace agents/ambassadors in their schools / communities increased from 39 to 90%. Capability to assist in organising genocide commemoration in respective schools / communities increased from 49 to 95%.

Willingness to help genocide survivors, and other vulnerable people increased from 65 – 97%. Perception of harmony in peace clubs improved from 59 to 93%, while capability to start a peace or conflict resolution related activity in respective schools or communities increased from 40 to 89%.

“

**“I am on the right track towards reconciliation with myself. After that, I learnt to support my colleagues who are in the same process, I keep reminding my classmates that we should all be part of it”**

Female participant, Lycée de Rusatira.



**Table 3.9 Participants' perceptions on impact of Peace Clubs**

Evaluation criteria	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Through peace clubs, youth were provided with spaces for dialogue on issues pertaining to peacebuilding in their schools and communities	40%	44%	11%	4%	2%
Because of Peace Clubs, more youth were empowered to be peace agents and to participate in the peacebuilding process in their schools and communities.	48%	46%	5%	1%	1%
Peace Clubs supported the youth to develop critical thinking skills	51%	44%	5%	-	-
Peace clubs helped the youth to develop mutual respect, tolerance, and avoid discrimination	50%	44%	3%	2%	1%
Through Peace Clubs, youth shared peacebuilding and reconciliation stories and reflected on the past, present and the creation of visions for the future	53%	43%	3%	1%	1%
Because of Peace Clubs, more peace related activities were organised by clubs members in school	38%	49%	8%	5%	1%
Because of Peace Clubs, more peace related activities were organised by clubs members out of school/in community	26%	47%	17%	8%	2%
Because of Peace Clubs , more conflicts between students were addressed peacefully	35%	49%	14%	2%	-
Students who are in peace clubs demonstrate good behavior than these who are not members	47%	41%	11%	1%	1%
<b>Average</b>	<b>43%</b>	<b>45%</b>	<b>8%</b>	<b>2%</b>	<b>1%</b>



The data above shows that peace clubs provided participants with space for dialogue on issues pertaining to peace building in their schools and communities (88%). The data also shows that the clubs served as a platform for empowering the youth to be peace agents, and to participate in the peacebuilding process in their schools and communities (94%). Peace clubs also enabled the youth to develop critical thinking skills (95%). They also became mediums through which the youth could share stories about peacebuilding and reconciliation, as well as reflect on the past, present and the creation of visions for the future 94%. As a

result, more peace related activities were organised by clubs members in schools (87%), and out of schools/communities (75%). Besides, as a result of Peace Clubs, more conflicts between students were addressed peacefully (84%).

Students who had been in peace clubs demonstrated good behavior as compared to those who had not been members (88%). These statistics show that the Peace Clubs were positively perceived. There is also evidence to suggest that parents of the youths who participated in the Peace Clubs, experienced positive changes.

***If I were asked to describe my son before the project, I would use two words: careless and arrogant. Progressively I noted that he was changing and wondered how and what was changing him. Currently, his respect to his sister amazes me. He acknowledges the fact that he can learn a lot from the discussion with his sister if he is humble enough to appreciate the diversity of opinions. He has also developed a sense of responsibility at home. After realizing that their house girl was always very sad and showing the symptoms of Post-Traumatic Stress Disorder, he was open to her, and together they were able to talk about her past. At the end of the discussion, the house girl decided to go back home where there is a psychologist who is following up on her. The family has recently got good news that she is improving.***

**Ms. Marie Mediatrice Uwera,** mother of Jean Michel Toussaint Kayitare, a NAR volunteer and former active member of a Peace Club at Groupe Scolaire des Parents.

### 3.5.2. Participants' perception of impact of commemoration conference

Table 3.10 Participants' perception of impact of commemoration conference

Evaluation criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The commemoration conference gave us enough space to ideas with decision-makers on genocide commemoration policy and practices	52%	43%	-	-	4%
The commemoration conference inspired us to start peacebuilding activities in our school/community	52%	48%	-	-	-
The commemoration conference helped us to reflect on the past and to contribute to a brighter future	61%	39%	-	-	-
We were able to provide our inputs into the commemoration policy, and practices	43%	52%	4%	-	-
Because of commemoration conference, more of us started to challenge genocide ideology and ethnic divides	52%	35%	9%	4%	-
The Genocide commemoration conference is a suitable way to transmit commemoration values to the next generations	61%	39%	-	-	-
I usually forgive anyone who commits a fault even if he/she doesn't ask for pardon	30%	30%	22%	13%	4%
I am very confident to interact with people from different ethnic and religious group than mine	74%	17%	9%	-	-
After the commemoration conference, I shared the knowledge with my colleagues and friends	57%	39%	-	-	4%
<b>Average</b>	<b>54%</b>	<b>38%</b>	<b>5%</b>	<b>2%</b>	<b>1%</b>

The overall average impact of the commemoration conference stands at 96%. The commemoration conference gave the youth space to discuss their ideas with decision-makers on genocide commemoration, policy, and practices (96%). It inspired the youth to start peacebuilding activities in their schools/communities (100%), enabled them to reflect on the past and contribute to bright future (100%). As a result of the commemoration conference, the youth were able to provide their inputs into the commemoration policy, and practice (96%), and more youth started to challenge genocide ideology and ethnic division (88%). The youth perceive the genocide commemoration conference to be one of the most suitable ways to transmit commemoration values to the next generations (100%).



**Before joining, I was less tolerant towards those who did not have the same opinions as I do. Through trainings on critical thinking, I have learned that evidence is key to a successful debate. Currently, I am able to challenge my opinions, question the views of others, and make informed decisions by analyzing every situation, assessing the possible consequences of my actions, and by acting accordingly.**

- Female Participant, ENDP Karubanda.

Thanks to the commemoration conference, the youth able to easily forgive anybody who committed a fault to them even if the wrongdoer does not ask for pardon (60%). The youth are confident to interact with people from different ethnic and religious groups (81%), and willing to share knowledge with colleagues and friends after the conference (96%).

The statistics show that youth participation in the commemoration conference has had an impact on peacebuilding. However, whereas some youth say that they may be ready to forgive, very few of them agree that forgiveness should be given if the wrongdoer does not apologise. While this is a natural feeling, both the victim and offender must initiate the reconciliation process.

