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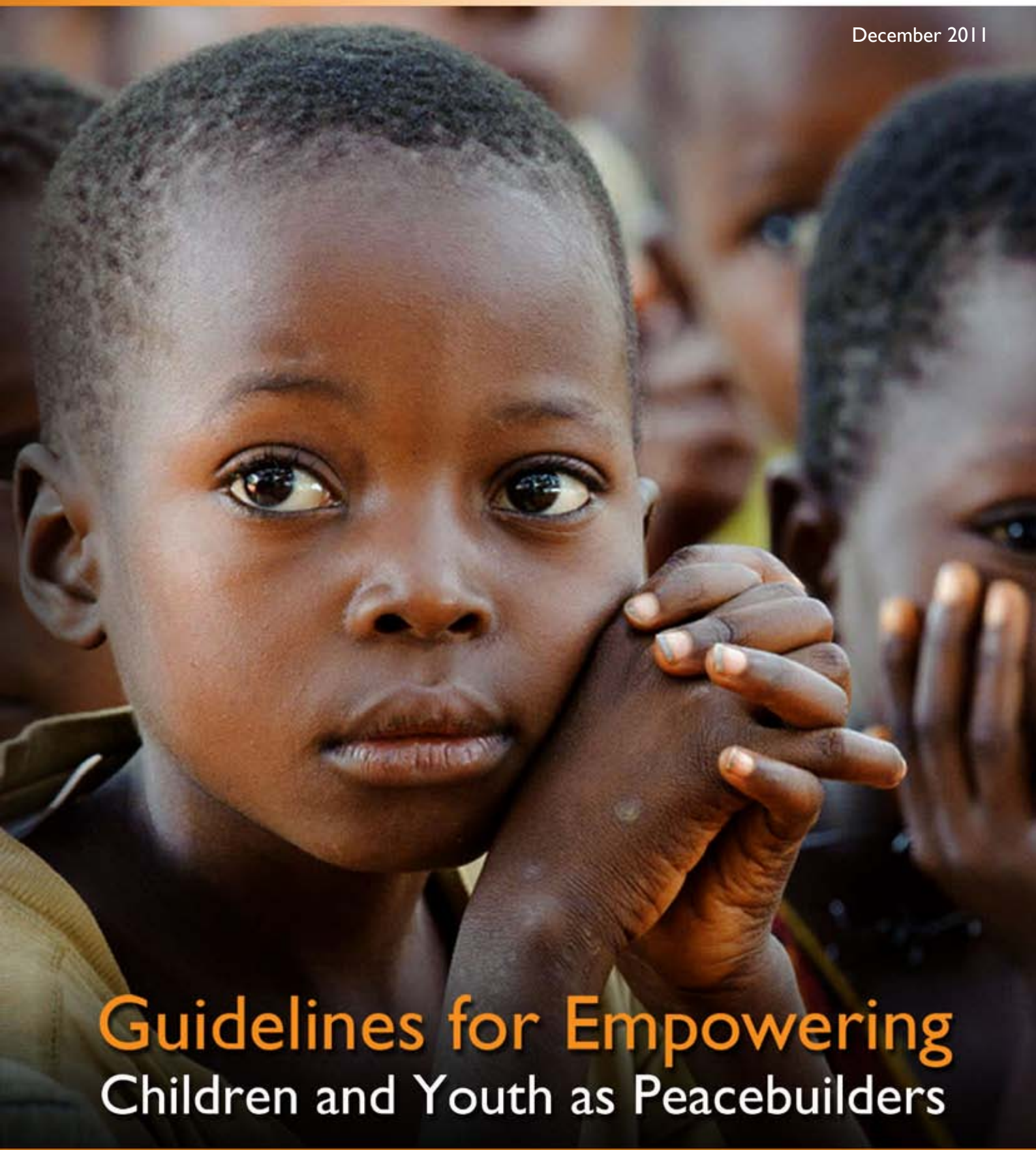

Guidelines for Empowering Children and Youth as Peacebuilders

World Vision East Africa Region Peacebuilding Learning Centre

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Guidelines for Empowering Children and Youth as Peacebuilders

