

I PAINTED PEACE

Handbook on Peace Building with
and for Children and Young People



Save the Children

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'Children as Agents of Peace' drawing by a 14 year old girl in Bosnia-Herzegovina



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2008

- Understanding 10
- visions 10
- underst 14
- history 18
-
- Actions 22
- Neste 23
- Different levels 27
- ind 28
- fam 29
- group 30
- school 33
- community 36
- distr 39
- national 41
- intern 43
- assesment 48
-
- recomm 52
-
- Help 58
- res 59
- Tips 60

The vision

Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

The mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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Authors: Clare Feinstein and Claire O'Kane

Contributors: Children and young people in Bosnia-Herzegovina, Guatemala, Nepal and Uganda.
Neha Bhandari

Graphic design: Amund Lie Nitter

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Save the Children Norway

Storgt 38, 0182 Oslo, Norway

Phone: +47 22 99 09 00

Fax: +47 22 99 08 60

Internet: www.reddbarna.no/chp

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In this Book, You Can Read About the Following

Introduction to the Handbook 5

We'd like to say thank you 8

Section 1: Children's Visions and Understanding 10

Children's and Young People's Visions on Peace 10

Children's and Young People's Understanding of Peace Building 14

Children's and Young People's Understanding of the History and Impact of the Conflict 18

Section 2: Children's Actions 22

Opportunities for Children's and Young People's Participation in Peace Building at Different Levels 23

Individual Level 28

Family Level 29

Children's Organisation Level 30

School Level 33

Community Level 36

District Level 39

National Level 41

International Level 43

Assessment of what Helps and Obstructs Children and Young People's Peace Building 48

Recommendations and Proposals to Strengthen Children and Young People's Role as Agents of Peace 52

And ... to Help You Further 58

Some Key Resources: Other Helpful Publications 59

Tips for Adult Facilitators 60

The Games We Play: ice-breakers, energizers, and life skill exercises 62

Understanding some words used in the handbook 66

Afterword by Save the Children Norway 69

Introduction to the Handbook

‘Peace can be built through peaceful means, children are very good peace builders.’
(Children, Northern Uganda)

‘We think that children are the basis of a process for searching for peace and building it. What we wanted to achieve was to inform children and help them understand that there is a much better world, and that they can make it happen with specific actions.’
(Children, ACJ, Guatemala)

‘Through our activities we discovered that we can influence peace building and peace maintaining in our country. We also we learned that we are the ones who have to give their best in order to succeed and persevere in our goals.’
(Primary school children, Blatnic, Bosnia-Herzegovina)

‘We call upon you as parents, community elders, NGO, government officials and other actors to listen to our voices and to support our active role in peace building’
(Children and young people, Nepal)

Who is this handbook for?

This handbook has been designed and developed together with **children and young people** for children and young people. It is, however, also meant to be of use and interest to adults. The children and young people involved in the production of this handbook would like to promote, build and sustain peace in their local communities, schools, districts, and nations.

The handbook may be most suitable for children and young people aged 12 years and upwards. Young people may find it easier to follow the handbook themselves. Some children and young people might need help from adults to understand the handbook completely.

However, children, young people and adults contributing to this handbook have also had good experiences of using some of the tools and guidance with younger children aged 6-12 years. Children under the age of 6 years can also be encouraged and supported to promote peace and to participate in decision-making in creative ways¹.

If you are an adult who would like to support girls in boys in peace building efforts, this handbook is also for you. Throughout this handbook, you will see that children and young people are really asking for adults to support them. Whether you are a parent, teacher, religious and traditional elder, government official, staff from non-governmental organisation, UN practitioner or journalist, we encourage you to read and make use of this handbook.

¹ See Miller, J. (1997) Never Too Young: How young children can take responsibility and make decisions. Save the Children and the Early Years Network.

Why is this handbook important?

The handbook is important as it recognises children's role as agents of peace. Through this handbook, we want to connect with boys and girls from different ages, backgrounds and abilities, to learn what they experience, what they know, what they think, what they dream of and what they want to do. The idea behind this handbook is to encourage more adults to listen to girls' and boys' voices carefully and seriously and to work with them as partners in creating and sustaining peace. In this way, the handbook helps to promote children's participation leading to the better fulfilment of children's rights.

How has the handbook been developed?

This handbook has been developed together with children and young people. These children and young people are members of child clubs, associations, groups or participatory initiatives in Bosnia-Herzegovina, Guatemala, Nepal and Uganda. Girls and boys in each of these countries have been harmed by armed conflict and insecurity in their country. However, through working together towards a vision of peace children and young people are acting as agents of peace, raising awareness of peace, taking action to minimise and address conflict and insecurity and, contributing to peace processes. The children and young people involved in the child clubs, groups and peace initiatives have rich experiences, insights and ideas to share that may help other girls and boys develop and/or strengthen their own peace building initiatives.

These children and young people from Europe, Latin America, Asia and Africa have been actively involved in a two year global thematic evaluation on children's participation in armed conflict, post conflict and peace building which was undertaken by Save the Children Norway from September 2006 to October 2008. Girls and boys aged 6-18 years, from different backgrounds, including school going children, out of school children, former child soldiers, child mothers, children from ethnic minorities – including indigenous groups, children from different caste, religious and ethnic groups – and, children with disabilities, have been involved as researchers, advisers, documenters and advocates for peace.

Through the thematic evaluation, children and young people have gathered and analysed rich information in relation to their visions of peace and their views on and experiences of peace building, including factors which help and hinder children's participation in peace building. Country and global reports of main findings have been developed². The children and young people who have been involved in the thematic evaluation also wanted to present this information in a way that would help other groups of children and young people wishing to build peace in different parts of the world. As a result, this Handbook has been developed with their collaboration to share guidance and to illustrate how children are participating in and contributing to the building of peace in their communities and countries.

The **Handbook** was prepared **through a participatory information gathering, documentation, consultation and feedback process** involving the children and young people participating in the thematic evaluation in each of the four countries. The children and young people also presented their ideas about the design and layout of the handbook which therefore builds upon the direct views, experiences and suggestions of children and young people. Their contributions are presented in the following sections:

- Children's visions on peace
 - Children's understanding of peace building
 - Children's understanding of the history and the impact of conflict
 - Opportunities for children's participation in peace building at different levels (individual, family, children's organisation, school, community, district, national, international) – *including examples of activities and the impact of children's participation at these different levels;*
 - Assessment of what helps and gets in the way of children's peace building efforts
 - Recommendations and proposals to strengthen children's role as agents of peace
-

² The National reports and global documents are available at www.reddbarna.no/chp

How to use the Handbook

In this handbook you will find:

- practical tools that can help children and young people explore and analyse conflict and peace and better plan for peace building initiatives;
- views, experiences, analysis, and tips from children and young people who have been involved in peace building;
- and, practical examples of children's peace building initiatives for inspiration.

Everyone's context is different. Action planning for peace building should be based on an understanding of each local context. This handbook does not therefore tell you 'this is what you should do and follow'. Rather, it shares tools, experiences, tips, analysis and, motivating examples of children's participation and peace building.

We hope the ideas and information in this handbook will help you think of creative ways to think, analyse and plan for peace building – individually, and collectively as groups of children and young people, in partnership with supportive adults. We encourage children and young people to identify parents, teachers, NGO facilitators, community or religious leaders who can work in partnership with them to promote and support peace building.

At various places in the handbook different symbols have been placed.



The tool symbol means that what follows is a 'tool' or activities/exercises³ that can help you to think about, explore, analyse, or better plan for peace building initiatives.



The light-bulb symbol means you can find tips on strengthening children and young people's participation in peace building



The globe symbol means that you can find motivating examples of children and young people's participation in peace building from different parts of the world.

We understand that children and young people may find some information or words used in this book difficult to follow. For this reason, we have explained different words at the back of the book, in the section 'understanding some words used in this handbook'.

In case you still have a question, you should ask a supportive adult to help you.

Children and young people contributed to the development of this handbook with great enthusiasm. This shows their deep desire for peace and the importance, therefore, of supporting children's and young people's participation in peace building. We hope that the information, ideas and examples shared in this handbook will inspire children and young people around the world to move forward with confidence as agents of peace!

³ More details of these tools, as well as other tools are shared in Save the Children Norway (2008) 'A Kit of Tools': for participatory research and evaluation with children, young people and adults at www.reddbarna.no/chp

We'd Like to Say Thank You

This Handbook has been designed and developed through the active participation of children and young people who are members of child clubs, groups, associations or participatory initiatives in Bosnia-Herzegovina, Guatemala, Nepal and Uganda.

We appreciate and would like to acknowledge the rich information, insights and inspiration shared by children and young people from the following groups and initiatives:

Bosnia-Herzegovina:

- 'Child Rights Centre', Konjic
- humanitarian organisation 'Amica Prijateljice' Srebrenica
- primary school 'Dositej Obradovic' Blatnica
- primary school 'Zahid Baručija' Vogošća

Guatemala:

- Asociación Cristiana de Jóvenes ACJ (Young People's Christian Association). Head office in Guatemala City, and work with volunteers in the following departments: Guatemala, Chimaltenango, Retalhuleu, Quiché, Alta Verapaz, Baja Verapaz, Chiquimula, and Izabal
- Children and young people's radio programmes in Alta Verapaz and Izabal⁴
- Utz K'aslemal, department of Quiché

Nepal:

- In Nepal 1204 Child Club members (aged 7-18 years) from 54 Child Clubs in three geographic districts of Nepal namely: Bardiya (Western region), Udaypur (Eastern region) and Tanahun (mid region) actively contributed to the development of this Handbook, with support from key NGO partners⁵. The members of the Child Clubs included girls and boys from different ethnic and caste groups, including marginalised and minority ethnic communities.

Uganda:

- Adok Kwen Ki Can child association, Gulu
- Bungatira Peace Club, Agonga Village, Gulu
- Laliya Peace Club, Laliya, Gulu
- Lakwatomer Peace Club, Lakwatomer Village, Gulu.
- Loki Tam children's association, Bungatira, Gulu, Uganda
- Lukome Secondary School Peace Club, Lukome, Gulu, Uganda
- Onono Memorial College Peace Club, Bobi village, Gulu District, Uganda
- Pakwelo Peace Club, Pakwelo Sub-County, Gulu Town
- Sacred Heart Secondary School Peace Club, Lacor, Gulu District
- Sir Samuel Baker Secondary School Peace Club, Paicho Sub-County, Gulu District
- Tam Piwa Child Mothers Association, Gulu
- War Affected Youth Association (WAYA), Kanyagoga, Gulu

We also acknowledge the important support given by adults from partner organisations, schools, Save the Children offices, and independent researchers in each of the countries, as well as at the global level.

A big thank you also to Neha Bhandari for her review of the document and her help in strengthening the child friendly development of this publication.

Global researchers and Save the Children Norway Senior Adviser, November 2008

⁴ Supported by EDECRI- *Escuela de Educación Especial y Centro de Rehabilitación Integral* (Special Education School and Integral Rehabilitation Centre); FUNDEMI - Talita Kumi. *Fundación de la Mujer Indígena Talita Kumi*. (Foundation for Indigenous Women); and ADEB'Q'I- *Asociación de Educadores Bilingües Q'éqchi' de Izabal* (Association of Q'eqchi Bilingual Educators from Izabal).

⁵ Ilaka NGO in Udaypur, Hoste Hainse NGO in Tanahun, and D.W.O in Bardiya

Intro-
duction

Section

1

8

9

Section

2

To Help
You
Further

Section I:

Children's Visions and Understanding

In this section you will learn about the following:

- Children's and Young People's Visions on Peace
- Children's and Young People's Understanding of Peace Building
- Children's and Young People's Understanding of the History and Impact of the Conflict

Children's and Young People's Visions on Peace

IN THIS CHAPTER YOU WILL LEARN ABOUT THE FOLLOWING:

- How to use a visioning tool
- Children's visions of peace in Nepal, Guatemala, Bosnia-Herzegovina and Uganda

'Peace is life and survival. It is to live in our houses and sleep without being displaced. It is reflected in how we treat each other and how we work and live. It is to respect each others silence and listen to each others song; to respect and realise that every single human being has got a worth. It is having social order and freedom of opinion; and having a government'.

(Children's description of peace⁶)

This section shares a visioning tool which helps children, young people and adults to explore and draw visions of peace. Poetry, song, drama, dance, or mime are also other creative ways through which children and young people can express and share their hopes and visions of peace. The section then goes on to describes children's vision of peace from Nepal, Guatemala, Bosnia-Herzegovina and Uganda. At the end of the section, you can read some reflections from children and young people.



Image of peace developed by a 16 year old boy, Bosnia-Herzegovina

6 Save the Children Norway (2005) Building Peace Out of War. Children and Young People as Agents of Peace: The Young Generations Challenge.



WHAT IS YOUR VISION OF PEACE?

A visioning exercise:

Find a quiet place for you and your friends to lie/sit down comfortably. Close your eyes and breathe deeply. Dream about your vision of peace. What does it look like? What does it feel like? What are girls and boys doing? What are adults doing? How are children and adults interacting with each other? What are children doing to help sustain peace? Dream, dream, dream. After a few minutes of dreaming give each child a piece of paper, and a pencil or crayons. Each of you could draw a picture to try to capture and show important parts of your dream. Share your pictures with one another so that you can put together your collective vision of peace.

Poetry, Songs, Drama, Dance, or Mime:

You may also like to develop poetry, songs, drama, dance, or mime to share your vision of peace.

'Our vision of peace is that all the world lives in unity and peace without wars and suffering which left a large mark on our lives... A world ruled by unity, mutual respect, tolerance and friendship among people!'

(Children and young people, Blatnica and Konjic, Bosnia-Herzegovina)

'Our vision is to work hard so we can gain peace in our country, especially in Northern Uganda. Children and young people will be happy again; they will have many friends; they will return back to the homeland in the villages.'

(Children, Northern Uganda)



Vision of Peace, an example from a boy in Nepal

'If we are aware and work for transformations, then we will achieve peace. A transformation where we can live freely, without exclusion due to the way we think and are, if we work together on awareness we can achieve peace. Despite the fact that things are not going well in the world, there is still hope for things to be better, and everybody wants peace and that is hope. There will come a day when there will be light and a better world.'

(Children and young people, ACJ, Guatemala)

'Peace is like a flower all of us have to care for, otherwise it withers. We want to be like the dove that symbolises peace and freedom, because a dove can fly freely.'

(Children, radio group, Guatemala)

Vision of Peace, collective ideas from children in Nepal: The sun is shining and there is a green and peaceful environment. There is no more discrimination against girls, children with disabilities, low castes, or different ethnic or class groups. Caste based untouchability is ended. Everyone is treated fairly and equally. All children experience their rights. Child friendly schools, health, water, and play facilities exist and are accessible to all – all girls and boys attend school. Schools are recognised as Zones of Peace. Poverty has ended. Violence against children and women, including threats, abuse and rape is ended. Alcoholism has ended. All will be safe and secure. Children are not exploited. Juvenile courts are established. Vocational education is provided to young people, and family members have access to good job opportunities. There is no corruption. Children are encouraged to participate and their voices are respected and heard in families, schools, communities and nations. Children are involved in peace building, especially through their Child Clubs and schools which are Zones of Peace.

In Guatemala: Children from Utz K'aslemal (a children's organisation that works to promote better mental health) and the radio groups have similarly shared a vision where: there is no more violence; no more poverty; no more discrimination; no more gangs, delinquency or drug use; children have access to

education, health, recreation and a local church; girls and boys have the right to participate; people live in harmony with love and tranquillity in their families, schools and communities. The need to address violence, insecurity and poverty within families and communities is called for, to prevent children and youth from joining and being part of gangs. Children's contributions to building peace should be recognised by adults and the authorities.

'The war left lots of poverty and violence. Currently, there are thieves, delinquency and gangs. The only way to live peacefully will be when violence created by gang groups is gone or when, delinquency, robbery, assaults and murder stop. Also, violence from parents to their children must not exist. It is necessary that youth participate in activities to build peace, instead of being in gang groups.' (Children and young people Utz K'aslemal, Guatemala)

The importance of non-discrimination, equality, equity, freedom and justice has also been emphasized by ACJ – the association of young Christians: *'Peace means to be united with equality... Also, equity between men and women, gender equity because there is a lot of machismo. We are all equal, regardless of our gender... Justice is also important, those who are doing wrong or hurting others should be punished, and they interfere with harmony, tranquillity and love in a community. Justice should be equal for everybody... Freedom is also important, we have to break the chains that bind us, express freely, we should be liberated to start building peace, to be liberated to make our own decisions, and express our points of view'* (children and young people, ACJ).

Children have also emphasised the importance of respecting the environment, animals, plants and natural resources, so there will be true, long-lasting peace.