### 3.5.4. Perception of impact of International Day of Peace

Table 3.12 Participants perception of impact of International Day of Peace

Evaluation criteria	Strongly agree	Agree
Youth gained opportunities to discuss and share with decision-makers and policy makers on peacebuilding needs, issues and challenges for the youth	50%	50%
Helped the youth to gain an understanding of their role in promoting peace, and in conflict resolution in their school/community	50%	50%
Inspired the youth to become peace agents in their schools/community	100%	-
Conflicts in schools and communities were peacefully resolved	50%	50%
Youth were involved in decision-making within their communities on key policies, governance and rights issues aimed at promoting sustainable peace and fostering a democratic society.	50%	50%
The discussions with the parliament contributed to the promotion of peace and reconciliation in my school/ community	100%	-
<b>Average</b>	<b>67%</b>	<b>33%</b>

Table 3.12 above shows that the international day of peace and interactions with parliamentarians were a success (100%). Specifically, the youth got opportunities to discuss and share their peacebuilding needs, issues and challenges with decision-makers and policy makers (100%). The conference helped the youth to gain an understanding of their role in promoting peace and in conflict resolution in their schools/communities (100%). It inspired the youth to become peace agents in their schools/communities (100%), and as a result, conflicts in schools and communities are being resolved peacefully (100%). The process gave the youth a chance to be involved in decision-making within their communities on key policies, governance, and rights issues which in turn helped promote sustainable peace, and foster a democratic society (100%). Discussions with parliamentarians had a positive impact on promoting peace and reconciliation in schools/communities (100%).



**It was an eye opening experience to chat with parliamentarians. I used to see them on television programs. During the interactions, I got to see myself in a larger context, and it helped me understand my contribution to peacebuilding in my country,"**

- Female participant, ES de Rusatira.



**Participating in clubs activities and international day of peace developed my critical thinking. Before the project, I would just say things, nowadays, I listen, think, seek feedback, and think about possible consequences, before I say anything,"**

- Male participant, Virgo Fidelis.



### 3.5.5. Perception on impact of essay writing competition

Table 3.13 Participants' perception of impact of essay writing competition

Evaluation criteria	Strongly agree	Agree	Neutral
Youth gained an understanding of their role in overcoming violence in their schools and communities because of essay writing competitions	47%	53%	-
Conflicts in schools and community reduced because of essay writing competitions	13%	53%	33%
Essay writing competition can help to build peace in my school and community	53%	33%	13%
I believe that essay writing competitions will continue beyond the NAR project	33%	47%	20%
<b>Average</b>	<b>37%</b>	<b>47%</b>	<b>17%</b>

As the table above shows, the youth gained an understanding of their role in overcoming violence in their schools and communities (100%). Conflicts in schools and community were reduced (66%), and beneficiaries believe that essay writing competitions can help to build peace in their respective school and community (88%). 80% believe that essay writing competitions may continue beyond NAR project.



**I must say I am lucky. When I came to this school, there were many conflicts amongst my colleagues. They were not terrible but could be terrible if they are not addressed appropriately. My participation in essay writing taught me two things especially: seeking for ideas from knowledgeable colleagues irrespective of the previous social affinities; and thinking twice before writing, saying or passing judgment on someone. As a result, I helped my classmates mediate some minor conflicts,"**

- Female participant, GS des Parents.

### 3.5.6. Independent peace-related initiatives before and after the project

Table 3.14 Independent peace related initiatives before and after project

Period	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Before the project (Frequency)	72	61	35	98	81	52	47	86
Percentage	54.1	45.9	26.3	73.7	60.9	39.1	35.3	64.7
After the project (Frequency)	119	14	83	50	115	18	92	41
Percentage %	89.5	10.5	62.4	37.6	86.5	13.5	69.2	30.8

Table 3.14 compares initiatives independently taken by youth before and after the implementation of the project. 54.1% of participants had previously set-up any initiatives to solve conflict and promote peace in their school (A),

however, after the project, this percentage increased to 89.5%. There has also been an increase in initiatives to solve conflicts and promote peace in the community (B) from 26.3 to 62.4%. Youth initiatives to solve conflicts and promote peace in their

schools (C) increased from 81 to 86.5%, and their perception of collectively setting up initiatives to solve conflict or promote peace in their community from 35.3 to 69.2%.

### 3.5.7. Independent initiatives by the youth as result of the project

**Table 3.15 Types of independent initiatives by the youth as a result of the project**

Evaluation criteria	Yes	%	No	%
Helped to solve conflict(s) between students	129	97.0%	4	3.0%
Helped to solve conflicts between students and teachers	23	17.3%	110	82.7%
Helped to solve conflict between neighbors in my community	76	57.1%	57	42.9%
Set up a unity and reconciliation club/association	27	20.3%	106	79.7%
Organised a debate to discuss on peace values	51	38.3%	82	61.7%
Organised drama/songs/theatre to talk about peace, unity and reconciliation, and conflict resolution in my school /community	113	85.0%	20	15.0%
Community work/Umuganda to promote peace and reconciliation	112	84.2%	21	15.8%
Supporting a genocide survivor and or other vulnerable people for healing, and to promote peace	108	81.2%	25	18.8%
Set up a youth competition for peace and reconciliation	55	41.4%	78	58.6%
Helped to organise a commemoration event in my school/community	103	77.4%	30	22.6%
Organised a peace and conflict resolution training	18	13.5%	115	86.5%
Assisted former genocide perpetrators to pay back the properties damaged or destroyed during genocide	1	0.8%	132	99.2%
Organised a walk to remember	74	55.6%	59	44.4%
Visited a genocide memorial site	130	97.7%	3	2.3%
Helped a genocide survivor to reconcile with a genocide perpetrator	16	12.0%	117	88.0%
Visited and assisted fellow students at the hospital	118	88.7%	15	11.3%
Planted a tree for peace and reconciliation	118	88.7%	15	11.3%
Attended a religious related event/s aimed to promote peace, unity and reconciliation or healing	32	24.1%	101	75.9%
Others (specify)	14	10.5%	119	89.5%
Average (N) and %	69	52.2%	64	47.8%

Table 3.15 above looks at the different peacebuilding initiatives undertaken by the youth as a result of the project. Data shows that 97% of the youth helped to solve conflict(s) between students. 17.3% helped to solve conflicts between students and teachers. 57.1% helped to solve conflict between neighbors in their community. 20.3% set up a unity and reconciliation club/association. 38% organised debates aimed at discussing peace values. 85% were involved in drama/theatre/songs about peace, unity, reconciliation and conflict resolution in their schools /

communities. 84% participated in community work/Umuganda to promote peace and reconciliation. 81% supported a genocide survivor and or other vulnerable people by way of healing, and to promote peace. 41% took part in a youth arts and competitions for peace and reconciliation. 77% helped to organise a commemoration event in their respective school/ community. 13.5% organised peace and conflict resolution trainings. 0.8% assisted former genocide perpetrators to pay back the properties damaged or destroyed during genocide. 55.6% organised a

walk to remember, while 97.7% visited a genocide memorial site. 12% helped a genocide survivor to reconcile with a genocide perpetrator, and 88.7% visited and assisted fellow students at the hospital. 88.7% planted a tree for peace and reconciliation, 24% attended religious related event/s aimed at promoting peace, unity and reconciliation or healing, and 10.5% were involved in other initiatives.