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Youth in a role play on cattle rustling during World Vision ECaP consultations in Eldoret, Kenya

Foreword

Everest Kareng'a, age 16, presented the Lukenya Children's Peace Declaration drafted by 20 children from Ethiopia, Kenya, Rwanda, South Sudan and Uganda during the Empowering Children as Peacebuilders (ECaP) Regional Learning Forum in August 2011. He emphasised children's commitment to promoting peace, calling on partners 'to equip young people with leadership skills and build our knowledge and skills to practise and promote peace because we are the next generation of leaders'. Kenya government officials and NGO representatives were struck by the energy, passion, conviction and purpose with which Everest articulated children's issues of concern.

On the other side of the world, Jean Arnado from Mindanao in the Philippines passionately spoke about her weekly fishing expeditions with her father, her work on her community's youth committee, her status as an honour student and her leadership of a child-youth movement that brings together Christian and Muslim young people in Southern Philippines.

Like Everest and Jean, children all over the world are craving meaningful opportunities where they can make a difference and change the relationship dynamics for better coexistence and community harmony.

This publication was developed in response to a growing need for practical guidance on empowering children and other young people as peacebuilders. It is the result of an intensive research, consultative, field-testing and review process led by the World Vision East Africa Region Peacebuilding Learning Centre, which is hosted by World Vision Rwanda. The process involved children and their supporting adults, as well as experts in different fields.

We encourage the use of these Guidelines to ensure a systematic, coordinated and monitorable approach to empowering children and other young people as peacebuilders. The Guidelines do not prescribe activities but provide broad guidance on content, processes and tools, leaving room for programmers to be creative and to design context and age-appropriate activities.

Our prayer and fervent hope is that these Guidelines will be used to shape World Vision's peacebuilding programmes to inspire and equip thousands more Everests and Jeans to mobilise their peers and make a remarkable contribution towards achieving peaceful communities and nations.

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Acknowledgements

This document was authored by Valarie Vat Kamatsiko, the World Vision East Africa Region (WV EAR) Peacebuilding Advisor, who also provides leadership to the WV EAR Peacebuilding Learning Centre hosted by World Vision Rwanda. We acknowledge her efforts in initiating the project to develop guidelines for empowering children as peacebuilders (ECaP) and for overseeing its implementation and successful conclusion.

The World Vision East Africa Region Peacebuilding Learning Centre wishes to express sincere appreciation to all the children, community adult stakeholders and World Vision staff who willingly shared information, their experiences and unique insights, and who contributed to deeply enriching the ECaP Guidelines.

Recognition is given to the exceptional perspectives brought into this process by: children from Kenya and Uganda who participated in the community-based consultations that informed the initial draft; children and adult stakeholders from the Rwanda area development programmes (ADPs) of Kinihira, Nyamagabe and Rugarama who participated in the field-testing processes, along with children from South Africa who field-tested aspects of ECaP; and children and World Vision staff from Ethiopia, Kenya, Rwanda, South Sudan and Uganda who reviewed the Guidelines during the final phase and provided input for their improvement.

We are also grateful to all the members of the review team for contributing to the development process for the Guidelines. The review team included:

- Alison Schafer (WV Australia, Senior Programme Advisor, Mental Health and Psychosocial Support, Humanitarian Emergency Affairs Team)
- Annika Mueller (WV Germany, Programme Officer, Humanitarian Affairs)
- Bill Forbes (WV International, Director, Child Protection)
- Hermie Carillo (WV Philippines, Peacebuilding Specialist)
- Jocelyn Mariscal (WV Philippines, Ministry Support Team Manager)
- Jonathan Papoulidis (WV Canada, Senior Policy Advisor, Peacebuilding and Humanitarian Affairs)
- Krystel Porter (WV International, Peacebuilding Research Coordinator – now Child Protection Special Projects Coordinator)
- Paulette Beat (WV West Africa Region, former Advocacy Advisor)
- Pradeep Mahamuthugala (WV Asia Pacific Region, former Advisor for Children and Peacebuilding)
- Yheleen Veso (WV Philippines, Child Development Specialist)

Each member of the review team brought into this process unique and enriching perspectives from their experiences of working with young people to promote peace at various levels.