In Bosnia-Herzegovina: Children have highlighted the importance of creating safe and protective environments. As described by girls and boys from Blatnica: *'I wish that all my friends have the right to play and socialise, and to go to school. I wish that there is more right to free time and right to safety and protection of the health of a child... I'd like to see more students in my school included in more clubs to be able to socialise more and learn something from it. I wish that people have more consideration towards themselves, and especially towards others. Every child should be protected from violence, terrorism and sexual abuse. Better living conditions will be secured in Bosnia and Herzegovina. There will be no discrimination among children'*. The children from Konjic also emphasized the importance of: *'eliminating poverty ... and encouraging older people to respect the opinions of children and youth because they can be initiators of peace. As by listening to children's views adults can better uphold children's rights'*.

In Uganda: Children in Northern Uganda have also emphasized the importance of faithfulness, prayer, forgiveness and reconciliation. *'The Juba peace talks should bear fruits'* so that peace is secured. As illustrated by the drawing (above) children have emphasized the importance of leaving the camps (for internally displaced persons) and returning to their villages where they can cultivate their own land and generate their own livelihoods. Violence, discrimination, corruption and poverty will be ended, so that children and families can access quality services (education, health, water) in their own locality.



Children's vision of peace in Northern Uganda where families have resettled in their own homes and villages

These visions show the importance of helping children and young people to visualise and creatively express their role as agents of peace, for them to dream of peace. It is also important for children and young people to be supported to identify their individual and collective strengths that can be built on. It is important to develop action plans and strategies necessary to support their role as agents of peace so that they can reach their vision. This includes support to children's own initiatives for peace. To achieve all this children and young people need the active support of adults in their communities and the wider society.

TWO POEMS FROM CHILDREN IN NORTHERN UGANDA

'Bring Peace in Uganda'

Peace, peace, peace where are you my dear?
Why do you hide yourself from us?
Peace, peace we would like to see you
Since we were born no-one has seen you peace
Our elders say you were there during their time.

Oh peace where are you now?
You have run away from us
In your absence you left us in the hand of our enemies -
hunger, war, disease, abduction, defilement roar like a raging lion.

Please peace we would like to see you
Come and lay your hand upon us
We want to feel the sweetness of your hand
The children of Northern Uganda are waiting for you
Don't deny us please.

We need peace within one's self
Peace in our community
Peace in our Acholi land and peace in Uganda.

'Vision of Peace'

(girls, Sacred Heart Peace Club)

Peace, Peace, Peace
Peace is like a candle
Light in the darkness
It is tender and affectionate

It is unique
Incomparable
Makes you feel great

It's so gentle
No one should miss it
Indeed nothing on earth
Special like peace

We hope for the light
Of peace to shine upon us
Through the author of peace Jesus

For peace is modest
We are desperate for peace
And we shall see peace soon

TOP THREE THINGS I LEARNED FROM THIS SECTION ARE:

Intro-
duction

Section

1

12

13

Section

2

To Help
You
Further

Children's and Young People's Understanding of Peace Building

IN THIS CHAPTER YOU WILL LEARN ABOUT THE FOLLOWING:

- How to use the 'balloon exercise'
- Main findings from the 'balloon exercise' in Bosnia-Herzegovina, Guatemala, Nepal and Uganda.

'Children in Srebrenica build peace by socialising with and respecting other children. Children build peace by not discriminating each other. We need to respect everyone's rights regardless of their ethnicity, and we should all be united and respect each other. We need to give a second chance to others in order for everyone to be united again. So don't hate each other, don't hurt each other. Let's build peace, let our future be better and happier, full of love and respect.'

(Children, Srebrenica, Bosnia-Herzegovina)

'Peace is not just a word; it is not just about feeling well with others, peace involves many things. Communication is one of the fundamental bases. Before making any decision, it is important to communicate to avoid conflicts.'

(Children, Guatemala)

This section shares a tool known as the 'balloon exercise' which uses the image of a hot air balloon to explore children's and young people's understanding and experiences of peace building. It then moves on to share the main findings from the peace building balloon exercise which was undertaken with children and young people in Bosnia-Herzegovina, Guatemala, Nepal and Uganda.



WHAT DOES PEACE BUILDING MEAN TO YOU?

This '**balloon exercise**' uses the image of a hot air balloon to explore your understanding of peace-building and your experiences of children's participation in peace-building. The hot air balloon represents peace building, and children's participation in peace building. When the pegs (barriers) that hold the balloon down are removed, peace building will be possible and children and adults will be able to move freely in their balloon towards their vision of peace.

Key Steps:

On a large sheet of flipchart paper draw the image of a hot air balloon (large circle divided into segments) with a basket which is pegged to the ground with pegs. Above the hot air balloon are a series of arrows which would help lift it into the sky. In the top right hand corner there is a sun. In the left hand side corner there are clouds. With your friends discuss, explore and record your ideas in the different parts of the visual image:

- *The segments of the hot air balloon:* what does the concept of peace building mean to you? What are the components of peace building?
- *The basket:* which people are involved in peace building?
- *The sign by the basket:* which children should be given the opportunity to participate in peace building (think of age, gender, ethnicity, background etc)?
- *The pegs (blue):* what are the factors which prevent or get in the way of peace building?



- *The pegs (red):* what are the factors which prevent or get in the way of children's participation in peace building?
- *The arrows (blue):* what are the factors which enable peace building?
- *The arrows (red):* what are the factors which enable children's participation in peace building?
- *The sun:* what is your vision/purpose of children's participation in peace building?
- *The clouds:* what are the risks children face when they participate in peace building?
- Share your views, ideas and suggestions with adults so that they can support better support your participation in peace building, and to ensure that your participation is safe and meaningful.

Children's Understanding of Peace Building:

Main Findings from the Peace Building Balloon Exercise undertaken in Uganda, Nepal, Guatemala and Bosnia-Herzegovina

Children and young people, including younger children, have demonstrated a good and well rounded understanding of peace building. They have taken into consideration attitudes, behaviours and values in the society, the culture and religions followed in the society, the structure of the society and, also economic and political factors.

Children involved in developing this handbook have emphasized how, for them, peace building starts at an individual level among family and friends, and moves outwards:

'Peace begins in you; then it extends to the surroundings. If you do not love yourself, then you will not find peace in you. Both war affected children and those who have not been affected have the same values as human beings. Peace is a fundamental right that human beings cannot live without.'

(Boys, Sir Samuel Baker Peace Club, Uganda)

As described by the children in Bosnia-Herzegovina *'as individuals children can be honest, have self-respect and motivation, have empathy, engage in dialogue and discussions, communicate without conflict, respect adults, respect children with special needs and have a friendly approach in playing. They can be actively involved in team work, be familiar with child rights, share information (two-way), and widen their knowledge about peace building.'*⁷

Various forms of discrimination and exclusion based on religion, ethnicity, caste or low income have led to the conflict scenarios in Bosnia-Herzegovina, Guatemala, Nepal and Uganda. In each scenario children have identified violations of children's rights and human rights as the underlying reasons for conflict. Such violations are also a negative impact of the conflict. Children and young people have said that participation, non-discrimination, respect for human rights and children's rights, equality and fair distribution of resources are important to have peace in the present and future.

The root causes (or underlying reasons) of conflict include: caste/gender discrimination, discrimination against people with disabilities, abuse, exploitation and violations of human rights and children's rights, poverty, wide gap between the rich and the poor, inequity, corruption, lack of education, unemployment, power struggle, jealousy and greed.

(Children and young people, Nepal)

'We want there to be gender equity, equity among social classes or social groups, equity among students from different universities. The society is divided not only by classes or groups, but also in small social groups; there is no common goal, everybody only minds their own business, trying to subsist without paying attention to others.... We should get together, it is important to get out of this individualist awareness.' (Children and young people, Guatemala)

⁷ Children and young people, National Capacity Building Workshop, Bosnia-Herzegovina, June 2007.

The young participants stress the importance of looking at and engaging with other political and social development initiatives. They also highlight the importance of changing structures in a society. These should address poverty, discrimination, unfair distribution of resources, and violation of human rights. Political processes, through which peace may be agreed, justice secured, and structural changes promoted in a society, have been described according to the situation of specific countries. *For example:*

- in Nepal children have highlighted the importance of the peace agreement and the constitutional assembly process as a means to establish more inclusive forms of governance, to address poverty and discrimination and, to ensure fair distribution of resources;
- in Uganda children have advocated for space to be included in the formal peace talks taking place in Juba (South Sudan), and have contributed to consultations on agenda 3 of the peace talks on accountability and reconciliation. In particular, they have emphasized the importance of forgiveness and reconciliation, and making use of traditional forms of justice;
- in Bosnia-Herzegovina delegates of children have met with the Prime Minister to advocate for their recommendations on the provision of quality education, and the importance of addressing existing discrimination within the school system – based on religious difference;
- in Guatemala children have reflected on the presidential elections and efforts to ensure greater attention to monitoring of the peace accords and implementation of children's rights, as well as advocating for the historical memory of the internal armed conflict to be maintained;

'Our vision of peace includes the timely and true implementation of the Peace Accords. The collective work of the organized social movement is to rescue the historical memory, to reflect on whether public policies benefit the Guatemalan population, and, to support people's freedom and participation.' (Young person, Guatemala)

Children and young people understand that peace building includes many different elements that have to be worked on. These include the need for: peace talks, peace agreements, reconciliation among different groups (religious, ethnic, caste, tribe), political stability, democracy, good governance, unity, equity, sharing of resources, job security, development, transparency, freedom of movement and speech, respect for human/ women/ children's rights, equality for all and non-discrimination, access to education and health services, respect for children's participation and views, honesty, cooperation, friendship with all regardless of background. In Uganda the importance of prayer, forgiveness and reconciliation among tribes have also been highlighted.

Children and young people have suggested that a wide range of people should be involved in peace building including: Government officials, rebel groups, different political parties, religious and community leaders, intellectuals, women and men, girls and boys, representatives from all class/ caste/ ethnic/ religious groups including people with disabilities, rich and poor, NGO representatives, police, teachers, parents and children. All children without discrimination should be involved (including orphans, children with disabilities, children [formerly] associated with armed forces, girls and boys, rich and poor, school going and working children, including children in clubs/associations).

Children and young people have highlighted the different factors that get in the way of their participation in peace building including: traditional views that children should not express their views, lack of awareness about children's participation, lack of trust in children's capacities, disrespect of children's views, misunderstanding of children's rights, violations of children's rights, authoritarian teaching practices, over-burdened school curricula, non-involvement of children in developing the school curricula, lack of rules and laws to involve children in decision-making process, gender discrimination, children's fear of blame and child abuse.

Children and young people have also highlighted the different factors that would enhance their participation in peace building. These include the need to create awareness among key adults in their lives - parents, teachers, community, religious and political leaders – to recognise the importance of listening to children's views and to encourage children to be involved in peace building; the need for

children to be able to access child friendly information about relevant government policies and processes so that they can engage meaningfully in policy developments and formal peace talks, for example, the constitutional assembly process in Nepal, the election process in Guatemala and the formal peace talks in Uganda; the need for children and young people to be supported to form children's clubs/associations and networks at different levels and have opportunities for training on peace and child rights.

Children and young people are aware that there are some potential risks that they may face when they are involved in peace building. These include: child abuse, insults, torture or abduction; trauma; hindering education; lack of respect for children's views and lack of support from adults – such that children's efforts may fail; inadequate resources and information; corruption and lack of transparency. → **Careful preparations, including efforts to gain adult support, are necessary to ensure their safe and meaningful participation.**

Children and young people have demonstrated the breadth of their understanding of peace building. They now need to be further supported to see how their involvement in peace building can develop over time. Once peace is achieved what support do they need to contribute to reconstruction and the healthy functioning of their communities? And, if formal peace talks or peace agreements fail what is the role of children and communities in promoting peace?

'A war per se does not end when both parties stop confronting each other, nor with the signing of an accord. A war ends when conflicts are solved and justice is made. ... The present of Guatemala is being forged and we cannot be excluded from it. Peace is something that is built, and not something that is signed.' (Young person, Guatemala)

'WISH FOR PEACE' (POEM FROM A CHILD IN TANAHUN DISTRICT, NEPAL)

Look at the beauty of Nature's creation
And our great effort and generosity to build it
Rich and poor, both together can create this beautiful world

What beautiful colorful houses there are in this world
We long to see PEACE in this life!!!
We have to fight many wars here to reach the height of PEACE
PEACE will brighten the face our country

There are many fights in this world to be fought,
many hurdles to be crossed
We have to win our world of Peace
We have to clutch the pain of separation
The loss of Loved ones' in our heart and
Create Peace for everybody

Let's try, Let's try- faster and faster
Let's hope of Peace
Let's have courage, let's have hope
Peace will come of course
All Nepalese have to fight for building Peace.

Let's move ahead
Let's not look back
Taking our fight for Peace on our shoulder,
let's move forward.

We have to realize – what is our duty and responsibility
And embrace our duty always with sincerity
Let's us put all our effort and spread the message of PEACE everywhere.

TOP THREE THINGS I LEARNED FROM THIS SECTION ARE:

Children's and Young People's Understanding of the History and Impact of the Conflict

IN THIS CHAPTER YOU WILL LEARN ABOUT THE FOLLOWING:

- How to use the 'conflict tree analysis' and 'body mapping' exercises
- How children in Guatemala are rebuilding the historical memory of their conflict

'We wanted to know more about the internal armed conflict to contribute to building peace. We needed to be clear on what happened during the conflict, it will help to avoid repeating it in the future.'

(Children and young people, Utz K'aslemal, Guatemala)

Children and young people have highlighted the importance of understanding the history of the conflict, and the factors which contributed to it, in order to better understand what needs to be addressed if a lasting peace is to be secured. The importance of 'rebuilding memory' has been especially emphasized by children and young people in Guatemala to ensure that the cultural identity and practices of indigenous groups which were threatened and repressed during the periods of internal conflict are remembered, valued and maintained.

This section shares two simple tools: one for exploring the underlying reasons or root causes and impact of conflict – through a 'conflict tree analysis'; as well as a 'body mapping' exercise for exploring the impact of conflict or post conflict situations on girls and boys. An example from Guatemala is then shared to show how children and young people have been involved in the painting of a wall mural and the production of a magazine to rebuild the historical memory of the conflict among the community and, to highlight the importance of children, young people and adults working for peace.



CONFLICT TREE ANALYSIS: EXPLORING THE ROOT CAUSES AND IMPACT OF CONFLICT

This is a simple tool which uses the image of a tree to explore the underlying causes of conflict (shown by the roots) and, the impact of conflict, especially on children (shown by branches).

- Create a drawing of a tree trunk with roots going to the ground and branches leading up to the sky. The drawing will be used to explore the root causes of conflict in their communities and/or society (*the roots*), as well the impact of the conflict on children, families, communities and the nation (*the branches*).
 - Alongside the roots you should explore and record what is seen as the 'root causes' of conflict.
 - Alongside the branches you should explore and record the impact of the conflict on the lives of children, families, communities and nation. If there are any positive impacts, in addition to the negative impacts, should be reflected upon and recorded.
 - You may use this for a general discussion on the tree analysis to better understand the root causes of the conflict and its impact on different groups of children, families and communities.
-



Body Mapping by young people in Guatemala



An example of 'conflict tree' from Nepal



BODY MAPPING EXERCISE: EXPLORING GIRLS AND BOYS EXPERIENCES OF LIVING IN CONFLICT AND/OR POST CONFLICT SITUATIONS

This is a simple tool which uses a body shape to explore girls and boys experiences of living through conflict, post conflict or, peace building contexts.

- Stick large sheets of flipchart together. Ask one child to volunteer to lie on the sheets to have their body shape drawn around to create a large body map which represents children and young people.
- The body image (and body parts) can then be used as a focus to explore and record your views and experiences about the different ways in which living in armed conflict, post conflict or peace building contexts has affected your lives.
- For example, key questions relating to the body parts, *include*:
 - Head: How has conflict, post conflict or peace building contexts affected your mind, the way you think, and/or learn?
 - Eyes: What have you seen? Or how has the context affected the way people see children and young people?
 - Ears: What have you heard? How do adults listen to you?
 - Mouth: How do people communicate to you? How do you communicate?
 - Main Body: How has your health been affected? Have you faced any abuse?
 - Heart: What do you feel? How do people feel about children?
 - Arms/ Hands: What do you do?
 - Legs/ Feet: Where do you go/ not go?
- Remember to explore both positive and negative examples as you do this exercise.
- You may use this for a general discussion on the body and explore how girls and boys from different ages and backgrounds may have different experiences.



WORKSHOPS AND THE DEVELOPMENT OF A MURAL ON CONFLICT AND PEACE BUILDING, SANTA ISABEL II, VILLA NUEVA, A COMMUNITY IN GUATEMALA

During children's workshops on conflict and peace building that were organised as part of Save the Children Norway's Thematic Evaluation, children in Guatemala decided to organise a workshop to use the tools learnt (such as the conflict tree, body map, visioning exercise) with other children and young people. The idea was also to support girls and boys from the community in painting a mural. These activities were carried out with support from a group of volunteers from ACJ, young people's association, in Santa Isabel.