In addition to the statistics above, some testimonies were shared by the youth about their initiatives.



“

**I formed a club in my village with students from other schools. The club promotes peace and our purpose is to change our minds and build peace in our community. We try to solve conflicts that surface in our community. For example, one parent came to us over the issue of his son who was using drugs, and as a result, had been suspended from school. We talked to the boy as he is our peer. He changed his behaviours and went back to school. He is fine today. His parents are happy about it,”** – Fabrice

“

**After participating in NAR's peacebuilding projects, I felt the need to contribute to the peace processes in the Great Lakes Region. I discussed the idea with other committed young people from Rwanda, Burundi and DRC. They welcomed the idea and joined me to form Youth Actions for Peace (YAP). YAP's vision is a Great Lakes Region where individuals live peacefully and work together to promote social cohesion among communities. YAP will organise events on a regular basis to promote youth participation in peacebuilding in the region. We are planning to organise a workshop for YAP members on concepts such as peace, violence and conflicts. The workshop is scheduled to take place in Rwanda in December 2016. It is fair to mention that events will be organised according to the resources we'll have,”** – David

# Challenges



The youth have reported changes in skills, knowledge, behavior and practices. There are no gender differences noted in participation. However, it must be noted that all interviewed club patrons were male even in a school that teaches only girls.

## 3.6. Challenges

Despite the achievements registered, some challenges remain. They range from design to implementation, monitoring and evaluation. They are highlighted below:



- **Peace Clubs:** By large, peace clubs initiated by NAR have been doing well and achieving some impact. However, they face a number of challenges including uncontrollable numbers, which makes them difficult to facilitate. Large numbers also mean that there is often not enough time for activities. Peace Clubs are also faced with the issue of perceived dependence on Never Again Rwanda, lack of systematic recruitment and capacity building schemes, lack of follow up on former members who graduate, and lack of facilitation skills amongst club members.
- **Commemoration Conference:** Whereas the commemoration conference has been a success in many instances, it still faces the challenge of lack of finances to run it. While the bulk of project activities take place in Huye District, the commemoration takes place in Kigali. As a result, it involves fewer students, since many do not have the means to travel. All this makes it difficult to track effectiveness. Besides these challenges, the expected impact may not be realistic, considering the fact that this event takes place once a year and participants keep changing over time.
- **Public speaking and exchange competitions:** Public speaking has been performing well. Nevertheless, areas of improvement include the fact that NAR chooses topics in a manner that is not participatory. It is a requirement to use English or French. Because Kinyarwanda is prohibited, only a few students get to participate. There is also the problem of topics being communicated in a way that does not give students enough time to prepare – given that in most cases, they have to balance this with their own study plans, which too, requires time.
- **International Day of Peace / Interaction with parliamentarians:** International day of peace has given



the youth the opportunity to meet with their peers and have discussions with parliamentarians. However, the challenge is that few students attend and there is no systematic monitoring and evaluation mechanism to ensure that they share with their colleagues in clubs and schools respectively. This event convenes fewer participants from the initial beneficiaries, takes place once a year, and far from them in Kigali. Given the participants and nature of activities, it may not be realistic to expect that a participant will be turned into a peace agent in one day. Above all, there is no robust mechanism to follow up on whether and how these participants share

their knowledge and experience with communities and schools where they come from. Essay writing competition: Again, while essay writing has been doing well, the requirement to use just English and not Kinyarwanda or French is prohibitive to many students. As a result, very few students can participate. Besides, discussion topics are communicated in a way that does not give students ample time for preparation

Overall, despite the achieved results, there are a few areas in which the project needs improvement. These include:

(i) First the project was designed in

such a way that it is sliced in a three – month phases. In terms of academic calendar this duration is a trimester. This time is too little to ensure smooth transition from phase to phase.

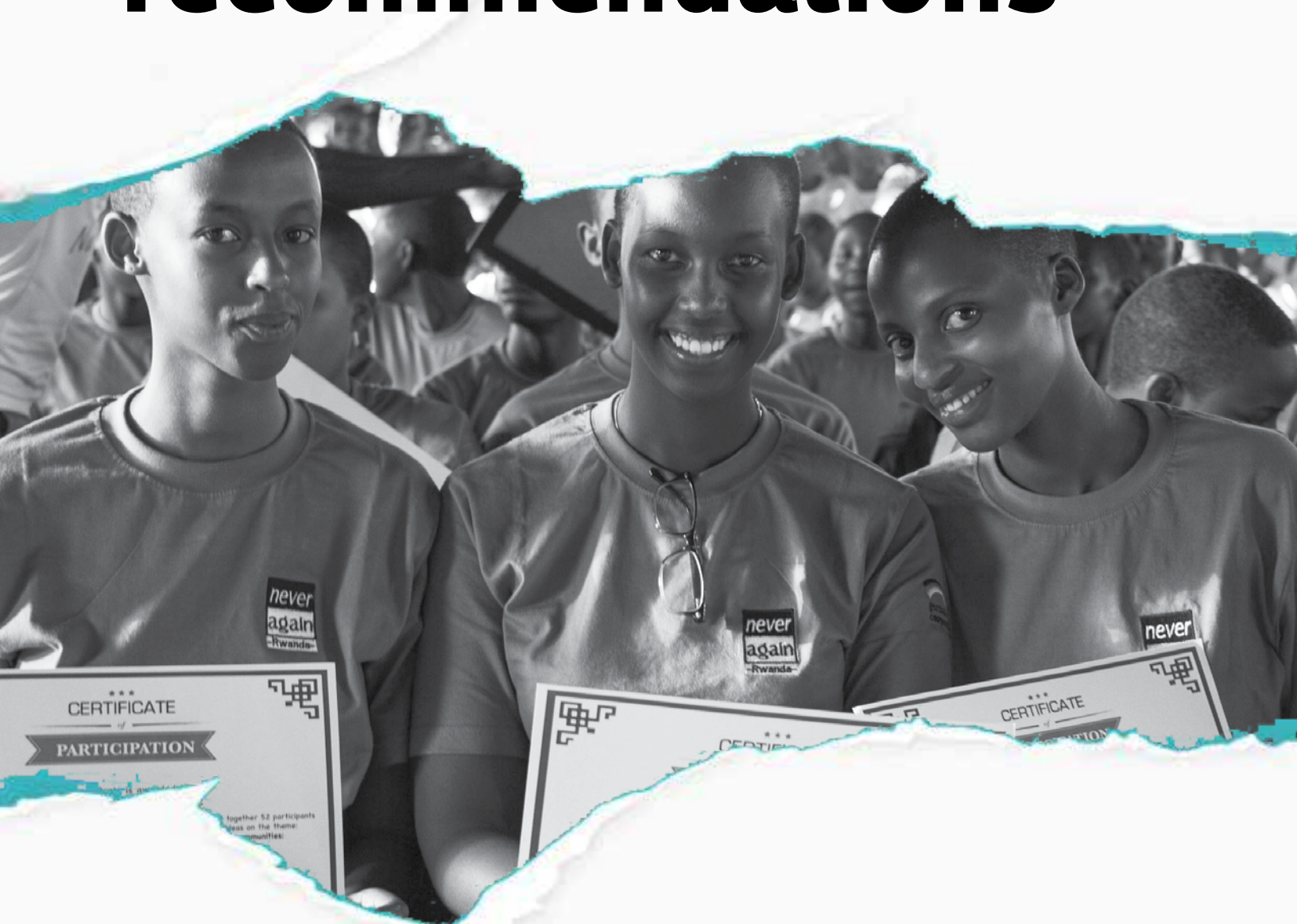
- (ii) At the project inception level, the project did not collect baseline data against its indicators. It was not endowed with a robust monitoring tool and consistent plan, as well as a consequent budget.
- (iii) There is need for a mechanism to track former beneficiaries – in case they are no longer at school or have relocated to other schools. This will help with the tracking process especially when collecting evidence.