Thanks also go to World Vision Germany and World Vision Canada. This work would not have been possible without their financial support.

George Gitau
National Director
World Vision Rwanda
(Hosting the World Vision East Africa Region Peacebuilding Learning Centre)
August 2011

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Abbreviations

ADP	area development programme
CBO	community-based organisation
CoP	community of practice
DNH	Do No Harm
EAR	East Africa Region
ECaP	empowering children as peacebuilders
FGD	focus group discussion
IASC	Inter-Agency Standing Committee
INEE	Inter-Agency Network for Education in Emergencies
IPM	Integrated Programming Model
LCP	Local Capacities for Peace
MHPSS	mental health and psychosocial support
MP	Member of Parliament
NGO	non-government organisation
REPSSI	Regional Psychosocial Support Initiative
UN	United Nations
UNICEF	United Nations Children's Fund
WV	World Vision
WVI	World Vision International

Introduction

Why empower children and other young people as peacebuilders?

Conflicts and wars in Africa and other parts of the world have affected children and young people both directly and indirectly. They have been victimised and violated. Many children have been abducted, sexually abused, exploited, internally displaced or have lived as refugees. In some cases, children and other young people have been forced to commit atrocities during conflicts and wars. Due to conflicts, the dilapidated economic and social infrastructure has also had negative implications for children's holistic growth and development. Lack of peace especially due to conflicts has denied children many of their rights, including the right to survival, protection and development; food; health; and education.[1] This is all the more reason why children should be engaged in finding solutions for peace.

Furthermore, children and other young people are citizens with a right to participate in all matters that affect them. When children participate meaningfully to influence processes, policy and practice, as well as take action to change their communities for the better, strong foundations for democracy are laid early on to nurture them into responsible citizens and to build a culture of peace.

Children and other young people have unique perspectives on conflict, violence and peace. It is their perspectives that bring in unique policy and programming ideas that aline with the way children and young people operate. Their participation is important in identifying local solutions and influences that can be pulled together to achieve desired peace and social change. They also have distinctive ways of looking at the opportunities available for them to participate in building peaceful communities.

Why the Guidelines?

There are a number of issues that make it apparent that guidelines are needed.

1. The need for guidelines became clear when World Vision engaged in a study that brought to light how a sample of World Vision national offices in East Africa Region were engaging children and other young people in peacebuilding.[2] Focused on World Vision initiatives in Kenya, Uganda, Rwanda and Somalia, the study:
   - Highlighted the importance, capacity and potential of children and other young people to serve as partners in peacebuilding;
   - Noted the significance of placing children and other young people at the centre of World Vision's peacebuilding work;
   - Identified promising practices;
   - Highlighted lessons learnt;
   - Called for effective involvement of children and other young people, not only as a means of building a culture of peace, but also because they are powerful and dynamic agents for peace;
   - Made recommendations for effective involvement of children and other young people as peacebuilders.

2. At that time it became clear there was no systematic approach throughout the World Vision Partnership, and in some cases no intentionality, to engage children and other young people as agents of peace.

3. The World Vision Global Peacebuilding Community of Practice (CoP), known as PaxNet, is currently consolidating efforts to place children and other young people at the centre of World Vision's peacebuilding initiatives. The 'Empowering Children as Peacebuilders (ECaP) Integrated Programming Model (IPM)' was developed and is currently undergoing field testing. It promotes good practices such as child participation; capacity-building,

[1] UN Convention on the Rights of the Child (1989) and the AU African Charter on the Rights and Welfare of the Child (1999).

[2] World Vision Africa (2005), *Small Feet, Deep Prints: Young People Building Peace with World Vision East Africa, edited by Valarie Vat Kamatsiko.*

education and skills training; club structure; clustering and collaboration; as well as creativity and ownership. The ECaP IPM aims at bringing children into the centre of peacebuilding efforts and empowering them to be agents of change, healing, and peace, both among their peers and in their communities.[3] A set of instructive guidelines will greatly enhance creation and implementation of future ECaP IPM projects.