Association members in Santa Isabel called boys and girls from the community to meet at the social hall of the "Mario Antonio Diaz", a sector of the settlement made up by persons who were displaced from Quiche during the war. Participants were asked to divide in groups, according to their age. After introductions, the body map tool was used with the groups so that people could explore their experiences and views about how the conflict had affected them and their families.

The facilitating group also chose to produce a mural because they had experience of painting other murals and they wanted to share this activity with the local community, as they *'believe that, in a wall, we can express many things through art, which is more complicated through words, and we were able to convey the message to much more people and children, since it was done outside the school'*.

A woman from Santa Isabel who had been displaced by the war and who belonged to the neighbour's association explained the mural to everybody: *'This mural is a historical picture of the creation of Communities of Populations in Resistance, CPRs, and the massacres performed by the army against Quiche people'*.

The next day, they painted a mural on the outer wall of the school in Santa Isabel. Through this activity children and young people, in partnership with adults from the community, were able to show the vision of the peace they want to achieve. The group felt that: *'Rebuilding the memory of the community (Santa Isabel) is key in regard to raising awareness about what happened so young people can make it part of their lives and their history and translate it into peace activities'*.

Through the collective group work, adults and children who had earlier feared to speak up were able to share their experiences. Children, young people and adults felt empowered through organising together, socialising with other groups, remembering their history and their reality. Children were able to learn about their families and nation's history. Some people also expressed their frustrations and fears that despite the signing of the Peace Accords in Guatemala, insecurity and violence continues, due to poverty, unemployment and gang culture – which is like a sequel to the war.

Some key learning among children and young people from this peace initiative has been:

- Some boys and girls did not know many of the things that happened during the war. Many times this is because parents do not tell them what happened. But others, depending on the experience of their families, shared their own experiences.
- We learned that even though many people think they have no relation with the war, [but] it affected us all, since the consequences the war has left are violence, poverty, land in the hands of very few families, etc.
- We have learned that with few resources and willingness you can impact social relations and structures in every day life. You can also affect the people's customs to rebuild social network in the society.
- We have also learned to value similarities instead of differences.
- Despite having different trainings, we have been able to learn and build knowledge in a collective manner, having a common objective, which we realize we share.

In addition to the painting of the wall mural the ACJ, Young Christian's Association in Guatemala, has produced a magazine with articles and stories about the importance of maintaining the memory of the internal armed conflict in the country. The eight articles are reproduced in full at www.reddbarna.no/chp. Here are some extracts:

On the other side of the tortilla:

'More than 11 years have passed since the signing of the Peace Accords. Now we have started to get together and talk about the things that caused so much hurt and pain, and changed our lives. ... Because even though many of us do not know about history or none of our relatives were forcibly disappeared, murdered or tortured, we know that we are all sons and daughters of the same history.' (Young people, ACJ, Guatemala)

Youth in silence:

'Thousands of Guatemalan families suffered, in one way or another, during the war. The silence of history can be felt in community walls, fear blows on skin that is wounded and tired of hurting so much.' (Young person, ACJ, Guatemala).

The awakening of conscience:

'We should dare to listen, to learn, to teach, to ask and question, because Guatemala belongs to everybody and we deserve her truths'. (Young person, ACJ, Guatemala)

Peace building:

'Thus, one day I will contribute to bring back to life all those forgotten and destroyed values such as Love, and something we sometimes forget we have, a Conscience. In turn, they will be stronger so that this daily war, which seems to us as if it will never end, will become the tranquillity and peace in which we deserve to live.'

(Young person, ACJ, Guatemala)



Drawing by a child in Northern Uganda

One of the key messages to emerge from the participation of children and young people from Guatemala in the thematic evaluation is the need for the real history of the conflict to be included in the school curriculum so that the education system in their country ceases to be *'an accomplice to oblivion'*.

(Young people, ACJ, Guatemala).

TOP THREE THINGS I LEARNED FROM THIS SECTION ARE:

Section 2: Children's Actions



In this section, you will learn about the following:

- Opportunities for Children's and Young People's Participation in Peace Building at Different Levels
 - Individual Level
 - Family Level
 - Children's Organisation Level
 - School Level
 - Community Level
 - District Level
 - National Level
 - International Level
- What Helps and what Obstructs Children's and Young People's Peace Building Efforts
- Suggestions to Strengthen Children's and Young People's Role as Agents of Peace

Opportunities for Children's and Young People's Participation in Peace Building at Different Levels

Individual, Family, Children's Organisation, School, Community, District, National And International

IN THIS CHAPTER YOU WILL LEARN ABOUT THE FOLLOWING:

- How to use a 'circle analysis' exercise
- Tips from children and young people on how to strengthen children's role and participation in peace building
- Examples of how children and young people are engaging in peace building initiatives at different levels

'Children should get involved in peace building processes to the maximum; children themselves should be initiators of some of the activities that lead to peace building'. (Children, Blatnica, Bosnia-Herzegovina)

This section of the handbook shares practical examples, tips and guidance for peace building activities with and by children and young people in different contexts.

It starts by presenting a 'circle analysis' tool to help think about different peace building initiatives and processes that children and young people may try to engage in or organise with adult support at different levels.

Building upon children's existing experiences, **general tips** by and for children and young people are shared to raise awareness of peace among girls and boys and to strengthen children and young people's role in peace building.

Information on various peace building initiatives undertaken by girls and boys at different levels - individual, family, children's organisation, school, community, district, national and international – are then provided. For each level, a range of innovative activities are highlighted as well as brief examples for some of the activities mentioned. They are intended to offer inspiration and practical guidance for undertaking different peace building initiatives as well as to show the positive impact achieved by children. We hope they inspire you!!



CIRCLE ANALYSIS: EXPLORING CHILDREN'S ROLE IN PEACE BUILDING AT DIFFERENT LEVELS

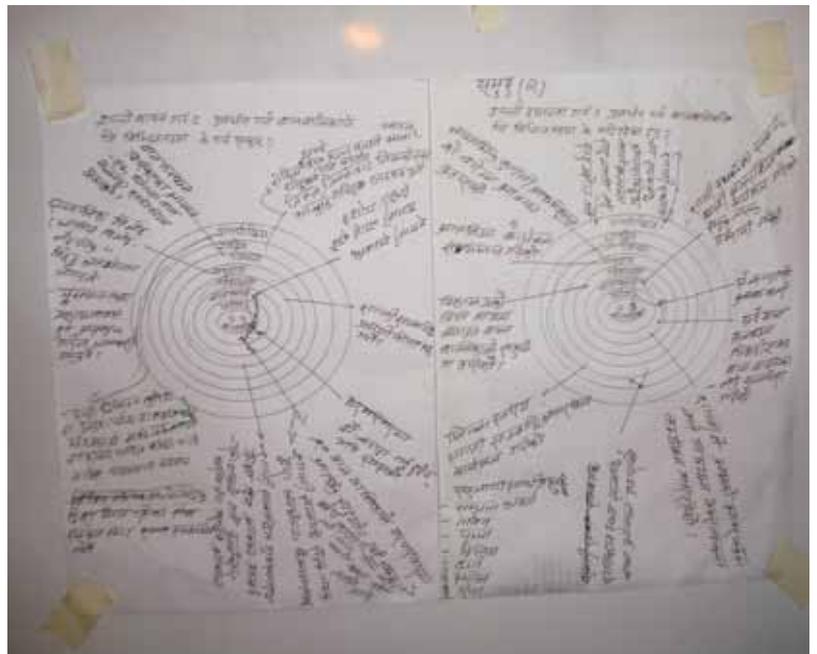
This tool uses an image of individual children in the middle of 8 concentric circles to explore what role children can play in promoting peace / peace building at different levels. This is a good tool for exploring children's vision and understanding of peace and peace building and their role in peace building.

- On a flipchart prepare the visual tool: A child is in the middle of 8 concentric circles representing: the individual child, the family, the child club/association, the school/ workplace, community, district, national, and international (from inner – outer circle).
- Working in small groups, discuss, explore and record your ideas about what you can do to promote peace at different levels.
- When developing your ideas you may want to think about what adults, other organised groups and the government are doing at different levels. Think about how you could together with adults be involved in bringing about change.
- Share your ideas and think about what support you may need, and from whom, to undertake your peace building roles.

'I learnt a lot of things from the Circle Analysis. We learnt about what children are doing and can do to promote peace'.

'We learnt how children and young people can promote peace in Northern Uganda and how they can improve their participation in peace building through the circle analyses.

(Children, Uganda – national capacity building and reflection workshops, 2007)



General Tips for Children's Participation in Peace Building:

'Children's association is significant for making successful efforts. Also, to be successful it is important to get parents' support and participation.' (Children, Nepal)

'Let's meet, cooperate, share experiences and of course, build and keep peace! Based on our experience it is necessary to have persons who get along and make plans about activities which should be realised. Then it is necessary to choose relevant persons inside the organisation or schools who can provide maximum support and help their work, including the establishment of some sort of cooperation or agreement with people from their local community.' (Children, Blatnica, Bosnia-Herzegovina)



GENERAL TIPS FROM CHILDREN AND YOUNG PEOPLE FOR STRENGTHENING CHILDREN'S AND YOUNG PEOPLE'S ROLE AND PARTICIPATION IN PEACE BUILDING

During consultation for this Handbook children and young people were asked to share suggestions which help raise awareness of peace among children, and help strengthen children's and young people's role in peace building. Here are their key suggestions:

- **Seek adult support** and guidance for peace building initiatives from parents, school teachers / head teachers, community and religious elders, local organisations, local authorities, international NGOs like Save the Children etc. It is crucial that adults are made aware of and are prepared to support children's participation in peace building. Get support from important adults in the community to gain broader support from other adults. Keep parents and teachers informed.
- **Form groups of children** who are interested in peace building. Make sure that girls and boys of different ages and backgrounds are involved. Consider forming a club or an association with a clear vision, aims and objectives and a focused work plan.
- **Increase children's awareness of peace building** through drawing about peace, drama, songs, workshops and interaction programmes etc. This will attract other children to join and participate in peace building activities. Seek support for training workshops with children on child rights and responsibilities, peace processes, peace building, life skills, history of the conflict and conflict resolution. These should be organised with, by and for children and young people. Each child should know that **peace begins from within oneself** – they should be tolerant, forgiving, and helpful, acting as good role models to help resolve conflicts.
- **Increase children's access to information** about peace building, including relevant plans and policies at national or district levels. Develop and share child friendly information.
- **Work inclusively and co-operatively.** Children should respect and honour everyone. There should be no discrimination against orphans, children with disabilities, younger children or children from different backgrounds. Children need to find ways to make decisions together and to share leadership. All children should have a chance to be included in training opportunities. Encourage all girls and boys to enrol in and attend school.
- **Children can start their own peace projects/ initiatives** – start with activities that are likely to be supported by community members and may be achievable with minimum support and resources so that you can build upon success. Key peace initiatives suggested by children include:
 - Developing guidelines or declarations on peace which can be shared and acted upon;
 - *Developing radio shows on peace and child rights;*
 - Developing and presenting drama, dance and song performances to sensitise others on peace in their local communities and districts; getting involved in peace walks.
 - *Children can be involved in counselling other children who have lost loved ones; and they should talk and interact positively with former child soldiers, involving them in their child club or group activities.*

- *Developing and sharing Peace Albums with case stories, poems, songs, drawings and newspaper articles on peace. Submitting peace album contributions to be published in newspapers and magazines for wider distribution.*
 - *Organizing debates, song, poetry, speech competitions on peace.*
 - *Children can produce their own video clips or television programmes on peace.*
 - *Children can be involved in national and international celebration days, especially in the peace day celebrations (September 21st);*
 - *Advocate for inclusion of the history of conflict and peace building in the school curricula.*
 - *Children should get involved in charity work, for example helping the elderly and the needy.*
 - **Children should make partnerships for collaborative peace building efforts** with local leaders, community elders, schools/ teachers, women's groups, community based organisations, radio stations, NGOs and government officials. Children should share their association's aims, objectives and activity plans with these partners to seek their support.
 - *Children should be allowed to talk in any public gathering, especially to voice their ideas about peace.*
 - *Children should be represented in any local district or national meetings.*
 - *Children's representatives should be included in community based child protection committees and relevant district level forums.*
 - **Children should be involved in peace talk processes and efforts to reach a peace agreement.** Children's representatives from child associations should be invited and actively involved. Children's contributions/ views should be considered in the formal peace talks and should be included in the government's plan for peace.
 - **Young people who are associated with the armed forces should be supported to leave,** to re-unite with their families and communities and to access education, vocational training, and/or alternative forms of employment.
 - **Exchange visits and network among different child associations** should be supported at local, district, and national levels.
 - Encourage **use of Codes of Conduct¹** and **risk assessments** to make sure that child peace agents are not put at risk through their planned activities.
 - If needed, **seek practical support** (for materials, transport, costumes) from adults in the local community, school, from local businesses, NGOs, INGOs and/or from the local government.
 - **Start income generation activities** and/or organise fundraising activities. For example, you could request seeds from community members to grow and sell flowers or vegetables; you could charge a small fee to adults to watch your drama or dance performances on peace; or, you could try to raise support or funds through a radio programme.
 - Children could be provided with an **identity badge** which acknowledges their role as an agent of peace. A booklet or leaflet can also be carried which describes the objectives and roles of children as agents of peace.
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⁸ Codes of Conduct have been developed by different organisations to provide clear guidance to adults on what behaviour is and is not acceptable to ensure the protection of all children. This is the link to Save the Children's Code of Conduct: http://www.reddbarna.no/default.asp?V_ITEM_ID=9518

Children's participation in peace building at different levels:

As emphasised in the earlier section on *children's understanding of peace building*, children believe that peace building starts at an individual level among family and friends and moves outwards. Through their work and involvement in child clubs or associations, girls and boys are more effectively able to organise and undertake broader peace building activities and contribute to peace building initiatives in their schools and communities. Beyond these levels children and young people are also advocating for increased space in district and national level processes, including formal peace processes and constitutional election and reconstruction processes so that they can meaningfully contribute to building peace in their societies and countries.

In this section, the children and young people who have contributed to this handbook share some of their experiences of their peace building initiatives with you. These experiences highlight what girls and boys are doing at various different levels to promote and build peace, including:

- As an individual
- In the family
- Through children's organisation (group, club, association)
- At school
- In the community
- At district level
- At national level
- And, at international level

For each level, a range of innovative activities is provided, followed by brief examples for some of the activities mentioned.

INDIVIDUAL LEVEL:

Peace Building Activities being undertaken at an Individual Level are as follows:

- Being a positive role model and promoting attitudes that enable peace: being honest, understanding, forgiving, respectful to self and others, using proper language for communication without conflict;
 - Creating friendships without discrimination;
 - Respect for children with special needs;
 - Respect for adults;
 - Individual interaction with peers, including children associated with armed conflict, to encourage all girls and boys to regularly attend school and gain an education;
 - Advising siblings and friends to be obedient, to go to school and to join clubs and groups;
 - Becoming familiar with child rights and sharing information, especially with those closest to us
 - Getting training
 - Developing poems, songs, drawings, posters, pamphlets and stories on peace - contributing to the Peace Album; publishing poems on peace and reconciliation in local newspapers; placing posters in homes and communities;
 - Making radio broadcasts on peace;
 - Involvement in dialogues and discussions;
 - Praying for peace and reconciliation.
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EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

Being honest and forgiving:

Children in Northern Uganda have emphasised the importance of honesty and being forgiving. They explain how *'we should have forgiveness in ourselves. When someone does a bad thing to you, you should forgive them to promote peace'*.

Daily prayer for peace:

Children in Northern Uganda are saying a daily prayer for peace.

Encouraging children associated with armed conflict to regularly attend school:

In Udayapur district in Nepal, children are interacting positively on an individual level with their peers, including children associated with armed conflict to encourage and support them to regularly attend school and gain an education.

Creative work undertaken by individuals to spread the message of peace:

Individuals (in Child Clubs in Tanahun and Udaypur districts, Nepal) have developed poems, letters, pamphlets, posters and paintings on peace and reconciliation. Some of their poems, letters and stories have been published in local newspapers. They have also broadcast their poems, letters, and messages on national level radio.

These activities have increased children's writing and communication skills. Children's views and messages of peace have been widely spread by such creative means. Children are also inspired to write more articles as their peers read what they are writing.

'We have learnt to work with boys and girls and respond to each other's needs. We have received training on values: respect, tolerance, conflict management / solving; and we are learning to live in harmony, with increased awareness for taking care of the environment and natural resources.' (Children and young people, ACJ, Guatemala)

'As a result of the different activities organised by Child Clubs, more and more children have been motivated to join Child Clubs to show their commitment to peace building, and to take part in different initiatives. They have developed better relations among friends, and have more positive thinking. Positive changes have also been achieved between children and adults in their community.' (Children, Child Clubs, Nepal).