“

To my understanding, everything starts with knowledge. I am equipped since I know the history of Rwanda. I interact with my colleagues and through them, get information about their respective villages. I have research skills. I can critically assess information supplied by politicians and challenge manipulation if any

Male participant, GS des Parents.

# Conclusion and **recommendations**



## 4.1. Conclusion

This evaluation sought to analyse the process of project implementation; assess the perceptions of key stakeholders regarding the impact of the project; and ascertain prevailing challenges that may influence the sustainability of the project outcomes and impact. Every component of the project was examined. By and large, all components are doing well. Available evidence suggests that there are no gender specific issues to note. However, when it comes to female students and how well they are coping, the evaluation noted the lack of female matrons to support them. In all the schools that were involved in the evaluation, support is only offered by male teachers, even though girls tend to dominate membership of peace clubs.

Participation in peace clubs has boosted the youth's capacity to become agents of peace. This has registered an average increase in changes, skills and knowledge from 54.1 to 85.5%. Participating students, their teachers (club patrons), and some parents appreciate these changes.

Peace clubs have created opportunities for the youth to dialogue on peacebuilding related issues in their schools and communities (88%). The clubs have also become a platform for empowering the youth to be peace agents and participate in the peacebuilding processes in their schools and communities (94%). They have helped the youth to develop critical thinking skills (95%), and to share stories about the past, present, and their vision for the future vis a vis peacebuilding and (96%). Peace Clubs have also ensured

students' ability to organise more peace related activities in schools (87%), and out of school/in communities (75%). More conflicts between students have been peacefully solved as a result of Peace Clubs (84%). And students who are in Peace Clubs demonstrate better behavior than those who are not members (88%).

As with all the other initiatives under the project, Peace Clubs have made young people vital stakeholders in peacebuilding and reconciliation – further strengthening their potential to serve as community leaders in the reconstruction of their respective communities. In addition, parents say they have observed positive changes in their children's behavior as a result of their participation in the Peace Clubs.

Thanks to the commemoration conference, the youth have been able to connect with their country's history, genocide, and commemoration. Students have been able to take initiatives and to support vulnerable members of their communities. The overall average impact of the commemoration conference on the youth stands at 96%. The conference gave the youth space to discuss their ideas on commemoration policy and practices with decision makers. It inspired the youth to start peacebuilding activities in their schools/communities, helped them reflect on the past and contribute to bright future. As a result, more youths were able to challenge genocide ideology and ethnicity. The commemoration was seen as one of the most suitable ways of

passing over commemoration values to the next generations.

On average, public speaking and exchange competition had a 93% positive impact on the youth with regard to peacebuilding. Public speaking increased the youth's critical thinking skills, provided them with space to voice their concerns on issues hindering peace processes in their respective schools /communities. Public speaking also fostered youth discussions on peacebuilding in the Great Lakes Region, and strengthened their connections with other youths from diverse backgrounds. It helped the youth set up independent initiatives to solve conflicts peacefully in their respective schools/communities, and as such, increased their confidence. Interactions with parliamentarians and participation in the international day of peace, gave the youth the opportunity to share their peacebuilding needs, issues, and challenges with key policy and decision-makers. As such they were able to better understand their role in conflict resolution and in promoting peace in their respective schools/communities. Interactions with the parliamentarians inspired the youth to become peace agents and to actively participate in key decision-making processes in their respective communities particularly on issues of governance.

Last but not least, the essay writing competitions ensured the youth understood their role in overcoming violence in their schools and communities – thereby helping them become part and parcel of the peacebuilding process.



## 4.2. Recommendations

Based on the nature of challenges that hamper the performance of peace clubs, we recommend:

- That NAR puts in place guidance or a framework for starting Peace Clubs, club recruitment and capacity building for members, including knowledge transfer from senior to junior new members. A tracking mechanism will make it easy to follow up on former members after they have graduated.
- That NAR starts to award certificates of appreciation to former members to interest non-members to Peace Clubs. Such award ceremonies should also be made public so they can serve as a tool to motivate current members and recruit new ones.
- That the international day of peace and commemoration conference be combined and held on the same day to utilise the members who currently are unable to attend both. That the event takes place nearer to the district where the project is currently being implemented. This would allow more beneficiaries to attend and ease monitoring of outputs, outcomes, and impact.
- Given the link between public speaking and essay writing, that the two components be combined with themes for both suggested/ agreed upon in a more participatory manner.)
- Besides, while using French and English brings about rare skills, using Kinyarwanda would enrich the

content and give participants the opportunity to grow their writing and presentation skills, as most students are more fluent in Kinyarwanda than any of the other two languages. Themes should be agreed in time to allow students to better prepare themselves. This would enrich the quality of the debates.