To develop the Guidelines, the World Vision East Africa Region Peacebuilding Learning Centre collaborated with the World Vision Peacebuilding Network/Interest Group in East Africa Region and with PaxNet. World Vision Germany and World Vision Canada were also partners in development of these Guidelines, providing much-needed input and funds.

Guideline objectives – contributing to child well-being aspirations

These Guidelines were developed to facilitate effective empowerment and involvement of children and other young people in peacebuilding, including those directly affected by armed conflict such as former child soldiers, young warriors and raiders. Keeping 'the best interests of the child' as the top priority, the Guidelines emphasise the need for those working with children to promote safe and meaningful participation of children in peacebuilding and to avoid unwise or inappropriate programming with children in conflict or violent contexts. Preventing risk in this manner, the Guidelines aim to support children and other young people in conflict-vulnerable areas to become empowered peace actors in their own communities, leading to transformation of individuals, relationships, systems and structures and enhancing the community's resilience to conflict-related crises.

The Guidelines facilitate putting the ECaP IPM into operation by offering practical guidance to improve the quality of programming, as well as to ensure a comprehensive, systematic, coordinated and monitorable approach to children and other young people's involvement in peacebuilding. The Guidelines do not prescribe activities but provide broad guidance on content, processes and tools, leaving room for programmers to be creative and to design context and age-appropriate activities. The Guidelines are intended for World Vision staff and other organisations that involve children and other young people in peacebuilding.

Ultimately, the Guidelines contribute to achieving sustained well-being of children and other young people, especially the most vulnerable, and fulfilment of their rights within families and communities. Specifically, the Guidelines contribute to achieving the following three World Vision child well-being aspirations:

- Girls and boys are cared for, protected and participating
  - Children are cared for in a loving, safe family and community environment with safe places to play
  - Children are respected participants in decisions that affect their lives
- Girls and boys experience the love of God and their neighbours
  - Children enjoy positive relationships with peers, family and community members
  - Children value and care for others and their environment
  - Children have hope and vision for the future
- Girls and boys are educated for life
  - Children make good judgements, can protect themselves, manage emotions, and communicate ideas

[3] World Vision International, 'Peacebuilding and Reconciliation: Empowering Children as Peacebuilders'. A World Vision Project Model, draft version 1 for field testing (2010).

The Guidelines – definitions, guiding principles and key components

Definitions

'Children as peacebuilders' or 'youth or young people as peacebuilders' are expressions that refer to a broad range of initiatives targeting children below 18 years of age as well as other young people in transition from being children, specifically those between 18 and 20 years of age. These initiatives aim at instilling a culture of peace among participants and empowering them to take constructive action towards the transformation of their communities.[4] Children and other young people who work together across social, ethnic and religious boundaries on other issues that affect them, such as child labour, HIV and AIDS, substance abuse and child trafficking, may also be on the journey to becoming peacebuilders.

These Guidelines therefore focus on such initiatives within the context of World Vision's understanding of peacebuilding – 'programmes, activities and sustained processes which are relevant to every context and steadily build or restore networks of interpersonal relationships, address underlying causes of conflict and past grievances, contribute toward just systems, and continually work with the interaction of truth and mercy, justice and peace.'[5]

Guiding principles

These Guidelines emphasise the importance of both the process and final product of children and other young people's peacebuilding initiatives. Both contribute powerfully to peacebuilding and to the empowerment of children and other young people. The Guidelines underline the significance of peace education as well as programme components to address the issues underlying destructive conflict. The Guidelines therefore espouse that the following principles should be at the core of all children, and other young people's peacebuilding initiatives:[6]

- Respond to the contextual nature of conflict and violence, particularly as experienced in the lives of children and help create a culture of peace.
- Respect children as agents of transformation, enabling their participation in social analysis and action.
- Equip children with knowledge, skills, attitudes and tools to protect themselves and others from violent conflict and to constructively and safely engage with conflict and violence.
- Engage schools, families and other actors in children's lives in order to provide the necessary and appropriate support, and to transform environments that hinder children's empowerment and participation as peacebuilders.
- Strengthen relationships of caring, mutuality and trust.
- Build inner/spiritual resources for living in harmony and hope.