FAMILY LEVEL:

Peace Building Activities being undertaken at the Family Level are as follows:

- Respecting parents and motivate them to listen to and respect us;
- Advising young brothers and sisters to be obedient to their parents, to love one another;
- Encouraging peaceful ways of resolving difficulties – so that no violence or abuse exists within the family;
- Prevent conflict in the family;
- Discussing the role of each member of the family in promoting peace;
- Work with the family to heal wounds;
- Encouraging unity, love and cooperation among all family members;
- Encouraging an atmosphere where all family members views are listened to and respected;
- Being a good listener, showing good behaviour, working together, charity begins from home;
- Praying for peace and/or ringing a bell for peace;
- Encouraging all children to go to school and convincing children and young people not to join the fighting forces;
- Introduce child rights to the family;
- Seeking permission and support from parents for children's participation in child club / group activities.



EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

Encouraging peaceful relations in the family:

In Tanahun and Bardiya districts in Nepal, children have encouraged peaceful relations within their own families. Parents have been motivated and inspired by their children after observing the various Child Club activities that they have organised. They have increased respect for children's views, feelings and experiences. In such a way children have been able to have more influence in encouraging family members to relate to each peacefully, respecting each others views, and not using violence. As a result there is reduced quarrelling within the family, reduced family violence, and in some case children have influenced parents to stop using alcohol. However, the children note that minor contradictions in opinion among family members remain.

Convincing children and youth not to join armed groups:

In Tanahun district in Nepal children have been convincing children and youth in their extended families not to join the Maoists. Overall, this has resulted in less family members joining the Maoists. However, some relatives may have joined due to their friend's influence.

Families ring a bell for peace:

Nepalese families in Udayapur district have been ringing a bell for peace. This has led to an increased positive attitude to peace building among family members, as all members of the family wish for peace.

Prayer for peace:

In Uganda family members have been praying together for peace. Prayer has been a source of hope, it has softened people's hearts, and has encouraged unity among family members.

'From our experience we have become aware that it is possible to transform this world into a better world, and that all of us can be part of change. There are many people who wish for a better world and who fight for it in different ways, through games, non-formal education, recreation, marches, workshops and, meetings... Boys and girls transmit values to other children. It is how they cooperate. Parents can also contribute greatly to change if they are informed. Boys and girls have been able to change the way their parents think.'

(Children and young people, ACJ, Guatemala)

CHILDREN'S ORGANISATION (group, club, association) LEVEL:

Peace Building Activities being undertaken at Children's Organisation Level

- Formation of Child/ Peace Clubs, associations or groups and involving new members – including children who were formerly associated with the armed forces;
 - Encouraging discipline and good treatment of all pupils, including former child soldiers, children with disabilities, children from different ethnic, caste or religious groups; promoting respect for one another;
 - Provide peer counselling and guidance to returnees [from Internally Displace Persons (IDP) camps and armed groups]
 - Different activities aimed at providing psychosocial support to children – education, recreation etc (*in Bosnia-Herzegovina*);
 - Using participatory tools such as the body map, conflict tree analysis, risk mapping to better understand conflict, risks and their impact on children; and other tools such as the spider tool which help us strengthen our groups;¹
 - Replicating training and use of participatory tools with other children – promoting a conscience and action on peace through workshops;
 - Re-building the memory of children and adults in communities on the history of internal conflict (*in Guatemala*);
 - Organising cultural events to encourage value and respect for cultural practices and traditions;
 - Organising recreational afternoons through which children can play, exchange their views and ideas on different issues and access information – thus realising their rights to play and to participate (*in Guatemala*);
 - Preparing and performing/ sharing music, dance, drama/ street theatre, songs, drawings and poetry on peace, child rights and HIV/AIDS - contributing to Peace Albums;
 - Organizing debates, quizzes and speech and song competitions on peace;
 - Developing and publishing magazines or wall newspapers on peace which include children's stories, poems, jokes, cartoons and drawings;
 - Developing bags with children's messages for peace (*in Uganda*);
 - Developing and broadcasting radio programmes on peace and child rights, especially rights to protection and participation at local, district and/or at national levels;
 - Organising a Photo exhibition and Street artwork;
 - Developing a wall mural (*in Guatemala*);
 - Celebrating International Peace Day (21st September);
 - Organizing and participating in peace rallies and peace walks;
 - Organizing interaction programmes with district government officials on peace, the constitutional assembly and its importance (*in Nepal*);
 - Sharing information on child rights, child protection, and HIV/AIDS among children;
 - Gaining information about how to protect ourselves from explosive materials (*in Nepal*);
 - Organising workshops and seminars on child rights, protection and peace;
 - Organising Round table discussions with parents, teachers and student councils (*in Bosnia-Herzegovina*);
 - Participating in Public tribunals to promote peace and non-violence in schools and communities (*in Bosnia-Herzegovina*);
 - Establishing an association of parents of children with special needs (*in Bosnia-Herzegovina*);
 - Organising sports, games, disco, dance and field trip activities for children of different ages and backgrounds (*in Bosnia-Herzegovina*);
 - Organising vacation schools with activities which children enjoy (sports, crafts, cooking, recreation, hiking, bikes) and which raise their awareness on different topics (the environment, child rights, peace, sexuality, first aid etc) (*in Guatemala*).
-



EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

Use of traditional dance, drama, songs and drawings to mobilise people and share messages:

Members of the War Affected Youth Association (WAYA) in Northern Uganda include 131 members (male and female aged 8-30 years) including: out of school and in-school members, orphans, child mothers, formerly abducted children (FAC) and children from different ethnic groups.

Members have been using drama, traditional drumming and dance, songs and drawing activities to mobilise children, young people and adults in communities and to explore and raise awareness and action on children's rights, HIV/AIDS, alcohol use, and peace. For example, children are encouraged to compose their own songs about how their rights have been violated; drama has been developed by the youth members to illustrate how HIV/AIDS is spread, and how it may be prevented; and, dances are prepared by members through dance practices using drums, costumes, ostrich feathers, etc. They also use posters, because there are children who are not able to write but who can draw. Every one is free to give his/her view and the view is respected.

The members focus on these activities as *'they are the cheapest and most polite ways of getting messages to many people. Our aim is to achieve everlasting peace; prevention of HIV/AIDS and the effects of alcohol'*.

Debates and speech competitions on peace:

Child Clubs in Bardiya and Tanahun districts in Nepal have organised debates and speech competitions on issues relating to peace, such as *'Peace is the Need of the Day'*, *'Children are Zones of Peace'*.

In Bardiya district the school management committee, Parents Teacher Association (PTA), Child Protection Committees, mothers and teachers have provided encouragement and financial support to Child Club members in organising these activities.

In Tanahun district, community people who listened to the children's speech competition on 'Children as Zones of Peace' have shown increased commitment to accepting and agreeing to support this initiative.

Through their participation in debates and speech competitions children have been able to develop and present logical arguments on a subject. There is increased appreciation of children's abilities and views by school teachers, and more child friendly behaviour expressed by teachers towards children. Parents and teachers actively support children's participation and there is more equality among children. Having seen the positive impact, schools are continuing to support debate activities with children.

Recreational Afternoons:

This activity is carried out for girls and boys in the community of Tzacawip, San Antonio Ilotenango, Guatemala, by 6 young promoters of Utz K'aslemal. They talked with the school committee to get authorization for this activity. They also provided the school with a brush, a watering can, a garbage collector and a bucket to ensure support from the school and the parents. Girls and boys from the school were invited to participate. The 6 promoters talked to them about constructing peace as well as carrying out some playful activities – ball, dance, stories, jokes and so on. The activity is therefore fun!

This activity gave the girls and boys the possibility to play in safe spaces which they had not had before. Their parents had been too scared beforehand to let them play. By getting the support of the school committee, Utz K'aslemal was then able to get permission from parents for their children to participate in this activity.

Through this activity the girls and boys realised that they have the right to participate and to play.

Sharing participatory tools with other groups of children:

Young promoters from Utz K'aslemal in Guatemala participate in workshops to learn how to use tools such as the Spider Tool, the Body Map to address topics such as children's rights, community organisation, alcoholism and drug addiction. The tools learned are then shared with other boys and girls in the community so that they can also use them. Sometimes this happens during school hours. At other times the workshops take place once school has finished for the day. Permission is granted from parents for their children to participate in these workshops.

The aim is to have peace in the community, to know about a better future and to know about the internal armed conflict to avoid repeating the mistakes of the past and to contribute to building peace.

Work with Child Leaders:

In San Cristobal Verapaz in Guatemala, volunteers of ACJ undertake structured activities in 'ACJ camps' on Saturday mornings throughout the year to train new child leaders. Each Saturday morning they organise meetings with groups of child leaders with 15 in each group, to promote recreation, non-formal education and discussions in order to train leaders who will work at the community level. The trained leaders are then encouraged to practice and share what they have learned with their families, friends, and with other students in the local schools.

The training encourages children to search for and build peace – it builds children's social and political awareness. As described by members of ACJ: *'Instead of having children do things that are not useful, that waste their time, they can be the leaders of Guatemala, by being informed on current topics and problems... We want to train young people who can be conscious leaders and who, in turn, can teach others... They can join the ACJ volunteers' group and have a more critical, political and mature vision for transformations'*.

Girls and boys have expressed their interest in the training provided. There has also been great impact on parents who better understand, support and collaborate with children in various participatory initiatives. Teachers have also noticed positive changes in children once they have been trained as leaders.

Celebrating International Peace Day:

Members of peace clubs and associations in Uganda celebrated International Peace Day in different ways as an opportunity to raise awareness and sensitise others about the importance of securing peace in Northern Uganda. Activities organised by various peace clubs included: presentation of poetry and drama in schools and local communities; organising an inter-school visit to encourage children to share experiences on peace through poems, songs, and plays; and, broadcasting a radio show on FM radio on conflict resolution.

Each club/ association were practically involved in each step of organising these activities, including planning the budgets, arranging the necessary materials, implementing the activities and reflecting on the successes and weaknesses of their activities afterwards in order to improve their efforts.

In Bardiya district of Nepal, members of Child Clubs also celebrated 'International Peace Day' by lighting candles. Members of Child Club, and officials from district authorities and NGOs participated in this initiative. Different stakeholders expressed interest in collaborative celebrations of this day each year so that all can work together to build and sustain peace.

'We consider it necessary to have spaces for organisation (physical spaces) to continue being agents of change in our violent context. The playful and scenic tools [that] we apply in our individual context facilitate communication on the need to stop aggression against young people, within a framework of awareness and sensitisation'.

(Children and young people, ACJ, Guatemala)

SCHOOL LEVEL:

Peace Building Activities being undertaken at the School Level are as follows:

- Making friendships; practicing democracy; following school rules and regulations;
 - Forming school based clubs, groups or councils to support children's participation, protection and peace building. For example, a club for child protection in primary school in Konjic, Bosnia-Herzegovina;
 - Establishing student councils in primary schools and the Youth Council of Konjic municipality (in Bosnia-Herzegovina);
 - Presenting our work to the Student Council and attracting new members(in Bosnia-Herzegovina);
 - Running campaign on 'Schools are Zones of Peace' – negotiating with armed forces not to enter schools and not to disrupt or interfere with children's education; making a wall painting on 'Schools as a Zone of Peace' (in Nepal);
 - Developing a Code of Conduct for use in schools which encourages non-violent, peaceful behaviour among children and students (in Nepal);
 - Providing peer counselling and guidance;
 - Attending workshops on child rights and peace and sharing information with our peers;
 - Holding workshops on Conflict which are attended by parents and other students and promoted by the media (in Bosnia-Herzegovina);
 - Sharing participatory tools with peers and with teachers;
 - Providing peer education on child rights, peace, HIV, and life skills – encouraging children not to engage in risky or dangerous behaviour;
 - Promoting inclusion, especially for pupils with special needs or from minority groups
 - Organizing joint activities and social interaction activities among children of different ethnicities (for example Serb and Bosniac Students in Bosnia);
 - Preventing conflict among pupils
 - Talking with teachers about bullying and child abuse
 - Advocating for children's rights;
 - Organising outreach activities (awareness-raising, life skills) for children in Internally Displaced Person's camps;
 - Organizing debate, quiz, speech, poem and song competitions;
 - Reciting poems on peace during school assemblies (in Uganda);
 - Organizing drama/ street theatre and peace rallies;
 - Releasing Pigeons as a symbol of peace (in Nepal);
 - Planting peace trees;
 - Organising a workshop for parents of different ethnicities (within Parents' Council in Bosnia-Herzegovina);
 - Undertaking charity work in the school (in Uganda)
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EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

‘Schools as Zones of Peace’ and creative campaigning:

At local, district and national levels in Nepal children, in collaboration with adults, have declared ‘Schools as Zones of Peace’ so that there is no interruption or disruption of education or use of schools by any warring party.

Children have undertaken various creative initiatives to raise awareness and commitment to the concept and practice of ‘Schools as Zones of Peace’ including: making a wall painting on their school entitled ‘School as Zones of Peace’ (in Tanahun district); organising peace rallies in schools and communities; and, organising street theatre on ‘Schools as Zones of Peace’ (in Udaypur district). Members of Child Clubs have been actively involved in organising these initiatives.

Child Club members have increased knowledge and skills on peace building through the use of theatre. There are increased positive attitudes towards the concept of ‘Schools as Zones of Peace’ and to peace building among children, parents, teachers and community members as a result of their campaigning. Politicians have also agreed that using children in politics, armed forces and related sectors is not good.

Releasing Pigeons as a symbol of peace:

In Udaypur district of Nepal as a symbol of their commitment to peace and to respect for ‘Schools as a Zone of Peace’ children, teachers and family members have released pigeons. This symbolic action has increased discussions, reflections and commitment among adults and children to create a movement which respects children and schools as a zone of peace.

Social Interaction among Children of Different Ethnicities:

Children aged 12-14 years from a primary school in Blatnica, Bosnia-Herzegovina organised social activities and interactions among children from different religious backgrounds – among blatnica (serbs) and kamenica (bosniacs). They organised this ‘socialisation initiative’ at school level so that children who attended different schools (12 kilometres apart) could establish better cooperation and communication. 120 children aged 10-11 years took part. Activities developed and agreed by the children included: discussions on the rights of the child, joint games and sport activities (karaoke party, acting, soccer).

Children initiated these activities themselves and gained helpful support from their parents, teachers, principal and vice principal. The children involved felt that they had succeeded in the realisation of children’s cooperation and socialisation. They also felt the activities had a very positive influence on children. They were especially happy that they had been able to develop an integrated soccer team (serbs and bosniacs), and that their team had won the first place at the municipal level and achieved significant results in a regional tournament.

Inter-school debate on peace:

Peace Club members from Sacred Heart Peace Club in Uganda organised an inter-school debate on peace amongst members of two different school peace clubs. This initiative promoted peace and good relationships among students and teachers. The school provided the peace club members with transport and the matrons (facilitating teachers) provided guidelines on organising the debates. They chose to organise this activity as a way to explore how children can be peace makers and to bring reconciliation in people’s lives, especially among children.

Sharing participatory tools in school:

Children aged 11-14 years from a Primary School in Vogosca, Bosnia-Herzegovina shared some of the participatory tools (for example, tree analysis, risk map) with their teachers in school. The teachers were impressed by the children’s contributions and they started applying some of

the techniques in their classrooms and gave increased value to children's views and perspectives. Other students also became more interested in peace building activities.

Quiz on Peace Building:

Young people aged 14-17 years from the Child Rights Centre in Konjic, Bosnia-Herzegovina, organised a quiz on 'Peace building through knowledge' in local schools as a strategy to raise awareness of peace building and include more children aged 10-14 years in their peace building work. They wanted to *'make other children aware about the strength and potential they have within themselves when it comes to peace, peace building and promotion!'*

The children and young people from the centre promoted the quiz through distribution of pamphlets and through RTV radio shows and local schools; and, they developed the questions for the quiz through collective meetings.

The children and young people also used the quiz as an opportunity to inform children about their activities and intentions. They also presented a few participatory tools that they had learned about during the Thematic Evaluation that they felt could be useful to other children in their lives, such as the Tree analysis, and the Spider tool.