- To allow for evidence-based peacebuilding interventions and ensure more tangible outcomes, the project should be designed to allow at least a six month period between each project phases. This will ensure smooth transition from phase to phase.
- The project should also be based on baseline data against its indicators, be endowed with a robust monitoring tool and a consistent plan, and budget.
- There should be an annual alumni meeting for previous participants to meet up and share experiences. This could be organised into a youth network through which previous participants can demonstrate their peace initiatives to their respective communities.

Last but not least, based on volume of work associated with preparation of events and the budgets it would be better if NAR could plan for small activities with high impact instead. For example given that NAR's expectation from the youth is for them to become peace agents in their respective communities after school, it is important that these youth have the right

skills to take in their communities such as mediation skills, increased knowledge on genocide causes, consequences and prevention, critical thinking and facilitation of clubs among others. NURC could instead of organising the two big apportion that budget to training the youth in the above skills, This could also be done by narrowing the number of participants at national events.



# Appendices



– Rwanda –

## Appendix A. Semi structured questionnaire for students CIVIC PARTICIPATION AND PEACE-BUILDING PROJECT SOUTHERN PROVINCE

### Semi-Structured Individual Questionnaire

#### Introduction:

My name is \_\_\_\_\_ and I am from Never Again Rwanda. NAR is a Rwandan NGO that promotes peacebuilding and social justice. We are conducting an impact evaluation for civic participation and peacebuilding project. The purpose of this evaluation is to measure the impact of this project. Your answers will be kept entirely confidential; your views will be analyzed along with over 160 other participants for the purpose of evaluating the impact of the programme. You are encouraged to answer openly and freely. While feel uncomfortable with the questions, you may skip the question or to tell us that you do not know. Thank you for allowing us to interview-----

#### Date and Time of Interview: Italiki n'isaha y'ikiganiro

Date for interview (Italiki y'ikiganiro):	
Start time (Igihe ibazwa ryatangiriye) :	
End time (Igihe ibazwa ryasorejwe):	

Identification	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Age	<input type="checkbox"/> Below 10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-24 <input type="checkbox"/> 25-29 <input type="checkbox"/> 30-34 <input type="checkbox"/> 35+
Education level	<input type="checkbox"/> Ordinary level (1,2,3) <input type="checkbox"/> Advanced Level (4,5,6) <input type="checkbox"/> Completed Secondary <input type="checkbox"/> Student at university <input type="checkbox"/> Completed University <input type="checkbox"/> Others _____ (Specify)
School Name	
District Name	
Participation in peace club	<input type="checkbox"/> Peace-club member <input type="checkbox"/> Non peace club member <input type="checkbox"/> Former peace-club member <input type="checkbox"/> Other _____ (specify)
Your first time in Peace club( year)	
Total Number years of your participation in a club	<input type="checkbox"/> Less than a year <input type="checkbox"/> 1 Year <input type="checkbox"/> 1-2 Years <input type="checkbox"/> 3 -4 Years <input type="checkbox"/> Above 4 Years

**A1- Participation in project Activities/Events**

Activity/Event (Have you participated the following activity the following activities / events	Select		How many times if (Yes)
Local and regional public speaking and exchange competition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 1 Time <input type="checkbox"/> 2 Times <input type="checkbox"/> 3 Times <input type="checkbox"/> More than 3 Times
National Youth commemoration conference	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 1 Time <input type="checkbox"/> 2 Times <input type="checkbox"/> 3 Times <input type="checkbox"/> More than 3 Times
International Day of peace/Discussions with parliamentarians	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 1 Time <input type="checkbox"/> 2 Times <input type="checkbox"/> 3 Times <input type="checkbox"/> More than 3 Times
Peace clubs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 1 Time <input type="checkbox"/> 2 Times <input type="checkbox"/> 3 Times <input type="checkbox"/> More than 3 Times
Essay writing competition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 1 Time <input type="checkbox"/> 2 Times <input type="checkbox"/> 3 Times <input type="checkbox"/> More than 3 Times

**A2- Change in Skills, Knowledge and Attitudes (CSK)**

Evaluation Criteria		
School Peace clubs	Before this activity	After this activity
Level of your skills in critical thinking	1 2 3 4	1 2 3 4
Ability to use evidence-based thinking and analysis of information	1 2 3 4	1 2 3 4
Capacity to overcome Blind Obedience and resist to Manipulation	1 2 3 4	1 2 3 4
The ability to reflect, challenges and overcome stereotypes and prejudices.	1 2 3 4	1 2 3 4

Understanding how to deal with people of diversity of backgrounds and opinions.	1 2 3 4	1 2 3 4
Your level of empathy and tolerance of differences	1 2 3 4	1 2 3 4
Level of openness to share your own ideas on issues affecting you in school/ community, using a non-violent and constructive language.	1 2 3 4	1 2 3 4
Commemoration conference		
Your level of knowledge about history of 1994 Genocide perpetrated against Tutsi in Rwanda.	1 2 3 4	1 2 3 4
Your level of understanding of National policy and practices of Genocide commemoration	1 2 3 4	1 2 3 4
Understanding your role in prevention of Genocide and its ideology	1 2 3 4	1 2 3 4
Awareness about the danger of divisionism, discrimination and hate speeches	1 2 3 4	1 2 3 4
Your understanding of societal wounds that Rwandan society faces	1 2 3 4	1 2 3 4

Your level of knowledge to deal with traumatic experiences /wounds	1 2 3 4	1 2 3 4
Ability to provide ideas on commemoration practices and policy	1 2 3 4	1 2 3 4
Understanding of your role in promoting social cohesion and reconciliation in your community/ school	1 2 3 4	1 2 3 4
Understanding your role in supporting genocide survivors and other vulnerable people	1 2 3 4	1 2 3 4
Public speaking and exchange competition (Local and regional )		
Your level of critical thinking and analysis	1 2 3 4	1 2 3 4
Your level of Research and discussions skills	1 2 3 4	1 2 3 4
Your level of writing skills in English	1 2 3 4	1 2 3 4
Your level of writing skills in French	1 2 3 4	1 2 3 4

Confidence to speak in English	1 2 3 4	1 2 3 4
Confidence to speak in French	1 2 3 4	1 2 3 4
Skills to package a peace-building related message in coherent manner	1 2 3 4	1 2 3 4
Level of interaction with other youth in great lakes	1 2 3 4	1 2 3 4
Awareness of values of mutual respect, tolerance and non-discrimination	1 2 3 4	1 2 3 4
10. Confidence to speak in front of public	1 2 3 4	1 2 3 4
International Day of peace/Discussions with parliamentarians		
1. Capacity to discuss and share your opinions with high decision makers and policy makers on needs, issues and challenges for youth in peace-building	1 2 3 4	1 2 3 4
2. Level of understanding of your role as youth in promoting peace and conflict resolution in your school/community	1 2 3 4	1 2 3 4