It is also important to mention that processes involving children must abide by the World Vision child protection and child participation policies, ethical guidelines and protocols existing in each World Vision office. In addition, such processes must uphold the following child participation principles: an ethical approach (transparency, honesty and accountability); relevant and voluntary participation; participation with informed consent from children and their parents/guardians that involves, but is not limited to, sharing the purpose and objectives of children's participation and the potential risks and consequences of being involved in the processes; a child-friendly enabling environment; equality of opportunity; safety and protection of children; and follow-up and evaluation.

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[4] Gillis, Ed (2005), *Children as Peacebuilders: Transforming Conflict by Restoring the Potential of Youth*, http://www.cda-cdai.ca/cdai/uploads/cdai/2009/04/gillis01.pdf, accessed November 2011.

[5] Do-Assure-Don't Do Framework recommended for Reconciliation and Peacebuilding, World Vision International.

[6] Principles adopted with modifications from Vachel W. Miller and Robert Krech (2005), 'Unpacking Peace Education', in *And the Children Shall Lead* Them: An *NGO Journey into Peace Education,* Eds Bill Lowrey, Allen Harder & Vachel Miller, World Vision International.

Key components

Six major areas were deemed essential for effectively empowering children and other young people as peacebuilders. These can be used separately or jointly depending on the needs, objectives and context. In refined form, they became the set of Guidelines:

- ***Guideline 1:*** Determine appropriate programming approaches, content of engagement and activities
- ***Guideline 2:*** Facilitate participation of children and other young people in designing and implementing peacebuilding initiatives
- ***Guideline 3:*** Ensure children and other young people's participation in decision-making and advocacy
- ***Guideline 4:*** Identify and enhance effectiveness of adult-led support networks
- ***Guideline 5:*** Integrate mental health and psychosocial support in initiatives
- ***Guideline 6:*** Address key cross-cutting themes: gender, environment, protection, disability and Christian commitments

How the Guidelines were developed

Development of the Guidelines was process oriented. The process and major activities included developing the first draft of the Guidelines by drawing from World Vision's experiences in East Africa and Asia Pacific Regions as well as other organisations and existing literature. Two East Africa Region community-based consultative processes with children were conducted. One of the consultative processes involved a total of 10 boys and 10 girls from ages 12 to 17 from five area development programmes (ADPs) in Kenya's North Rift Zone. The other involved 9 girls and 17 boys from Pader in Northern Uganda. Included in these consultations were adults who supported the children in their peacebuilding initiatives.

The output from these processes was incorporated to develop the second draft.

A group of school girls discuss what modes of learning and empowerment are suitable for different age groups of children during an ECaP consultative workshop conducted by World Vision in Pader, Northern Uganda.

The second draft was shared with a review team composed of members of the Global Peacebuilding Community of Practice (CoP) and other relevant CoPs. The purpose of the review team was to review, improve and build consensus on the Guidelines. This led to draft three. Draft three was pre tested in three World Vision Rwanda ADPs – Nyamagabe, Kinihira and Rugarama. These three ADPs served as testing ground for the World Vision East Africa Region Peacebuilding Learning Centre.

Aspects of the ECaP Guidelines were also field tested during processes that involved children in developing peacebuilding programme ideas for the Urban Programming Initiative of World Vision South Africa. These children were primarily from Khauhelo ADP, but some participants came from Orlando East and the Mangaung Urban Site. Findings from these pre-tests were used to improve draft three and create draft four.

There were additional processes that provided opportunities to further improve the fourth draft. These included:

- The WV EAR ECaP Learning Forum that brought together 20 children and 17 accompanying adults from five National Offices (Ethiopia, Kenya, Rwanda, South Sudan and Uganda). Participants at the forum, which was conducted 1–5 August 2011, were able to review the fourth draft and provide input for its improvement.