'We can involve everyone regardless of whether they are lame, blind, or deaf. We all have equal rights. We can use different child friendly participatory tools, for example, drama, conflict tree analysis, peace balloon, body mapping.'
(War Affected Youth Association, Uganda)

'With a small amount of money and plenty of good will, positive energy and youthful optimism a lot of great and positive results can be achieved!'
(Children and young people, Child Rights Centre, Konjic, Bosnia-Herzegovina)

COMMUNITY LEVEL:

Peace Building Activities being undertaken at the Community Level are as follows:

- Forming community based club/ associations and involving new members;
 - Sensitisation on what is meant by peace and why it is important through drama, dance, poetry, songs, wall newspapers, radio programmes, television shows, community meetings;
 - Organizing door to door programs to raise awareness and action on peace and child rights;
 - Participating in peace rallies with placards, posters and pamphlets;
 - Making a wall painting / mural on peace;
 - Holding discussions with elders on peace and child rights;
 - Organizing focus group discussions / interactions on peace among different members of the community and Internally Displaced Person's camps;
 - Advocating for peace; *for example*, requesting local political leaders to implement each and every provision of the peace accord/ agreement and raising awareness on the hazards of armed conflict (*in Nepal*);
 - Supporting reconciliation by helping mediate between different people who have disagreements or arguments;
 - Identifying conflict affected children who need assistance and supporting them to access educational, psycho-social or other things they need (*in Nepal*);
 - Using risk mapping to identify safe and unsafe areas in the community and to make communities more safe;
 - Undertaking charity work in the local community;
 - Praying or ringing bells for peace.
 - Raising awareness of public and relevant institutions about the problem of unregistered children (*in Bosnia-Herzegovina*)
 - Education and the creation of promotional material and radio programs to prevent child trafficking and abuse, as well as organising a round table on the cooperation of institutions in the prevention of trafficking (*in Bosnia-Herzegovina*)
 - Promotional flyers about work and plans which are distributed to neighbouring schools, the municipality and the public (*in Bosnia-Herzegovina*)
 - Organising a peace campaign and action initiative to encourage children to exchange violent toys for alternative non-violent toys (*in Guatemala*).
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EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

Gaining local leaders support for creative peace activities:

Young people (aged 15-19 years) from Onono Memorial College Peace Club in a village in Gulu district have engaged with local leaders to gain support (including an appropriate venue) for organising various peace activities in the local community. They have organized drama, debates and songs among children and young people, and have also mobilised adults in the community to support children's peace initiatives.

Through their involvement in these activities children have developed their life skills, have created awareness about children's rights and responsibilities and, have promoted peace in their communities.

Activities to contribute to peace building in the local community:

Children from the association 'Amica Prijateljice' in the city of Srebrenica in Bosnia-Herzegovina have organised, together with supporting adults, a series of activities including a photo exhibition (My City), a radio show on peer violence, a public tribune and radio show on 'schools without violence'. The activities were discussed with children, a reference group and members of the local Parliament. They were planned and implemented by children, with adults playing a supporting role.

Through the activities parents have been introduced to the work of the association and to children's own initiatives.

Through these activities children have been able to meet and exchange experiences of participating in education planning and to raise the awareness of the local community about the application of children's rights. It is not only teachers and students who fight for children's rights but also other people in the city.

Outreach activities in Camps for Internally Displaced Persons:

In North Uganda, members of Loki Tam Child and Youth Peace Club (aged 8-18 years) include both school going and out-of-school working children. They have been organising outreach activities (discussions and use of participatory tools) in camps for internally displaced persons – to allow other children and young people to share their experiences, to gain life skills and to promote their role as peace makers.

Group discussion on peace:

Child Club members in Tanahun district of Nepal have been involved in organising group discussions within the community on 'Why we need peace'. Through the discussions community people have expressed increased commitment to peace and have increased their participation in different workshops and rallies on peace.

Peace Campaign to promote use of non-violent toys:

In the Alta Verapaz area of Guatemala children have organised an effective peace campaign to promote the use of non-violent toys among children. The campaign provided an important opportunity for children to exchange violent toys (such as toy guns, knives) for non-violent toys. Over 100 toy guns were collected and exchanged for non-violent toys. The campaign was organised by children with the support of the Foundation of Indigenous Women. Support from parents, local business people, the media (announcements about the campaign on cable TV and the radio) and the wider community was also mobilised to ensure a successful campaign. The children who started this initiative do not want any more children to grow up in violence. They want to prevent children from becoming members of gang groups and/or from living in the street. For these reasons, the campaign was organised.

Peace rally:

Child Club members from Bardiya district in Nepal organised a community level peace rally with placards, posters and pamphlets. It was a huge rally with officials from government authorities, institutions and members from Child Clubs, Youth Clubs and Schools. People from different sectors of the community participated and there was increased awareness on the importance of and commitments to peace.

Cultural song competitions 'Dohari':

In Tanahun district of Nepal children, in collaboration with the women's group, have conducted cultural song competitions 'Dohari' during which two groups sing to one another. They have a dialogue on peace building through song, as they have to respond to one another. This has raised awareness on peace and peace building among the community.

Charity work by children:

Pupils (girls and boys aged 11-17 years) from Bungatira Peace Club in Northern Uganda undertake charity work in their school and local community as a means of helping others and promoting good relationships between adults and children. Charity work by children has helped raise awareness of children's positive role and potential to contribute to society and peace building.

Bell Ringing for Peace:

In communities in Tanahun district Nepal children and adults have been ringing a bell for one minute to encourage community members to pray and wish for peace.

'We have learnt that reconciliation is the best means of conflict resolution because it has had some impact on the people we talked to; it makes us to be tolerant with war affected victims like the abductees and to know that they also need love, care and above all peace; we have learnt how to interact with various classes of people without discrimination; we have learnt that prayer is one of the means to creating peace; we have also explored our talents through poems, debates, songs, drama.'

(Girls, Sacred Heart Peace Club, Uganda)

DISTRICT LEVEL:

Peace Building Activities being undertaken at the District Level are as follows:

- Attending peace workshops;
- Organising exchange visits to other clubs and associations;
- Participating in Peace Walks, rallies and campaigns for peace;
- Participating in prayer crusades for peace;
- Participating in radio talk shows; organising a youth radio forum group;
- Organizing district level quiz and debate competition on peace and 'Children as Zones of Peace' (in Nepal);
- Organizing district level advocacy campaigns on peace and child rights using music, dance and drama;
- Forming district level advisory groups to support children's participation in peace building;
- Organizing district level interactions on the role of children and young people in peace building;
- Organizing interaction programs on 'children as agents of peace' and appealing to all with the slogan 'Peace is all time need, we must all build peace' (in Nepal);
- Getting the authorities involved: Organizing meetings with the Mayor;
- Establishing Child and Youth Councils in the local authorities/ municipality;
- Organising District level Networks of Child Clubs (in Nepal);
- Distributing pamphlets, placards and posters on peace which have been produced by the Government
- Celebrating 'International Peace Day' with candles – jointly with Child Club members, and officials from district authorities and NGOs.



EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

Children's participation in radio talk shows to promote their role as agents of peace:

Children have broadcast weekly radio talk shows on peace on a radio station called Radio King in Gulu District, Uganda. Each Saturday or Sunday evening children's representatives have presented their views, experiences and key advocacy messages from their own children's memorandum concerning peace, participation and children's rights. In particular they have emphasised: the importance of children's participation and representation in the peace talk process and the importance of other stakeholders liaising and working in partnership with children's peace clubs to work towards a common vision of peace. The children have described how children can build peace in their communities and schools and they have shared examples of how they have solved conflicts.

In Tanahun district of Nepal a Youth Radio Forum has also been organised and the children and young people have started to participate in local and national level radio programs.

Children and young people are enthusiastic about the use of radio as it is an effective mechanism to share their messages with a large number of people – adults, children and young people. For example, Peace Club members from Sir Samuel Baker Peace Club have described how: *'Their club found it easier to teach others through radio shows because the radio reaches at different levels faster'*. The response from the listeners has also been enthusiastic and informative with many listeners phoning in to share their own views and perspectives on the children's views.

Children from Lakwatomer Peace Club have also reflected how children's involvement in radio *'helps to develop children's speaking skills'*.

Children's Radio Program: Let's Sing:

The program is bilingual and is broadcast every Sunday in Q'eq'chi and Spanish and reaches all the rural areas of El Estor in Guatemala. Children write the script two days before the program is broadcast. One day beforehand they decide what everyone is going to do – who will answer

the telephone, who will work on the computer, who will talk. Through the radio program children dedicate themselves to building peace, including through telling jokes, tongue twisters, stories and topics about peace. In order to broadcast the program they have to find everything they need through research in books and learning more about and getting more ideas about peace building.

Broadcasting a radio program is seen by the children as a way of communicating their messages with a wide audience. They call on everyone who listens to the program to build peace in the town of 'El Estor, Land of Nickel and birthplace of the Manatee'. The children have also been asked to talk to children – and parents – in the local schools about their activities. When they started the program they had about 15 calls. Now they have 150-200 calls per program.

Formation of a District Advisory Group:

Child Club members in Udaypur, Tanahun and Bardia districts of Nepal have formed a district level advisory group including child representatives and adult representatives – from local government, schools, NGOs and INGOs. The district advisory groups have supported children and adults in collecting and analysing information from Child Club members about their experiences and ideas concerning conflict and peace. They promote peace and support the role of children as agents of peace. As a result of discussions, reflections and information shared, the district advisory groups have become strong advocates for children's participation in peace processes.

Visit to a Mayor, and sharing of a 'risk map':

Children from a Child Rights Centre in Konjic, Bosnia-Herzegovina organised a visit to the Mayor to promote their child rights and peace building work. In particular they presented a 'risk map' of their local area which highlighted children's views on places that were risky and unsafe for children and which needed to be addressed by the local authorities. The Mayor listened to their presentation with interest and made commitments to follow up on their recommendations. As a practical response the Mayor also invited children's representatives to present their views and opinions in meetings during which a Municipal Development Strategy was to be developed.

Peace and child rights advocacy campaigns through music, dance and drama:

Girls and boys (aged 9-14 years) from Pakwelo Peace Club in Gulu town, Uganda have organised peace and child rights advocacy campaigns at the district level using music, traditional dance, and drama. They chose these activities because they are child friendly, interesting and carry good messages for peace.

Interaction programs on the Constitutional Process, and the role of children in peace building:

In Tanahun district of Nepal, various interaction programs at the district level have been organised for members of Child Clubs, and district level officials to: explore the role of children and young people in peace building and for children and young people to learn more about the constitutional assembly process and its importance. The participants learnt more about the Constitutional assembly and highlighted the important role that children and young people can play. However, due to restrictions in time, fund, and community support available there were only a limited number of participants involved.

NATIONAL LEVEL

Peace Building Activities being undertaken at the National Level are as follows:

- Participating in national level consultations, workshops, seminars and debates on peace and the peace process;
- Participating in peace walks;
- Undertaking research and evaluation activities with and by children on their experiences and views of conflict and peace building;
- Having our poetry, stories and articles published in national newspapers or broadcast on national radio shows;
- Sharing our views on peace, reconciliation and accountability which have influenced agenda 3 of the peace agreement (*in Uganda*);
- Encouraging the Peace Talks to continue and advocating for children's representation and participation in peace talk processes (*in Uganda*);
- Participating in constitutional assembly process. Representatives of Child Clubs came together to share their views and suggestions (*in Nepal*).
- Praying for peace.



EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

Consultations on Formal Peace Talk agenda issues:

Members of the Peace Clubs and Associations from Gulu district, Uganda, participated in consultations on agenda 3 of the peace talks on reconciliation and accountability. Their views have contributed to a broader report on children's views which has been presented to both the Government and Lord's Resistance Army (LRA) rebel group parties who are engaged in the formal peace talk process.

Children's participation in pre-CHOGM national children's meeting:

In September 2007, children from 12 Peace Clubs and Association elected two representatives – 1 male, 1 female - to participate in the Pre- Commonwealth Heads of Government Meeting (Pre-CHOGM) meeting for children and young people from different parts of Uganda. This meeting allowed them to present their views and experiences of conflict and peace from Northern Uganda and to influence child rights agenda issues that should be considered by the Commonwealth Heads of State.

Children's Participation in the Constitutional Election process:

Representatives from Child Clubs from 48 districts participated in a national level children's conference in December 2007 which was supported by UNICEF, Save the Children and other child focused organizations. During the conference the children's representatives developed their own declaration which was presented to various political parties. In April 2008, prior to the constitutional election, representatives from different political parties signed a joint declaration of commitment to children.

Participatory research on peace building:

Through children's participation in the thematic evaluation, members of Child Clubs, Associations and Groups have undertaken participatory research on children's experiences and views on conflict and peace and have made use of their findings to strengthen their child led peace initiatives at different levels.

'We do all this because we want to achieve peace in the community, district, the country and in the world at large. We do these activities because we want to promote and maintain our traditional culture. We stage drama because we want to sensitize the masses on child rights; effects of alcohol and HIV/AIDS. We want reconciliation - in case of misunderstandings through the traditional way of solving conflict, Mato oput.'

(War Affected Youth Association, Uganda)

INTERNATIONAL LEVEL:

Peace Building Activities being undertaken at the International Level are as follows:

- Participating in international conference on workshops on peace – for example, in 2005, child club members from Nepal, Guatemala, Uganda and Kosovo went to discuss peace in Oslo, Norway;
 - Sharing information on violation of our rights;
 - Sharing our reports, peace albums, and advocacy messages on peace;
 - Praying for peace.
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EXAMPLES OF WHAT CHILDREN AND YOUNG PEOPLE ARE DOING:

Participating in international peace workshops/ conferences:

Children's representatives from Nepal, Uganda, Guatemala and other countries participated in an international conference in Oslo in 2005 during which Save the Children Norway organised a seminar on conflict and peace

Sharing peace and advocacy messages at an international level:

Through their participation in the thematic evaluation children have shared peace and advocacy messages, stories, poems and pictures on international web-sites and in newsletters and articles which are being accessed and distributed internationally.

In this way more detailed information and knowledge is being shared about children's experiences and views on conflict and peace and examples of their role as agents of peace.

Reporting violations on children's rights:

Members of Child Clubs in Nepal were aware that there was an 'information flow' at an international level through UN agencies with regard to violations of children's rights. However, they stated that most children were unaware of, and have little access to, such reporting.

Reporting on violations of children's rights

In order to see whether governments are following what is written in the CRC, a monitoring committee called the UN Committee on the Rights of the Child has been formed. Governments and NGOs can send reports to this Committee. This is one of the best – and most effective – ways of reporting on violations of children's rights.

Save the Children Norway has developed standards on how to organise and ensure the quality of reporting to the UN Committee (see http://www.reddbarna.no/default.asp?V_ITEM_ID=11009)
A useful set of guidelines has been produced by World Vision Canada to support children's participation in such reporting procedures. This is available at <http://www.crin.org/resources/infoDetail.asp?ID=15467>

United Nations Special Representatives and Special Rapporteurs, such as the Special Representative of the UN Secretary General on Children and Armed Conflict, frequently **make visits to countries** as part of their mandate. They then report back to the United Nations - the Human Rights Council, sometimes to the UN General Assembly, the Security Council and the Economic and Social Council. Save the Children and the UN Office of the High Commissioner for Human Rights (OHCHR) are supporting children and young people to speak directly with such high level global leaders. They have produced an information sheet to help adults support the involvement of children in such processes. It can be found at <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

A group of national, regional and international organisations have launched a campaign to **establish a complaints procedure** as part of the Convention on the Rights of the Child (CRC). Such a mechanism would provide children and their representatives with a means of directly bringing complaints about violations of their rights as guaranteed in the CRC – therefore exercising their right to express their views freely and to have these views taken into account according to their age and maturity (Article 12 of the CRC). **For more information go to: www.crin.org**

Ensuring safe and inclusive children's participation in peace building at different levels and stronger partnerships with adults:

The examples above provide a glimpse of what children are doing to express their views, be involved in decision making and take action on issues of importance to them. As has been seen from these examples, children are able to organise themselves, to take action which promotes peace and to exercise their influence in creative ways. Girls and boys have emphasized the importance of gaining parental support for their participation and involvement in various initiatives. Support and collaboration by teachers, local NGOs, community and religious elders, and government officials have also been identified as key factors which help support children's effective participation in initiatives that promote peace building and children's rights. Adult support and partnership has been crucial to the success and consolidation of all the above mentioned peace building initiatives.

It is important that efforts continue at all levels to support the inclusive, non-discriminatory participation of girls and boys from diverse backgrounds. This can help to ensure that the most marginalised are involved and empowered so that various forms of exclusion and discrimination facing different groups of children can be challenged, rather than reinforced through children's clubs or groups. For example, better off, richer, school going children may need to be sensitised about the importance of reaching out to, involving and listening to the most marginalised girls and boys in child club or group activities. Special efforts may be needed to involve and empower girls, children with disabilities, children from minority ethnic groups, indigenous groups, children from low castes, children who have been part of armed groups and out of school working children.

In addition, efforts need to be maintained to support safe, ethical participation practice that does not place girls or boys at risk of harm. Quality standards in children's participation can be adapted and used in each context (see box below). Children should be supported to identify the risks associated with each participation initiative and to develop strategies together with adults to ensure that their participation does not place them at risk of abuse, exploitation or harm. In addition, adults working with children need to follow codes of conduct to ensure children's protection and well-being.