3.Awareness of peacebuilding and conflict resolution mechanisms	1 2 3 4	1 2 3 4
4. Level of commitment and sprit to be peace activist in your school/community	1 2 3 4	1 2 3 4
5.Skills to manage conflicts peacefully in your schools and communities	1 2 3 4	1 2 3 4
Essay writing competition		
1.Your level of essay writing skills	1 2 3 4	1 2 3 4
2.Your level of critical thinking skills	1 2 3 4	1 2 3 4
3.Your level of understanding your role in in overcoming violence in your school/community	1 2 3 4	1 2 3 4
4. your level of competition skills	1 2 3 4	1 2 3 4
5 Your level of innovative and creative ideas	1 2 3 4	1 2 3 4
6 Your level research and analysis skills	1 2 3 4	1 2 3 4

## B-1 Change in behavior and practices

Evaluation metrics	Before participating in project activities					After participating in project activities				
	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
<b>Conflict resolution</b>										
I feel comfortable to deal with any conflict that may arise in my school/community using non-violent mechanisms	1	2	3	4	5	1	2	3	4	5
I can express my emotion in peaceful manner	1	2	3	4	5	1	2	3	4	5
I am confident that I can control my negative emotion – especially anger	1	2	3	4	5	1	2	3	4	5
I value opinions that are different to mine	1	2	3	4	5	1	2	3	4	5
I am able to use non-defensive language and behavior	1	2	3	4	5	1	2	3	4	5
I am able to use evidence-based on critical thinking and analysis to solve conflicts	1	2	3	4	5	1	2	3	4	5
I feel empowered to deal with stereotypes and prejudices against others	1	2	3	4	5	1	2	3	4	5
<b>2.Dealing with Genocide ideology and resist to manipulation</b>										
The concepts of genocide history are clear enough to me	1	2	3	4	5	1	2	3	4	5
I am confident that I can discuss on genocide against Tutsis and its commemoration practices	1	2	3	4	5	1	2	3	4	5
I feel comfortable to give inputs for these who prepare genocide commemoration events in my school/community	1	2	3	4	5	1	2	3	4	5
I feel empowered to deal with the past and traumatic experiences	1	2	3	4	5	1	2	3	4	5
I feel equipped to deal with genocide ideology and ethnic divisionism	1	2	3	4	5	1	2	3	4	5
I feel equipped to resist to any manipulation	1	2	3	4	5	1	2	3	4	5
I feel equipped enough to transmit genocide commemoration values to my colleagues and friends	1	2	3	4	5	1	2	3	4	5
<b>3.Peace and reconciliation</b>										
I better understand my role in promoting peace in my school and community	1	2	3	4	5	1	2	3	4	5
I feel equipped to become peace agent/ambassador in my school / community	1	2	3	4	5	1	2	3	4	5
I feel capable that I can assist in preparation of genocide commemoration in my school / community	1	2	3	4	5	1	2	3	4	5
I feel that I can help genocide survivors and other vulnerable people	1	2	3	4	5	1	2	3	4	5
In our school we live in harmony than the establishment of this club	1	2	3	4	5	1	2	3	4	5
I feel capable to start peace or conflict resolution related activity in my school/community	1	2	3	4	5	1	2	3	4	5



## Participants' perception on impact of the project

Key project Components/Evaluation metrics	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
<b>Peace Clubs</b>					
Through peace clubs, Youth were provided with spaces for dialogue on issues pertaining to peacebuilding in their schools and communities	1	2	3	4	5
Because of peace clubs, more youth were empowered to be peace agents and participate in the peacebuilding process in their schools and communities.	1	2	3	4	5
Peace clubs Supported youth to develop a critical thinking skills	1	2	3	4	5
Peace clubs helped youth to develop a spirit of mutual respect, tolerance, and non-discrimination	1	2	3	4	5
Through peace clubs, youth shared stories of peace building and reconciliation and reflected on the past, present and the creation of visions for the future	1	2	3	4	5
Because of youth peace clubs, more peace related activities were organised by the clubs members in school	1	2	3	4	5
Because of youth peace clubs, more peace related activities were organised by the clubs members out of school/in community	1	2	3	4	5
Because of peace club , more conflicts between students were addressed peacefully	1	2	3	4	5
Students who are in peace clubs demonstrate good behavior that these who are not members	1	2	3	4	5
I believe that the peace clubs has contributed to good understanding between students and teachers	1	2	3	4	5
The skills gained within the peace club, was shared with other students who are not members	1	2	3	4	5
In peace club, no one who can judge another on the basis of ethnic stereotypes, beliefs, opinions and or culture.	1	2	3	4	5
The trained teachers by NAR was more supportive to the functioning of your peace club	1	2	3	4	5
Peace's clubs could continue to operate even beyond this project	1	2	3	4	5
<b>Commemoration conference</b>					
The commemoration conference gave enough space to youth discuss their ideas with decision makers on genocide commemoration policy and practices	1	2	3	4	5
The commemoration conference inspired youth to start peace-building activities in their schools/communities	1	2	3	4	5
The commemoration conference helped youth to reflect on the past and contribute to bright future	1	2	3	4	5

Youth were able to provide their inputs into commemoration policy and practices	1	2	3	4	5
Because of commemoration conference, more youth started to challenge genocide ideology and ethnic divides	1	2	3	4	5
The Genocide Commemoration conference is the suitable way to transmit commemoration values to the next generations.	1	2	3	4	5
I usually forgive easily anybody who committed a fault to me even he doesn't ask a pardon	1	2	3	4	5
I am very confident to interact with people from different ethnic and religious group than mine	1	2	3	4	5
After commemoration conference, I shared the knowledge with my colleagues and friends	1	2	3	4	5
I believe that students and teachers are able to organise the same youth conference on commemoration	1	2	3	4	5
Public speaking and exchange					
The public speaking increased our critical thinking skills	1	2	3	4	5
The public speaking provided us a space to voice our concerns on issues hindering peace processes in our school / community	1	2	3	4	5
Fostered the discussion among youth on peace -building in the Great Lakes Region	1	2	3	4	5
The public speaking has strengthened our connections with other youth from diverse backgrounds	1	2	3	4	5
Because of public speaking, I have set independently initiate to solve conflicts peacefully in my school/community	1	2	3	4	5
Because of Public speaking, my confidence to speak publicly was increased	1	2	3	4	5
I will continue to attend public speaking even beyond NAR project	1	2	3	4	5
I believe that students themselves and teachers care able to organise a public speaking	1	2	3	4	5
International Day of peace/Discussions with parliamentarians					
Youth gained Opportunities to discuss and share with high decision makers and policy makers on needs, issues and challenges for youth in peace-building	1	2	3	4	5
Helped youth to gain understanding of their role in promoting peace and conflict resolution in your school/ community	1	2	3	4	5
Inspired youth with commitment to become peace agent in their schools/community	1	2	3	4	5
Conflicts schools and communities were peacefully solved	1	2	3	4	5