- The ECaP methodology and proposed content were used in sessions during the International Youth Forum hosted by World Vision Rwanda 15–18 August 2011 and were found to be effective. This forum attracted 77 participants, largely children and other young people from Canada, Eastern Democratic Republic of Congo (DRC), Rwanda and Tanzania.

More details on the Guidelines development processes can be found in the Appendix.

The following sections detail the resulting six Guidelines.

Guideline 1

Determine appropriate programming approaches, content of engagement and activities

Background

As defined earlier, 'children as peacebuilders' or 'young people as peacebuilders' are terms that refer to the broad range of initiatives targeting children and young people which are aimed at instilling a culture of peace among participants and empowering them to take constructive action towards the transformation of their communities.[7] Such initiatives must therefore focus on processes, approaches, content and activities that promise to holistically empower children and other young people to transform their communities towards peace.

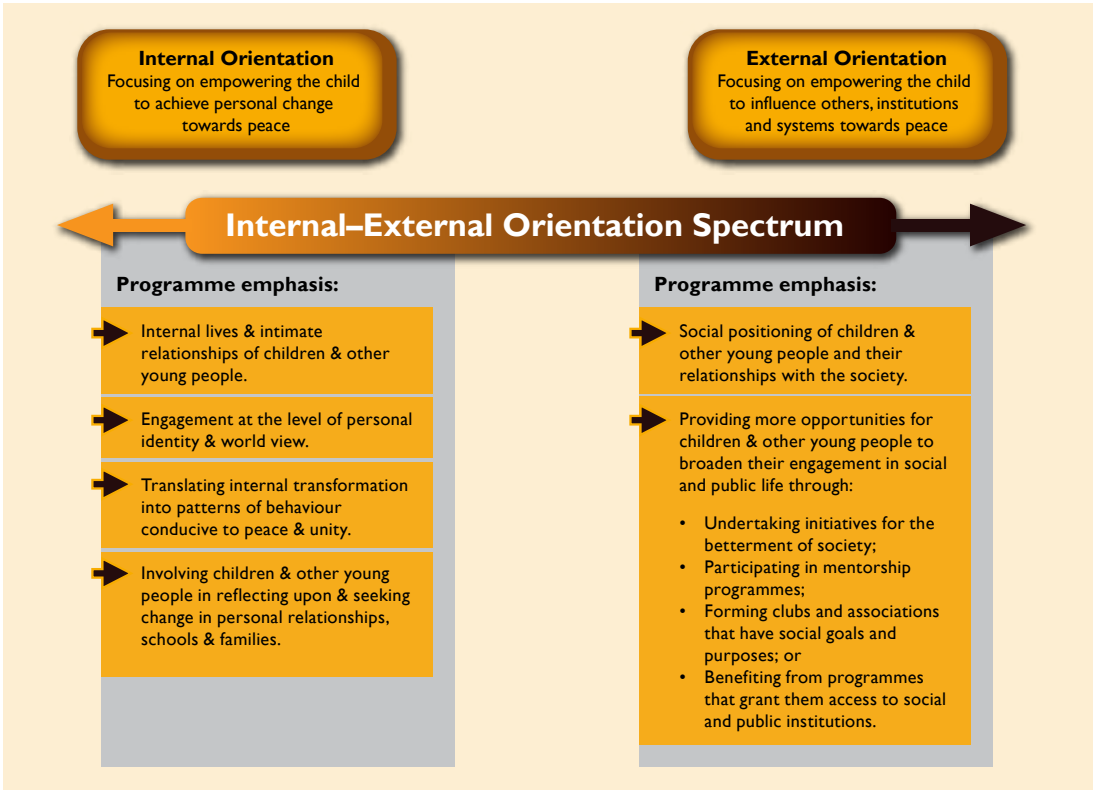
This section presents:

- Programming approaches and the content of engagement
- Key peace knowledge, skills and attitudes that these programmes aim to impart among children and other young people
- Possible modes of learning and empowerment appropriate for different age groups

Programming approaches and content of engagement with children and other young people as peacebuilders

Current activities and approaches to engaging children and other young people can be considered to range between those with an internal orientation and those with an external orientation.[8] This is what is presented in the following spectrum.