Quality Standards in Children's Participation

When you involve children in participatory work and support their own initiatives it is important that this is done according to agreed quality standards in children's participation. This involves being aware of and taking into account all necessary and important ethical considerations.

There are many useful documents and materials to help with this, including:

- Save the Children's Practice Standards in Children's Participation www.savethechildren.net;
 - Save the Children Norway's Framework to improve quality in work on child participation http://www.reddbarna.no/default.asp?V_ITEM_ID=11009
 - So you want to consult with children - a toolkit of good practice www.savethechildren.net;
 - Minimum standards for consulting with children, and accompanying Operations Manual on children's participation in consultations – both available from the Inter-Agency Working Group on Children's Participation, SEAP www.iawgcp.com
 - Save the Children Norway Thematic Evaluation on Children's Participation in Armed Conflict, Post Conflict and Peace Building www.reddbarna.no/chp
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While children and young people have been most able to organise and undertake child led initiatives in their local communities and schools, they are also increasingly advocating for support to collaborate with adults at higher decision making levels. This will help them have more influence and impact on peace building, reconciliation, reconstruction and development processes that take place at, for example, district and national levels.

Children and young people are particularly keen to meet with government officials, civil society groups, INGOs and UN agencies at district, and national levels. Girls and boys would like to regularly engage with adult actors and work in partnership with them to address their concerns and achieve positive change for children. For example, boys and girls would like to be able to regularly send their own representatives to participate in meetings of local governments, authorities or municipalities about peace, development and reconstruction. Their participation in such meetings would put the focus on children and children's rights. It would also help ensure that action taken as a result of these meetings would be informed by the views, experiences and recommendations of girls and boys. In addition, children and young people would be better informed about adult's commitments to children for which they can then hold local decision makers responsible. Children have also emphasised the importance of inviting local government officials to regularly visit their child clubs/groups so that they can better understand what their clubs and groups do and to have regular discussions with children and young people so that the views of girls and boys from different ages and backgrounds can be heard and acted upon.

Increased efforts are also needed to involve children and young people in national policies and practices affecting them, including peace talks, reconciliation, reconstruction and development processes. Rather than one-off consultations, mechanisms should be developed which allow girls and boys to be involved in national policy and practice developments over a longer period of time. In addition, special efforts to reach out to and involve the most marginalised children and young people should be made.

Strengthening partnerships between adults and children helps adults to better appreciate the capacity and potential of children. It also strengthens the ability of children to share their views and ideas and to positively influence peace building and children's rights. Therefore, stronger adult-child partnerships at each level – family, school, community, district, national - should be encouraged and strengthened. This is a way to support more sustainable and longer-lasting forms of meaningful children's participation. Strengthening of adult-child partnerships also increases opportunities for adults to act upon children's views and to share feedback with children. This makes adults more accountable and responsible to children for the actions they take and the decisions they make.



DISTRICT ADVISORY GROUP MEETING IN NORTHERN UGANDA

During one of the district level advisory group meetings in Uganda in May 2007 children's representatives from peace clubs and child associations held discussions with representatives from: the district government, local NGOs, INGOs and schools. The children's representatives highlighted the importance of sending their own representatives to participate in the formal peace talks in Juba. Their reasons for wanting to send their own child representatives included the following: they are not content with what is being discussed by others; they feel that children's views are often left out, yet, they are vital; children have brilliant ideas that can push forward the peace talks; participation in the peace talks will bring unity between the children in captivity and themselves and may encourage the rebels to release children. The District Speaker – a local government official - vowed to support these advocacy efforts by children and to also explore opportunities for children's representation in the District Council to ensure follow up to children's issues.

TOP FIVE THINGS I LEARNED FROM THIS SECTION ARE:

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Intro-
duction

Section

1

46

47

Section

2

To Help
You
Further

Assessment of what Helps and Obstructs Children and Young People's Peace Building Efforts

IN THIS CHAPTER YOU WILL LEARN:

- How to use the 'H' tool to assess the strengths and weaknesses of children's participation and find ways to improve what you do.
- What helps or obstructs children's peace building initiatives, as expressed by children.

'To have peace, we do not have to be like the ostrich that hides its head and ignores what is happening. We need to face reality and whatever comes along.' (Children and young people, radio project, Guatemala)

When organising peace building initiatives or participating in peace processes it is important to regularly reflect on the strengths and weaknesses of these efforts. This will help children, young people and adults to work together to build upon successes and overcome any challenges or weaknesses faced. This will strengthen and improve their peace building initiatives.

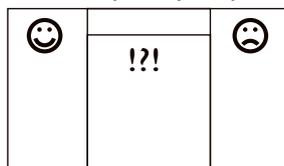
It is also important to create the space and time to regularly reflect on activities, to pause and consolidate the work that is being carried out, to stop and celebrate successes and to evaluate and monitor the work and its impact.

This section shares a simple tool which can be used to assess the strengths and weaknesses of participation and peace building initiatives and to make plans and take action to improve them. It then moves on to share some results from children's assessments of what helps and obstructs their peace building initiatives, as well as the strengths and weaknesses of these initiatives. This was shared by children involved in the thematic evaluation.



'H' ASSESSMENT TOOL

The 'H' assessment is a simple tool that can be easily used to assess strengths, weaknesses and suggestions to improve your participation and peace building initiatives.



Make a "H" shape on large flipchart paper (as per diagram above)

In the left hand column draw a happy face 😊, in the right hand column a sad face 😞 and below the middle "H" bar draw a light-bulb to represent 'bright ideas'.

You can then use the 'H' assessment to explore and record:

😊 *What are the strengths of your child club/ peace initiative? What are the factors that support your participation and peace initiatives?*

😞 *What are the weaknesses of your child club/ peace initiative? What challenges or obstacles do you face?*

!!! *What ideas/ suggestions do you have to improve your child club/ peace initiatives?*

Children and young people used the 'H' Assessment, as well as the Peace Building Balloon and other tools, to share their views and experiences about what helps 😊 and what obstructs 😞 children's participation in peace building. Some of their main findings are shared below:



Factors which Help Children's Peace Building Efforts

- Sensitisation of key adults (parents, teachers, community, religious and political leaders) to recognise the importance of listening to children's views and to encourage children to be involved in peace building;
- Adult support to form children's clubs/associations and networks at different levels;
- Training on peace and child rights;
- Access to child friendly information about relevant government policies and processes, including formal peace talk, constitutional and presidential election processes.



Factors which Obstruct Children's Peace Building Efforts

- Traditional views that children should not express their views; lack of awareness about children's participation; lack of trust in children's capacities, disrespect of children's views;
- Misunderstanding of children's rights and violations of children's rights; children's fear of blame and child abuse;
- Authoritarian teaching practices, over-burdened school curricula, non-involvement of children in developing the school curricula;
- Lack of rules and laws to involve children in decision-making process;
- Gender discrimination, and discrimination due to caste, ethnicity, religion, disability, or other background factors.

Children also used the 'H' assessment tools to explore the strengths 😊 and weaknesses 😞 of their initiatives and efforts. Some of their main findings are shared below:



Common Strengths of Children's Peace Building Efforts

- Children have great interest and motivation to participate and to contribute to peace building;
- Children have the opportunity to express their feeling, experiences and views; to demonstrate their positive capacity and potential;
- Children's knowledge and skills on peace building have improved;
- Children gain new and improved communication skills;
- Children's self confidence improves;
- Children have successful organised different programs, which children and adults understand – thus increasing commitment for peace;
- Children's articles have been published in newspapers, and their views heard on radio stations.
- Through debates on peace children have been to develop and share logical arguments;



Common Weaknesses of Children's Peace building efforts

- Lack of funds and materials (reduces scope, coverage and sustainability of children's efforts);
- Inability to reach and actively involve all children/ students due to lack of resources, transport etc;
- No venue or space for regular meetings by children;
- Lack of cooperation among children;
- Non-democratic participation – discrimination and exclusion of some children;
- Limited spare time available to children and young people (due to school, study, work);



- Children develop new and improved friendships; they cooperate, and have positive experiences with one another;
- Children have been able to address different forms of discrimination and have become more inclusive;
- Children have gained knowledge on their rights, on peace, protection and HIV;
- Knowledge is shared among their peers;
- Children have increased positive attitudes to peace; and have increased commitment to peace among their family members, friends, and wider community members;
- Children associated with armed conflict have been supported to regularly attend school and gain an education; There is increased awareness among children not to join the rebel groups, but to study;
- Children's initiatives have brought them closer to adults;
- There is increased support for girls and boys participation among their family members; family members are happy with the positive changes children can make;
- Local government officials, mayors, NGO and other adults have paid more attention to children's views and the importance of their role in peace building;
- Parents, teachers, community members and government officials have recognised that children have power and can contribute to better life conditions for children and members in the community;
- More child friendly behaviour expressed by teachers towards children;
- Children have gained commitment from parents, teachers, community members, and fighting forces to recognise and respect 'Children' and 'Schools as Zones of Peace' (in Nepal)
- Children have learnt more about the constitutional election process; and their own views have contributed to the process (in Nepal);
- Children's views have informed agenda 3 of the formal peace talk process in Uganda on reconciliation and accountability.



- Socio-economic context of poverty – financial hardship - can limit the time children and young people can participate or dedicate to their activities, as they have to prioritise activities which help them access resources for their families;
- Slow increase in gaining new active members for children's initiatives – some children have no interest in participating;
- Some children are shy, scared or ashamed to participate;
- Some children are not interested;
- Some children do not fulfil their responsibilities;
- Weaknesses in co-ordination among children, or among children and adults;
- Lack of time given to children genuine dialogue with concerned government officials (at local, district and national levels);
- Children's wall newspapers are sometimes torn down and do not remain for a long time where they are placed;
- In Nepal Armed forces (Maoist and Government) sometimes found it hard to respect Children as Zones of Peace;
- Information is often not shared with children.

One of the main challenges facing children and young people's participation and peace initiatives is the difficulty in mobilising the funds and resources necessary to run their activities and to reach out to and involve more children in the process. In supporting sustainable participation initiatives it is important that children and young people are helped to mobilise support and resources from their local community, schools and authorities. Some ideas developed by children and young people in Uganda on this important issue are shared below:



IDEAS FROM CHILDREN AND YOUNG PEOPLE IN NORTHERN UGANDA ABOUT HOW TO MOBILISE LOCAL RESOURCES TO SUPPORT CHILD CLUBS OR PEACE BUILDING INITIATIVES:

Members can try to raise money to support their club activities, for example:

- Children and young people can organise drama, dance or other cultural performances and charge a fee to adults to watch the performance;
- Children and young people can undertake art and craft activities like making necklaces and bracelets from recycled paper; weaving baskets, mats, brooms, ropes; making pots etc which can be sold to raise funds for the club activities;
- Children and young people could request use of some land from the community or the school, they could request seeds from community members and could collectively grow and sell flowers or vegetables;
- Children and young people can raise funds from membership fees. However, efforts must be made to ensure that the poorest girls and boys are not excluded from the club or discriminated against if they cannot pay the membership fees;
- Children and young people can request skill training from NGOs to support their own income generation activities;
- Children and young people could work as a group to be paid for specific activities (depending on the time and age groups involved) such as group farming, brick making or burning charcoal. For example, charcoal making is possible in areas where resettlement is taking place as there are many trees;
- Children and young people can see if members of their local community, church, or business community are willing to make donations (in money, seeds or materials) which support their peace building activities;
- Members can hire out any club/association assets, such as sewing machines, chairs, to raise funds.
- Children and young people can seek support from NGOs to help them develop small fundraising proposals to seek support from other sources – from NGOs, business community, from the local municipality or other government departments.

TOP THREE THINGS I LEARNED FROM THIS SECTION ARE:

Recommendations and Proposals to Strengthen Children and Young People's Role as Agents of Peace

IN THIS CHAPTER YOU WILL LEARN:

- How to use a Body Mapping Tool to find out what is needed to be an ideal agent of peace
- How children's role as agents of peace can be strengthened.

'If we all stay together and help each other, then perhaps we can improve the situation in the world with our small, but strong child forces.'
(Children, Srebrenica, Bosnia-Herzegovina)

'Our goal is to be agents of peace, and I think we will be able to make it. Peace is built and it is a verse. My hope is that this fight can be won.'
(Young person from Guatemala, Reflection workshop, 2007).

This final section of the handbook focuses on recommendations and proposals to strengthen children and young people's role as agents of peace. It starts by introducing 'an ideal agent of peace' body mapping tool which can be used to help children, young people and adults think about the skills, qualities and knowledge needed to be 'an ideal agent of peace'. This tool can also be used to plan for additional capacity building or support that may be needed to strengthen children's role as peace agents.

The section then moves on to share findings from children involved in the thematic evaluation about their ideal agent of peace and the capacity building and support needs suggested by them to strengthen their peace initiatives and their child led organisations. These ideas have been shaped by children's evaluation of their existing activities and experiences including the 'H' assessment' shared in the section above.

It also shares feedback and some new ideas from children and young people who were asked: *'If you wanted to plan future activities or initiatives would you do the same activities again or would you make changes?'*



'BUILDING AN IDEAL AGENT OF PEACE'

Use a body map exercise to collectively build an ideal agent of peace with the qualities/values, skills and knowledge to be an effective peace worker. The findings of the body map exercise can then be used to discuss and explore what support children and young people require to further develop their qualities, skills and knowledge as agents of peace.

- Continue to build and design the ideal agent of peace until everyone has shared their ideas and suggestions.
- Now look at the ideal agent of peace. Do you think that children and young people can become this ideal agent?
- Think about, discuss and share your ideas about what kinds of support or additional capacity building you need to further develop your own – and your peers' - qualities, skills and knowledge to become this ideal agent of peace.
- *List the support and capacity building needed on the relevant flip charts and develop action plans which help you gain necessary support from adults and relevant agencies.*
- *Get children and young people and adults to work in separate groups to build the agents of peace and then compare and contrast ideas!*

An Ideal Agent of Peace: This is what children and young people from the 4 countries think⁹:

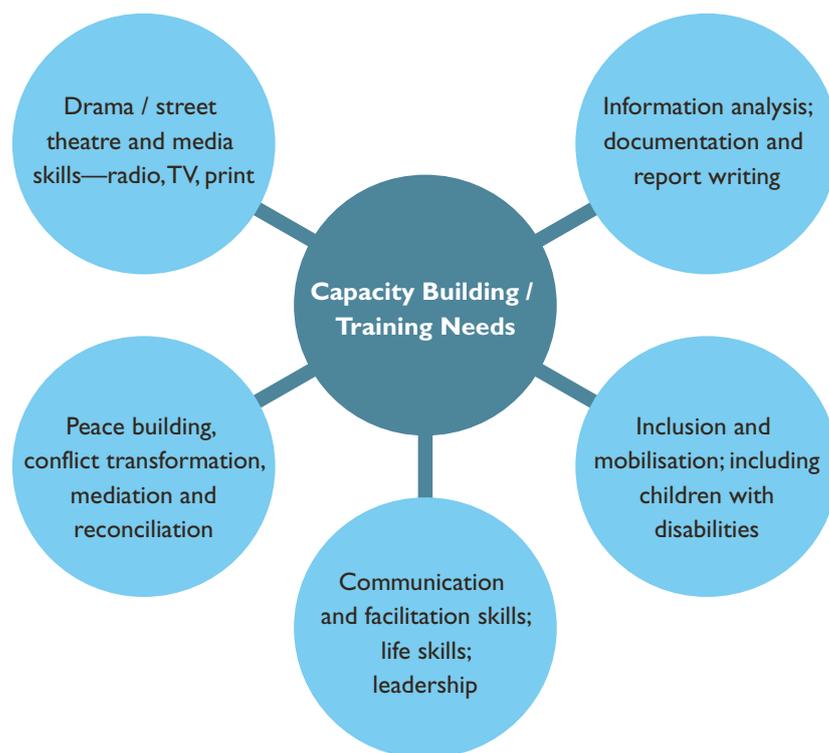
What are the qualities, values, skills and knowledge needed to be an ideal agent of peace?

- 'You should treat everyone equally and respect other's opinion' (Nepal)
- In your head you need: to be a fast, independent, rational and critical thinker with a spirit for research and capable of diffusing what you have learned; to have a good memory, knowledge of the history of conflict, of peace, peace building and children's rights; wisdom, self esteem, patience and perseverance, authority, honesty, an open mind and a vision of peace; creativity is also needed as well as being friendly and child-friendly, positive and optimistic.
- Your eyes should be sharp, able to differentiate between good and bad. They need to be friendly and inspire trust and show a clear vision.
- Your ears show you to be a good and attentive listener.
- Your mouth has the courage to speak to many people and consult at the grassroots. You have a capacity for dialogue and sharing knowledge. You are communicative and open. You use positive language, tell the truth. You are eloquent and have an affectionate smile.
- Your chest shows solidarity, respect for other cultures, for the right to life, to every person's sexuality. Your social awareness means that you are respectful of others and an example to many.
- Your heart is filled with love for children, respect, friendship, understanding, humility, tolerance, optimism, freedom, empathy, confidence, courage, forgiveness, affection and devotion. You have a desire to build peace, a hope to change the world and faith in a better tomorrow.
- Your hands and your arms work hard. They are capable of writing, communicating and showing affection. They are creative, artistic, tender, secure and protective. You are capable of extending a hand to help others. Your hands and arms help you organize and participate in humanitarian actions.
- Your legs and feet are strong, quick and powerful. They help you fight for your dreams, act with confidence and walk next to others and not ahead of them. They help you travel to different places in order to promote peace. They mean that you are able to march for peace.