Youth were involved in decision making within their communities on key policies, governance and rights issues in order to promote sustainable peace and foster a democratic society.	1	2	3	4	5
The discussions with the parliament had good impact in promoting peace and reconciliation in your school/ community	1	2	3	4	5
I am confident that some peace-building policies and programs will be reviewed based on youth recommendations	1	2	3	4	5
I believe that I will continue to attend discussions with parliamentarians even beyond NAR's project	1	2	3	4	5
Essay writing competition					
Youth gained understanding of their role to overcome violence in their schools and communities because of Essay writing competition	1	2	3	4	5
Conflicts in schools and community were reduced because of essay writing competition	1	2	3	4	5
Essay writing competition can help to build peace in your school and community	1	2	3	4	5
I believe that essay writing competition will continue even beyond NAR project	1	2	3	4	5

## B-2 Independent youth peace related initiatives before and after project

<i>Evaluation metrics</i>	Before joining the project		After joining the project	
<b><i>Conflict resolution activities /initiatives</i></b>				
Independently set-up any initiative(s) to solve conflict or to promote peace in my school	1= Yes	2=No	1= Yes	2=No
Independently set-up any initiative(s) to solve conflict or to promote peace in my community	1= Yes	2=No	1= Yes	2=No
Collectively set-up any initiative(s) to solve conflict or to promote peace in my school	1= Yes	2=No	1= Yes	2=No
Collectively set-up any initiative(s) to solve conflict or to promote in my community	1= Yes	2=No	1= Yes	2=No

## Types of initiatives set up by youth themselves since they joined the project

Now, I want to ask you about conflict resolution and peace and reconciliation initiatives you have initiated in your community or school after participating in project activities

Conflict resolution, Peace and reconciliation activities /initiatives (Igikorwa kigamije kwimakaza Amahoro n'ubwiyunge)	Yes	No
Helped to solve conflict(s) between students	1	2
Helped to solve conflicts between students and teachers	1	2
Helped to solve conflict between our neighbors in my community	1	2
Setting up a unity and reconciliation club/association	1	2

A debate aiming to discuss on peace values	1	2
A dram/songs/theatre to talk about peace, unit and reconciliation and conflict resolution in your school /community	1	2
A community work/Umuganda to promote peace and reconciliation	1	2
Supporting a genocide survivor and or other vulnerable people for healing and promoting peace	1	2
A youth arts and competition for peace and reconciliation	1	2
Helped to Organise a commemoration event in your school/community	1	2
Organise peace and conflict resolution training	1	2
Assisted former genocide perpetrators to pay back the properties damaged during Genocide	1	2
Organised a walk to remember	1	2
Visited a genocide memorial site	1	2
Helped a genocide survivor to reconcile with a genocide perpetrator	1	2
Visited and assisted colleague students at the hospital	1	2
Planted a tree for peace and reconciliation	1	2
A religious related event/s aimed to promote peace, unity and reconciliation or healing	1	2
Others( specify)_____.	1	2

Information on the Interviewer and Outcome of Interview (Amakuru kubaza, ndetse nuko interview yagenze)

Izina ry'ubaza:	
Aderesi z'ubaza: (Phone)	
Outcomes from Interview (Uko ibazwa ryagenze)	Completed (Ryarangiye )
	Interviewee withdrawal (Ryahagaritswe),
	Refused (Ryanzwe)

Urakoze cyane kuduha amakuru. Ese hari ikibazo wumva wambaza?

## Appendix B: Interview guide for FGDs for students

Greetings,

NAR is conducting an impact assessment for its joint project with GIZ on peace building. We intend to ask you a set of questions aimed at understanding the process / activities, outcomes and possible challenges. This interview will take about 60 minutes.

Thank you!

### Component 1:

- Tell me about “essay writing competition aimed at developing critical thinking skills among the youth”
- How were you selected to participate in such activities? (probe: voluntary, mobilized? By whom? )
- How were such competitions organised? [Probe: logistics & transport facilitation, school involvement, role of NAR]
- Did boys and girls equally participate [probe: Are there particular advantages / challenges that differently affect participation of boys and girls?]
- What did you gain from participating in such competitions? (Probe: compare before and after: knowledge, skills, attitudes, practices - personal, school, and community levels)
- How essay writing competition is relevant to peace-building/conflict resolutions? ( probe: in your school/ community)
- What key challenges did you come across during the process of organising such competitions?
- How could such an activity be organised in a better way?
- Suppose, NAR does not sponsor this project, would you still carry it on?

### Component 2:

- Please, tell me about “local and regional public speaking and exchange”
- How were you selected to participate in such activities? (probe: voluntary, mobilized? By whom? )
- How were such events organised? Who were the participants?
- Did boys and girls equally participate [probe: Are there particular advantages / challenges that differently affect participation of boys and girls?]
- Were there any changes to you, your family, or school/community as result of participating in that event? What did you gain from participating in such exchanges? (Probe: compare before and after: knowledge, skills, attitudes, practices - personal, school, and community levels)
- How local and regional public speaking and exchange could be relevant to peace-building/conflict resolutions? ( probe: in your school/ community)
- How to you compare advantage/ disadvantages of local and regional public speaking?
- What key challenges did you come across during the process of organising such competitions? How could such an activity be organised in a better way?

### Component 3:

- Tell me about “Strengthening clubs and associations in peace - building/ (discussions in clubs)”
- How were you selected to participate in such activities? (probe: voluntary, mobilized? By whom? )
- How were such events organised? Who were the participants?
- Did boys and girls equally participate [probe: Are there particular advantages / challenges that differently affect participation of boys and girls?]
- Were there any changes to you, your family, or school/community as result of participating in that event? What did you gain from participating in such exchanges? (Probe: compare before and after: knowledge, skills, attitudes, practices - personal, school, and community levels)
- Tell us how peace clubs in have or not contributed to peace-building/conflict resolution in your school and or in your community. Do you see any difference before and after becoming a member of this club?
- Do other students who are not members of peace clubs know what you do in your clubs, if yes how/ and not how?
- What key challenges did you come across during the process of organising club activities?
- How could such an activity be organised in a better way?