In **Guatemala** children and young people said that to become an ideal agent of peace they need spaces for co-existence, recreation, theatre, culture and artistic expression. They need spaces to talk about the meaning of war and peace. They feel it is important to re-build the historical memory of the conflict through cine forums, short films and mass media. They also consider it important that the education system includes parents in the process of learning about the issue. They think that every person can become an ideal agent of peace. This can also be achieved through implementing mental health activities in the communities or at individual level. It is necessary to raise awareness among authorities and implement arts and political programs for young people who are members of gangs.

9 Adapted from Save the Children Norway 2nd information & advocacy newsletter 'Post Conflict Peace Building: What are children doing and saying': Thematic Evaluation on Children's Participation in Armed Conflict, Post Conflict and Peace Building. www.reddbarna.no/chp

Capacity Building Needs to strengthen children and young people's role as agents of peace ¹⁰:



Other Support Needs:

- **Provision of materials** to child clubs/ associations undertaking peace building initiatives:
 - Hand microphone for use during rallies and advocacy programmes;
 - Musical instruments such as guitar, flute and drum, and local costumes for street theatre
 - Parachute game for cooperative games for use during rallies and cultural programmes;
 - Bags for carrying peace building and/or research materials;
 - Digital cameras - not disposable cameras, so that it works for longer periods.
- **Provision of financial support**
 - Access to small funds/ allowances for transport and refreshment when organising local programs.
- **General program support (moral support and practical support from adults):**
 - Joint work between adults and children – support to build partnerships with adults at every level – community, district, national level;
 - Increase dialogue with children and community elders – for example, by inviting elders to child club/ association meetings;
 - Ensure that children are able to contribute to Child Protection Committees;
 - Support to assess and minimise risks and make participation safe;
 - Support for learning exchange visits and networking among different child clubs/ associations (at local, district, national, and where-ever possible at regional and global level)
 - Support to access media journalists, for example to publish our articles in newspapers;
 - Develop a policy to support the development of a district level network – a Child Development Forum (*in Nepal*)

¹⁰ Based on analysis of capacity building and support needs by children and young people in Nepal, Uganda and Bosnia-Herzegovina during National Reflection Workshops.

'Instead of radio talk shows on Mega FM, we would also go to national radios, like Radio Uganda or TV or international stations; instead of our relying on the school for funds and other small fund raising activities in the school we want to open up an account for NGOs to support us; We want to interact with members of Parliament and if possible to participate in the Juba peace talks to make them know what we feel about peace; we want all these changes because we want peace to be felt all over the world.' (Girls, Sacred Heart Peace Club, Uganda)

Future activities:

Children and young people who were involved in developing this handbook **wanted to continue with their existing activities** - but with greater support, more funding and increased adult support - to be able to reach out to more children, young people, and adults within existing communities/ towns/ schools and in new schools, communities and towns with more and different activities. They also expressed the need for more technical training, including on peace building and a guarantee of follow up to the activities. They recognised the need to be well prepared to carry out their activities as well as to involve parents in the work that they do.

'We would do the same activities again; but this time covering a wider area in order to reach many people.' (Child members of Pakwelo Peace Club, Uganda)

'We would include more of our peers in the activities.' (Children, Srebrenica, Bosnia-Herzegovina)

'We would do the same activities, because they are well-accepted, with interest and participation. Nonetheless, every year we make innovations in order to motivate boys and girls more.' (Children and young people, ACJ, Guatemala)

'We would change frequency of activities, for instance the Quiz 'Peace building though knowledge' should take place every year. There reason for this is that children would hang on to the knowledge they acquired and become more aware when it comes to their rights, their power and role!' (Children and young people, Child Rights Centre, Konjic, Bosnia-Herzegovina)

'We would organize meetings in the wider community, as we want to spread peace messages more to the wider community. We want to involve people in the peace building activities. The communities can provide enough support for peace building activities.' (Members of Onono Memorial College Peace Club, Uganda)

In addition, children and young people expressed **ideas for new and improved initiatives** that they would like to implement.



NEW AND IMPROVED CHILD LED PEACE BUILDING INITIATIVES:

New and improved child led peace building initiatives suggested by children and young people include:

- **Actively involving more children from different backgrounds** – inviting girls and boys of different ages and backgrounds to join and be actively involved in children's groups/ clubs/ associations;
- **Increasing the involvement of parents** in discussions and workshops, so they will support children's participation, and will stop treating their children with violence;
- **Organizing more training on peace building, conflict resolution, peer mediation, and peer education** for children and young people (*all countries*);
- **Encouraging use of traditional ways of resolving conflict** – such as the reconciliation rituals which have been traditionally used by people living in communities in Northern Uganda;
- **Providing guidance to children** who live in the streets or who are involved in gang groups and talk to them and advise them (*in Guatemala*);
 - Establishing peace guidance and counselling centres (*in Uganda*);
 - Promoting peaceful social education at an early age, for example in day care and education

- centres, to encourage and show how boys and girls – from a young age - can live in peace, and resolve conflicts in peaceful ways;
- **Supporting the establishment and development of ‘peaceful creative spaces’** (child/youth centres – organizational spaces) where children and young people can come together, to express their views, to interact, to better understand and respect differences, and to work together to promote a culture of peace;
 - Organizing increased cultural activities and events which value diversity and traditional cultural practices (dance, drumming, story telling, songs etc);
- **Increasing children’s media and creative art initiatives:**
 - Increasing access to national radio stations and TV programs for children and young people to broadcast their views and messages on peace , creating a culture of peace through social awareness;
 - Increasing access to tape recorders and increased technical training to assist us in producing quality programmes;
 - Publishing articles in newspapers through links with adult journalists in Gulu who write for New Vision and Monitor (*in Uganda*);
 - Developing and publishing more pamphlets, posters, wall magazines and newspapers, and flyers;
 - Getting permission from, for example, managers of shopping areas to make more murals (*in Guatemala*);
 - Producing a cassette of folks songs on peace sung by children ‘Dhari Geet’ (*in Nepal*);
 - Writing books about peace and the conflict (*in Guatemala*);
 - Distributing hats and t-shirts with peace messages;
- **Organising new activities to increase interactions and joint action planning on peace among adults and children – at different levels.**
 - Organizing more peace building programs through the District Child Forum, and forming a Central Child Forum (*in Nepal*);
 - Increasing interaction between children’s representatives and government representatives (at local, district and national levels) (*in each country*);
 - Disseminating Political Party Manifestos to Child Clubs/ groups, informing political parties about issues affecting children and advocating for them to include attention to children’s rights in their manifestos;
 - Supporting interaction among children and peace talk representatives (government and rebel army) *in Uganda*, including direct opportunities for children’s representatives to participate in the Juba peace talks, so that children’s views on peace can be heard;
- **Increased advocacy for peace:**
 - Increasing advocacy for peace and signing of the peace agreement (*Uganda*);
 - Establishing an International Year for Peace (*Bosnia-Herzegovina*);
- **Renaming the Child Clubs to include the word ‘Peace’** (*in Nepal*).

‘The emblem of ACJ shows the soul, body and mind in balance because solidarity and balance are important. In order to build peace and carry on our fight we must show solidarity and be aware of what that means.’

(ACJ, Guatemala)

‘Our experiences of peace building has given us new ideas, for example, more skills are needed for guidance and counselling in peace building; we know that people do not have the same problems, but our differences are the ones that disrupt our peace – so we should sit together and talk about them; We should seek advice from elders, such as, the clan leaders, parents, chiefs, etc. We are all part of the peace building process no matter what our age or status is’.

(Members of Peace Club, Uganda)

‘The strongest weapon in peace building is that everyone be included in the process regardless of ethnic, national or religious affiliation’

(Children from Srebrenica)



Children and young people uniting for peace in Northern Uganda

We hope that this handbook has inspired you and given you some more ideas for peace building.

Good luck with your peace initiatives!

And ... to Help You Further



In this part of the Handbook you will find some extra information that may help you better understand and make use of the handbook, including:

- **Some Key Resources: Other Helpful Publications**
- **Facilitation Tips for Adults**
- **The Games We Play: ice-breakers, energizers, and life skill exercises**
- **Understanding some words used in the handbook**

An After-word: *A few extra words to let you know a bit more about Save the Children Norway's work to evaluate and strengthen children's participation in armed conflict, post conflict and peace building. Here you can find information about and links to other reports and materials from the global evaluation that you may be interested in reading*

Some Key Resources: Other Helpful Publications

Concerned Parents Association (2007) *Accountability & Reconciliation: Perspectives From Children And Youth In Northern & Eastern Uganda*. Concerned Parents Association in association with Trans-cultural Psychosocial Organisation, Save the Children in Uganda & UNICEF

Dynamix Ltd. Save the Children Wales, 2002. *Participation Spice it up!: Practical tools for engaging children and young people in planning and consultations*

Save the Children and the Early Years Network, 1997. *Never Too Young: How young children can take responsibility and make decisions*. Written by Judy Miller.

Save the Children South and Central Asia Region, 2003. *Children and Young People as Citizens: Partners for Social Change*. Written by Claire O’Kane.

Save the Children South and Central Asia Region, 2004. *From Strength to Strength. Children’s Initiatives and Organisations in South and Central Asia*

Save the Children, 2005. *The Spider Tool self-assessment and planning of child led initiatives and organisations – a set of three publications – the facilitators guide, the tool and lessons learnt*. Written by Claire Feinstein and Claire O’Kane.

Save the Children, 2005. Discussion document on promoting and supporting child led initiatives and organisations

Save the Children, 2005. *Practice Standards in Child Participation – also published in French and Spanish*

Save the Children Norway (2005) *Building Peace Out of War. Children and Young People as Agents of Peace: The Young Generations Challenge*.

Save the Children Norway, 2005. *Child Participation. Increasing quality in the work with child-led initiatives and organisations*

Save the Children Norway, 2008. *A Kit of Tools: for Participatory Research and Evaluation with children, young people and adults*.

Save the Children OSCAR, 2000. *Guiding Principles for Facilitating Children’s Organisations*. Save the Children OSCAR, Nepal.

Save the Children, 2002. *A Resource Guide for Children, Citizenship and Governance*. Save the Children South and Central Asia. [available on CD]. Compiled by Ravi Karkara.

UNOY Peacebuilders, 2008. *Youth Advocacy for a Culture of Peace: A Reflective Guide for Action in Europe*. United Network of Young Peacebuilders.

UNOY Peacebuilders, 2004. *Peace it Together Kit*. UNOY, the Hague.

VSO Publication (by Clare Hanbury), 2002. *Life Skills: An Active Learning Handbook for Working with Street Children*.

Tips for Adult Facilitators

The children and young people who have been involved in developing this handbook have consistently emphasized the **importance of gaining adult support** for their participation and peace building initiatives. If you are an adult who is already working directly with children and young people we encourage you to support children and young people in taking forward their peace building initiatives. We also encourage you to support children and young people in sensitizing and gaining increased support from more and more parents, care-takers, teachers, religious and community elders, non-government organizations, journalists, government officials and others.

Efforts to support children's meaningful participation in peace building will involve **preparations both with adults and with children**. All key adult stakeholders need to be sensitised about the importance of children's rights, children's participation and the benefits of children's participation in peace building. Adults will need to learn to engage in new ways with children and young people and to share information and decision-making power with girls and boys. Adults also need to listen to children and young people' seriously and to respond to and act upon their views and suggestions.

In many socio-cultural contexts girls and boys are expected to be silent in the presence of adults. They are not encouraged to ask questions and are not used to being involved in decision-making on issues affecting them. Children and young people therefore also need to be empowered with the skills, knowledge and confidence to express their views, to participate in decision making and to take forward their own peace building ideas and initiatives at different levels. In each context it is important to understand the socio-cultural political context, and to identify practical steps to support meaningful and safe participation of girls and boys, especially the most marginalised. This handbook provides a range of different ideas, experiences and practical tools that can support such efforts.

A few tips for adult facilitators in making effective and creative use of this handbook with children and young people include:

- The importance of **valuing children and young people's own capacities, strengths, ideas, views, and suggestions**. Build upon children and young people's creativity and innovation. Encourage others to also recognize children and young people's capacity and potential.
- Support efforts to translate this Handbook into **local languages** to make it more accessible to children and young people. If children and young people cannot read, find creative ways to present some of the information and ideas presented in the Handbook in more accessible ways.
- Build **trust and respectful relationships** with groups of children and young people who are interested in peace building.
- **Find out from children and young people** how they would like to use this Handbook. Involve children and young people in all stages of decision-making concerning any peace building awareness or action initiative.
- In consultation with children and young people, allocate **TIME** for regular meetings and discussions on peace building, so that there is enough time for children and young people to read through different parts of the Handbook, to share their own views and experiences, to reflect on different ideas, to try out some of the practical tools and to develop or strengthen their own peace building initiatives. *For example, you may support exploratory group activities among children and young people on peace building over a series of weeks or, you may support children and young people in organising a series of workshops on children as agents of peace.*

- Support children and young people in planning peace building initiatives which are **safe, inclusive and non-discriminatory**.
 - Encourage girls and boys to reflect on which children are included or excluded and whether any more efforts are needed to involve girls, younger children, children with disabilities, children in institutions, working children etc.
 - Encourage children and young people to identify risks, so that risks can be addressed or decisions made about when it is not safe or meaningful for children to participate.
 - Ensure that child protection codes of conduct and practice standards in children's participation are applied.

- **Seek and be responsive** to children and young people's views about what kinds of support their need from adults. For example:
 - Support children and young people in developing their own groups, forums or network.
 - Support children and young people in gaining **permission** from their parents, teachers, religious and community elders.
 - Support children and young people's in mobilizing or accessing **practical resources**, such as flipchart paper, pens, tape, crayons, note books etc; or, in developing proposals or raising funds that would support their peace building initiatives.
 - Support children and young people in gaining access to adults with whom they would like to strengthen **partnerships**, for example, with school authorities, community or religious elders, local or district government officials, policy makers, journalists etc
 - Support children and young people in developing and distributing **child friendly information** and materials on child rights and peace building issues affecting them.

- **Support children and young people to reflect on and learn from their own experiences** and encourage children and young people to document and share their lessons learnt.

Tips for Facilitators (adult, young person or child) during meetings/ workshops:

- Treat children and young people as partners
- Explain things in a way that all can understand
- Encourage all girls and boys to speak and give their views
- Be resourceful and use a variety of creative participatory methods to uncover girls and boys' ideas - particularly methods that allow marginalized children to express themselves
- Be flexible and listen carefully
- Encourage children to respect diversity, different values and cultures
- Always be aware of group energy
- Make appropriate use of energizers, games etc
- If you cannot answer something, say so
- Arrange for facilitators to meet at the end of each day to evaluate the work/modify plans for the next day as appropriate/involve children
- Make sure that children are not forced to speak if they do not want to and are not manipulated/presurized by any of the adults in the room

The Games We Play: Icebreakers, Energisers, and Life Skill Exercises¹¹

Icebreakers

'I am glad I am a child/adult because..., but if I were an adult/child I could...') In small groups children/adults complete the sentence. Share with wider group. This ice-breaker can help identify the differences and dis/advantages between adulthood and childhood.

'Reporters' – children/young people get in pairs to find out information from their partner that they feed back to the group. For example, person's name, aim for the workshop, where they are from, something they like doing, how long they've been involved in their organisation, one thing that no-one knows about them

Collect name and aims – list aims on a flipchart so that you can come back to them at the end of the workshop to see whether children's expectations have been met

Ground rules – 'Making it work' – children and young people come up with ideas that make a set of rules for the good functioning of the workshop. A common set of rules are agreed upon and recorded on a flipchart

Energisers

'Paper, Scissor, Rock' - Two teams. Each team decides if they are paper, scissor or rock. The teams face each other and show their symbol. Paper beats rock, rock beats scissor and scissor beats paper.

'The Ship is Sinking' - Children move around the floor singing 'the ship is sinking, oh no the ship is sinking'. When a number is called (3, 5, 6 etc) they have to make a group (lifeboat) with the same number of people as the number called.

'Points of Contact' – People in groups have to co-operate with each other to make the number of points of contact with the floor as per a number called out (6, 24, 48 etc). Helps with unity, agreement and co-operation.

'On the bank, In the Pond' - All the children sit on a circle on their knees. The floor in the circle represents a pond. When the caller calls 'in the pond' the children have to put their hands on the floor. When the caller calls 'on the bank' the children have to put their hands on their knees. The children have to do what the callers says, not what she does.

'Who is the Leader' - All the children make a circle. One child is sent out of the room. The rest of the children decide who is the leader. They move round in a circle and copy the actions of the leader. The child sent out returns to the room and has 3 chances to identify the leader.

'Duck, duck, goose' - The children sit in a circle. One child walks around the circle, tapping children's head saying duck, duck or goose. When they tap a child's head and say 'goose' that child has to chase the child around the circle. The last one to reach the empty space has to walk around the children's circle repeating the 'duck, duck, goose' game.

¹¹ Edited Appendix from Feinstein, C. and O'Kane, C. (2005) Spider Tool for self assessment and planning of child led initiatives and organisations. Save the Children.

‘Cross-over’ - Children stand in a circle. A caller calls a category e.g. all those wearing socks. If this category applies to you – you crossover to another place in the circle. Last to cross becomes the caller.
‘Street, Child, Home’ - All the children make groups of threes. Two of them hold hands and form a ‘home’. The third is inside the home and is the ‘child’. A caller stands alone and calls out either ‘street’, or ‘child’, or ‘home’. If ‘home’ is called, then the children forming the ‘home’ have to scatter and make another home. With ‘child’, the child has to find a new home. And in ‘street’, everyone has to change position. The caller tries to join in, whoever is left out becomes the new caller.

‘Animal noise’ - All children are given a piece of paper with an animal on (e.g. cow, dog, cat, duck). They have to close their eyes and move around the room making their animal noise until they make a group of children who are the same animal!

Life Skills:

Life skills refers to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively and develop coping and self management skills that may help them lead a healthy and productive life. Life skills may be directed towards personal actions and actions towards others, as well as actions to change the surrounding environment.

There are **5 core areas of life skills**:

- Decision making and problem solving
- Critical thinking and creative thinking
- Communication and interpersonal relationships
- Self awareness and empathy
- Coping with stress and coping with emotions

‘The Snail’: Introduction to Life Skills - The children are shown a visual image of two snails. One snail is hiding in his shell, afraid to face or deal with the difficult situations. The other snail has his head stretched high and is smiling, coping well with all experiences. These images help to introduce the concept of life skills. In life we need to have confidence and skills which enable us to deal with difficult situations or challenges. We need to be ready to hold our head high, to communicate with people and to cope with our emotions to respond effectively to different situations.

To have strong children’s groups we need to think both about our individual strengths and weaknesses and our collective strengths and weaknesses. It is important that each of our members is encouraged to develop their life skills. If each of our members is confident and able to cope positively with life experiences our group will also be stronger. Furthermore, through children’s experiences in their own initiative and groups they also get good opportunities to develop their life skills.

Identity Factors: ‘I Can Do That Here’ - The importance of ‘identity factors’ of understanding your own identity, values, beliefs, skills, behaviour can be introduced through visuals and through a chart ‘I can do that here’. Children are also encouraged to recognise how their environment, their family, community, peers, culture influences their identity.

I = who? (identity, sense of self)

Can = why? (values, beliefs)

Do = how? (skills, strategies, competencies)

That = what? (behaviour, what we do)

Here = where? (environment, surroundings)

Life Skills Exercises:

'Special Me' Individual Shield - Each child is given a paper with a 'shield' with 4 sections enabling them to recognise their own individual strengths and interests. In each section the girls and boys are encouraged to write: my good qualities, my favourite activity, what I want to change, what I want to learn. Each child presents their shield.

'Knot' (Problem solving) - Children make smaller groups. Each group stands in a close circle and close their eyes. They create a knot by holding the hands of other members in the circle. They open their eyes and have to work together to undo the knot to form a circle. Key learnings from the game – working together, solving problems together, talking to each other, listening to each other.

'Tiger, Goat, grass – man and boat' (creative / critical thinking) - A puzzle is introduced to the children to see if they could think creatively to solve the problem. There is a man and a boat, a tiger, a goat and some grass. The man wants to take the tiger, goat and grass to the other side of the river in his boat. However, his boat is small. He can only fit one animal or grass in the boat at a time. Also, he is scared as he realises if he leaves the tiger alone with the goat – the tiger will eat the goat, if he leaves the goat alone with the grass – the goat will eat the grass. How can the man get all 3 safely across the water?

→ *The Solution: The man first takes the goat across the river and leaves him the other side. Then he goes back and collects the grass. When he reaches the other side he drops of the grass, and takes the goat back to the original side. He leaves the goat on the original side and takes the tiger across the river. Then he goes back and collects the goat, bringing all 3 safely!*

'Communication Game' - The participants are divided into pairs. One is A and the other B. A and B sit back to back so that they can't see each other. A is given a drawing and is asked to explain it to B. B tries to draw the picture. A and B then compare their drawings – whether it was similar or not and why? What did they learn from this game? What tips can they can for good communication.

'Sticker Game' (Exploring Discrimination) - Each participant has a sticker placed on their forehead (which they cannot see). They are told that they are in a market place and they have to mingle and greet people. However, they should treat people differently according to the type of sticker placed on their forehead. If they have:

- A) A GREEN sticker this person is someone they are really very happy to see them and are very keen to greet them.
- B) A YELLOW sticker this person is someone they see regularly, they want to acknowledge them, greet them normally
- C) A RED sticker this person is someone they do not want to see, they want to actively avoid them.

The participants are told to mingle and start greeting people according to their sticker. They then reflect on how they felt and whether the stickers represent any differences in their society. What did they learn from the game? How can children work together to overcome discrimination?

'Building a tower' (co-operation) - The participants are divided into groups of 3. As are told they can only use one hand, Bs may not speak, and Cs are blindfolded. Bs are told they have 10 mins to build a 1 or 2 m tower and they are given paper and sellotape. Without speaking the Bs have to find a way to communicate the task to their group. At the end of the game they analyse what life skills they used in this game. What did they learn and how to apply to positive lessons to their children's groups?

'Why?Why?Why?' (analysis) – In groups children can analyse the root causes of common problems through asking why?why?why? The question why? (e.g. why are children sent to work?) is written on a long roll of paper. Children give their suggestions (e.g. because of family poverty) . For each of their suggestions they again explore why – (e.g. why is their family poverty?)

'Paper Chain Game' (team work, communication, inclusion etc) - The children are split into

groups (5-7 in each group). The groups are told that they have to make paper chains. Each group are given equal number of old newspaper, and glue. The groups are given 5 mins to name their group and to estimate how many bid for the number paper chains they think they can make within a 10 minute period. The game is started. An observer with each group carefully observed how they work together. After 5 minutes the observers explain that there has been an unfortunate accident and blind fold the eyes of one of the members in the group. After another 3 mins they also tie the arm behind the back of one other participant. They continuing observing the group activity until the time is up. Start counting the knots in the chain and see if target met. Each group discusses what did they learn from the game? Did they meet/not meet their target? Why? How can they apply these learnings to their children's group? This game is very useful for exploring issues of team work, planning, communication, inclusion, decision making etc.

'How?How?How?' (action planning) - Write a 'How ...?' on a long, wide piece of paper and draw four or five arrows coming from it. Ask the question, and write down any suggestions at the end of the arrows. For example: 'How do we get more children involved in our organisation?' Explore any suggestions made in more detail by asking 'How ...?' again. The action planning resulting from the HOW HOW HOW analysis can help determine what needs to be done, by whom and by when.

Understanding Some Words Used in the Handbook

Advocacy is about changing attitudes, behaviour, and knowledge; changing or shaping policy; changing how people do things in order to bring about positive and lasting changes in children's lives.

Accountability means being responsible to someone or to some activity. This also means that those who are responsible can be taken into account. They are liable to fulfil the promises they make and need to share the feedback with those concerned.

Camp is a place set up by an organisation or government where people, who have lost their homes in the war or, who can no longer live safely in their own houses because of conflict, can live for a while. The idea is that when the war or conflict ends then people living in the camps can be helped to go back safely to their houses or communities.

Caste is a way of dividing people in the society based on their social position and ranking. People could belong to a high caste or low caste. The caste is determined by birth in a particular family and cannot be changed during a lifetime. Very often, people belonging to lower castes do not get proper access to services and resources. Those belonging to higher castes hold most of the power in the society. The 'caste system' as it is called, is followed in some 'Hindu' communities, for example in Nepal and India.

Charity work means helping a person or a group of people in need, by generous actions or donations.

Children's participation is a right for all children and young people. It means that children should be able to freely express their views and these views should be taken into account in all matters that affect them. In other words, children and young people, have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions seriously taken into account. Children and young people's right to participation also means that they have the right to take positive actions themselves, in a group or alone, with or without support from adults, to change their life for the better.

Consolidation means combining many things to form one thing.

Equality means that each person is treated in the same way, with the same respect and value.

Equity means treating people fairly.

Formal Peace Talks usually refer to talks which take place over a period of time between one or more governments, and/or between government and non-state armies. In most peace talks, the groups agree to have a dialogue with each other. The idea is to find ways to end the conflict and sign a peace agreement. The two groups may also invite other people or agencies to help them solve their disagreements.

Historical Memory means recalling, remembering and describing memories so that different people's versions of history can be heard and respected.

Human Rights Council is an international body within the United Nations. It makes recommendations to the UN General Assembly to address human rights violations.

Internally Displaced Persons (IDPs) are people forced to run away from their homes but who, unlike refugees, remain within their country's borders.

Indigenous Groups are those groups of people who have an origin in a country or locality.

International Criminal Court (ICC): The International Criminal Court or ICC is an international court that was set up in 2002. The ICC takes legal action against individuals for crimes against humanity, war crimes, and when some cultural groups are killed deliberately. The Court can only look at such crimes that were committed since 2002. The ICC only has the power to take legal actions against individuals, when national courts are unwilling or unable to investigate or take actions against such crimes. To date, the Court has opened investigations into four situations: Northern Uganda, the Democratic Republic of Congo, the Central African Republic and Darfur.

International non-governmental organisations or INGOs, see Non-governmental organisation (NGO)

Justice means the upholding of what is fair, just, and right.

Marginalisation means to exclude or treat some groups of people or a person, as being of little importance.

Non-discrimination means that nobody should not suffer from any form of discrimination. This means all children and young people have the same rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Non-governmental organisation (NGO) is a legal organization which has been created by individuals or groups of people who don't work for the government. The organisation is always formed for a particular purpose within a country. For example, helping children and women get their rights, protecting the environment and so on. Sometimes NGOs work in many countries and different regions of the world. These are known as International non-governmental organisations or INGOs.

Office of the United Nations High Commissioner for Human Rights (OHCHR) is a United Nations agency that works to promote and protect the human rights. The office coordinates human rights activities throughout the UN system and supervises the Human Rights Council.

Peace Accord or a Peace Agreement is a formal agreement to end armed conflict between two or more groups who are having a war. The agreement tells you what led to the peace agreement, and what will be done to make sure there is peace in the future.

Reconciliation refers to the process of bringing something into agreement, by mutual respect and understanding. It also means that the groups involved recognise and accept the situation or things that have happened. It may also include forgiveness, and may have a healing effect.

Restorative justice is a way of using peaceful means to solve conflicts and get justice. The idea being that the person who committed the crime, the victim and the community can find a way of resolving the conflict which helps everyone form good relationships again. In criminal cases, victims can tell how the crime has affected their life. They can receive answers to questions about the incident. Victims can be involved in holding the offender responsible. The offender also gets to tell their story of why the crime occurred and how it has affected their lives. They are given an opportunity to make things right with the victim. This may include the offender having to pay some kind of compensation to the victim.

Tools help us gather information for research. Different tools can have special names like Body Mapping, Focus Group Discussions, Risk Mapping, Spider Tool among others.

United Nations or the UN is an international organisation which promotes world peace, security, economic development, human rights, and understanding between different countries. The UN was founded in 1945 after World War II to help to stop wars between countries and to provide a platform for dialogue. The UN has five bodies that help to perform its work. These are as follows:

- The UN General Assembly – It oversees the work of the UN, makes recommendations and budgets.
- The Security Council – It is responsible for maintaining international peace and security.
- The Economic and Social Council – It helps in promoting international economic, social cooperation and development
- The Secretariat – It provides studies, information, and facilities needed by the UN
- The International Court of Justice – It solves legal problems between states and international agencies.

UN Special Representative is a highly respected expert who has been appointed by the Secretary-General of the United Nations to represent her/him in meetings with heads of state on important human rights issues. The representatives can go to countries to investigate human rights violations or act as negotiators on behalf of the United Nations.

UN Special Rapporteur are special officers working on behalf of the United Nations who have been asked by the by the UN Human Rights Council to investigate, monitor and recommend solutions to human rights problems.

Untouchability refers to a concept where a high caste person is thought to be contaminated if he or she is physically touched by a lower caste person. See *explanation of 'caste' above*.

ABBREVIATION LIST

ACJ	Young People's Christian Association
CZOP	Children as Zones of Peace
ICC	International Criminal Court
IDP	Internally Displaced Person
INGO	International Non Government Organisation
LRA	Lord's Resistance Army
NGO	Non Government Organisation
SZOP	Schools as Zones of Peace
UN	United Nations

Afterword by Save the Children Norway

A few extra words to let you know a bit more about Save the Children Norway's work to evaluate and strengthen children's participation in armed conflict, post conflict and peace building.

Save the Children Norway will seriously consider how best to follow up the findings and recommendations on children's participation in armed conflict, post conflict and peace building. In the aftermath of the concluding workshop plans will be made in different ways in different countries. We will take into account the situation; processes already started among children and young people; as well as plans and initiatives from partner organisations and Save the Children Norway. We will seek the continued support from the Norwegian Ministry of Foreign Affairs.

Save the Children Norway plans to strengthen work on child participation, with special emphasis on meaningful and ethical child participation. We will also follow up on children's participation in violent conflict situations and in peace building. It is our aim to involve children and young people in monitoring and evaluation work, and in documentation and research. Such support requires necessary time for planning and use of participatory methods and tools that children feel comfortable with. Children need support in different roles such as advisers, researchers, agents of peace and advocates. We will share lessons learnt and our aspiration with the international Save the Children alliance

We need to learn more about children's and young people's possible roles in peace building. We will collaborate with Save the Children and governmental partners to bring the issue of children's participation to the UN system, the Under-Secretary-General, Special Representative for Children and Armed Conflict, and ask her to organise discussion concerning children's role and participation in peace building. This can help promoting a discussion on children's participation in the Security Council. Save the Children Norway will also advocate for children's involvement in peace processes at local, district and national level, and support in what is necessary to make that participation meaningful and relevant for children and young people; and will also help adults and children in finding the best ways and moments for presenting their ideas and proposals, directly in discussions and meetings or indirectly through written papers.

Below you can find information about and links to other reports and materials from the global evaluation that you may be interested in reading.

Intro-
duction

Section
I

68

69

Section
2

2

To help
you
further

These are the publications and material that come from the evaluation on children's participation in armed conflict, post conflict and peace building in Bosnia-Herzegovina, Guatemala, Nepal and Uganda

Country specific publications

- Country report Bosnia-Herzegovina - Children's participation in armed conflict, post conflict and peace building
- Country report - Summary report
- Country report - Child friendly report

- Country report Guatemala - Children's participation in armed conflict, post conflict and peace building
- Country report - Summary and Child friendly

- Country report Nepal - Children's participation in armed conflict, post conflict and peace building
- Country report Nepal - Summary

- Country report Uganda - Children's participation in armed conflict, post conflict and peace building
- Country report Uganda - Summary
- Country report Uganda - Child friendly

Global publications:

- Global report - Bosnia-Herzegovina, Guatemala, Nepal and Uganda: Adults' war and young generation's peace – Children's participation in armed conflict, post conflict and peace building
- Global report - Summary

- Kit of Tools – for participatory research and evaluation with children, young people and adults
- Kit of Tools: Displays from use of different tools from Bosnia-Herzegovina, Guatemala, Nepal and Uganda

- I painted peace - Handbook on peace building with and for children and young people

- Ethical guidelines – for ethical, meaningful and inclusive child participation practice

- Searching together: Formative Dialogue Research - Made Easy

- Children and young people's Peace Album

- Videos documenting processes and impact of process - Bosnia-Herzegovina, Guatemala, Nepal and Uganda

All publications are available at: http://www.reddbarna.no/default.asp?V_ITEM_ID=19028

I painted peace

I had a box of colors —
bright, alive and bold
I had a box of colors —
some warm, some very cold.

I didn't have red for the blood of the wounded
I didn't have black for the cry of the orphans
I didn't have white for the face of the dying
I didn't have yellow for the burning sands.

But, I had orange for the joy of life;
and green for the shoots and nests
and blue for blue skies
and pink for dreams and rest

I sat down and painted peace.

*By a young female,
Sacred Heart School, Uganda*