### Component 4:

1. Tell me about "National youth conference on genocide commemoration policy and practices"
2. How were you selected to participate in such activities? (Probe: voluntary, mobilized? By whom? )
3. How were such events organised? Who were the participants?
4. Did boys and girls equally participate [probe: Are there particular advantages / challenges that differently affect participation of boys and girls?]
5. What did you gain from participating in such exchanges? (Probe: compare before and after: knowledge, skills, attitudes, practices - personal, school, and community levels)
6. Tell us how the conference on commemoration is associated with peacebuilding and conflict resolution?
7. Describe any change happened in you/ family/ school/community as a result of participating in this conference
8. Was there something you have done in your school/community to share with others what you gained during the conference? if yes how/ if not why?
9. Are there any peace related initiatives you' ve started so far in your school/ community? If yes, what are these? if not what are the challenges which limit you to start these initiatives?

### Component 5:

1. Please tell me about "International day of peace/ discussions between youth and Parliamentarians"
2. How were you selected to participate in such activities?(probe: voluntary, mobilized? By whom? )
3. How were such events organised? Who were the participants?
4. Did boys and girls equally participate [probe: Are there particular advantages / challenges that differently affect participation of boys and girls?]
5. What did you gain from participating in such exchanges? (Probe: compare before and after: knowledge, skills, attitudes, practices - personal, school, and community levels) What you've done differently as result from attending this event?
6. What key challenges did you come across during the process of organising such competitions?
7. How could such an activity be organised in a better way?
8. Are there peace activities you started so far as an inspiration from the day of peace? if yes what are these ? if not why?
9. Do you think your ideas, opinions will change something at policy level, if yes how? and if not why?

### Cross cutting

1. What is the major challenge that would eventually dilute what you have achieved from participating in such activities?
2. In your understanding, do you think that such activities contribute to peace building?
3. What tangible initiatives did your take as a result from participating in such activities?
4. In what ways are such activities interrelated?

## Appendix C. Key informant interview guide for teachers


Greetings,

NAR is conducting an impact assessment for its joint project with GIZ on peace building. We intend to ask you a set of questions aimed at understanding the process / activities, outcomes and possible challenges. This interview will take about 45 minutes.

Thank you!

1. Do you know about the peace building project that NAR & GIZ have been implementing in your school?
2. In what ways did you participate / in what component of the project did you participate?
3. How were you selected to participate in such activities? (probe: voluntary, mobilized? By whom? )
4. How were such activities organised? [Probe: logistics & transport facilitation, school involvement, role of NAR]
5. Did female and male teachers equally participate [probe: Are there particular advantages / challenges that differently affect participation of men and women?]
6. What did you gain from participating in such competitions? (Probe: compare before and after: knowledge, skills, attitudes, practices - personal, school, and community levels)
7. What key challenges did you come across during the process of organising such competitions?
8. How could such an activity be organised in a better way?
9. Some of students in this school have been participating in different peace building components. Are you aware of such activities?
10. Do boys and girls equally participate?
11. What do you think are tangible outcomes among participating students as compared to non-participating students? [Probe: do participating students show more participation in school activities? Do they write better papers / essays? Are they more confident and tolerant than their colleagues?]
12. What is the major challenge that would eventually dilute what you have achieved from participating in such activities?
13. In your understanding, do you think that such activities contribute to peace building?
14. What tangible initiatives did your students take as a result from participating in such activities?

Thank you!



## Appendix D: Interview with implementing staff

1. Tell me about what NAR did about the peace building under evaluation

---

---

---

2. Please share with me challenges you faced during implementation of the project ( be detailed from the design, implementation, M&E, partnership, finance etc.)

---

---

---

3. How did you overcome these challenges? Is there any success story/ lesson learnt or best practices you can share with us

---

---

---

4. What would you say about the participation of male and female teachers, boys and girls?

---

---

---

5. What challenges have persisted throughout the implementation of the project?

---

---

---

6. What would you do differently if you were given the opportunity to redo your work?

---

---

---

7. Is there anything you would like to share with me that we did not tackle in this interview?

---

---

---

Thank you!



## Appendix E. Number of students participating in evaluation

SN	School	Component	# students			Teachers		
			F	M	ALL	F	M	ALL
1	Nyanza Technical Secondary School	Essay writing	-	-	-	-	-	-
		Public speaking	3	3	6	-	-	-
		Clubs	16	15	31	-	-	-
		Commemoration	-	-	-	-	-	-
		Int'l Day of Peace	1	-	1	-	-	-
2	Ecole Secondaire de Karubanda	Essay writing	2	-	2	-	-	-
		Public speaking	4	-	4	-	-	-
		Clubs	87	-	87	-	-	-
		Commemoration	3	-	3	-	1	1
		Int'l Day of Peace	-	-	-	-	-	-
3	Virgo Fidelis	Essay writing	-	-	1	-	-	-
		Public speaking	-	7	7	-	-	-
		Clubs	-	30	30	-	-	-
		Commemoration	-	1	1	-	-	-
		Int'l Day of Peace	-	1	1	-	-	-
4	ES. de Butare	Essay writing	-	-	-	-	-	-
		Public speaking	2	3	5	-	-	-
		Clubs	31	16	47	-	1	1
		Commemoration	-	-	-	-	1	1
		Int'l Day of Peace	-	1	1	-	-	-
5	Lycée de Rusatira	Essay writing	1	1	2	1	1	2
		Public speaking	3	3	6	-	1	1
		Clubs	17	24	41	-	-	-
		Commemoration	-	2	2	??	??	??
		Int'l Day of Peace	-	1	1	-	1	1
6	Groupe Scolaire des Parents	Essay writing	1	4	4	-	-	-
		Public speaking	2	3	5	-	-	-
		Clubs	24	13	37	-	-	-
		Commemoration	1	5	6	-	-	-
		Int'l Day of Peace	-	1	1	-	-	-
7	Regina Pacis	Essay writing						
		Public speaking						
		Clubs						
		Commemoration						
		Int'l Day of Peace						
8	GS Butare	Essay writing						
		Public speaking						
		Clubs						
		Commemoration						
		Int'l Day of Peace						
9	ES Butare Catholique	Essay writing						
		Public speaking						
		Clubs						
		Commemoration						
		Int'l Day of Peace						

---

Participation in peace clubs has boosted the youth's capacity to become agents of peace. **This has registered an average increase in changes, skills and knowledge from 54.1 to 85.5%.** Participating students, their teachers (club patrons), and some parents appreciate these changes.

---



Never Again Rwanda  
58 KG 9 Avenue Kigali  
Nyaruturama, Kigali-Rwanda  
+250 788 386 688  
info@neveragainrwanda.org  
www.neveragainrwanda.org