Diagram 1: Internal–external orientation spectrum



[7] Gillis (2005).

[8] Roshan, Danesh (2008), 'Youth and Peacebuilding', *Encyclopedia of Peace Education,* Teachers College, Columbia University, USA, http://www.tc.edu/centers/epe/.

It is rare to find an initiative that falls strictly on one end of the spectrum. Many initiatives lie somewhere in between the two end points. This spectrum can help determine the orientation of the peacebuilding initiative with children and other young people. This will allow any appropriate changes to be made to the initiative, striking the desired balance between internal and external orientation. After a thorough reflection on context as well as the age and capability of participating children and other young people, consider if the initiative should be more externally oriented and less internally oriented, or more internally oriented and less externally oriented. After determining the desired balance, put in place appropriate strategies to move the initiative towards that balance.

Peace knowledge, skills and attitudes

If children and young people are to be empowered as peacebuilders, it is essential to equip them with key knowledge, skills and attitudes related to peace. They in turn can take these back and promote them within their communities. The knowledge, skills and attitudes that these initiatives should aim at imparting among children and young people are highlighted in the following table. Note that some of these resulted from consultation with children in Kenya, where they identified the knowledge and skills they require to effectively participate in peacebuilding. (Items listed in Table 1 with an asterisk [*] were identified by these children as broad areas of knowledge, skills and values they need.)

The lists are not exhaustive but are meant to give an indication of what knowledge, skills and attitudes the initiative should give emphasis to. The knowledge, skills and attitudes can be acquired through engaging children in a series of sessions and activities in either formal or informal settings guided by identified context-appropriate curricula. Many organisations, schools and agencies have developed curricula aimed at increasing children's peace knowledge, skills and attitudes.

Young people participated in a session on managing emotions and alternatives to violence during the International Youth Leadership Forum hosted by WV Rwanda in August 2011.

These are valuable resources. Examples of such curricula include:

- The Inter-Agency Network for Education in Emergencies' (INEE) Non-Formal Peace Education Curriculum[9]
- Peace Road for Children: A Peace Education Curriculum for Youth Peace Clubs[10]

However, these curricula and others may need to be adapted to fit the particular context of the children and other young people involved.

Table 1: Peace knowledge, skills and attitudes

Knowledge about	Skills	Attitudes and values
- Race, ethnicity, tribe - Religion, culture, traditions - History - Cross-cultural understanding and awareness - Children's rights, human rights and freedoms - Crime, laws, justice systems - Democracy, good governance - Security, war, conflict, violence - Peace* - Advocacy* - Small arms, landmines - Poverty and development - Drugs and substance abuse - Gender - HIV and AIDS - Disability - Vulnerability - Child abuse and exploitation - Violence against children - Environment - Other contextual pressing issues	- Co-existence in diversity - Non-violent action - Alternatives to violence - Shared decision-making - Analysis and critical thinking - Strategic thinking, planning, mobilising* and organising* - Problem-solving - Leadership - Documentation and communication - Cooperation, team-building - Patience, self-control and handling emotions well - Active listening - Social interaction* - Community involvement - Responsible citizenship - Conflict analysis,* resolution,* mediation,* negotiation - Appropriate assertiveness - Training - Risk assessment - Coping with stress - Debate* - Facilitation* - Communication*	- Love - Forgiveness - Caring for others - Respect for children* - Respect for others and differences - Self-respect and self-control - Sharing - Empathy - God-fearing - Mercy and compassion - Truth-telling, honest - Talk/expression - Commitment to social justice, equity and non-violence - Voluntarism - Inclusiveness

During the consultations with boys and girls in Kenya, the children also identified six categories of more specific knowledge and skills that they require to effectively participate in peacebuilding.

[9] UNHCR, UNESCO & INEE (2005), *Inter-Agency Peace Education Programme: Skills for Constructive Living*, http://unesdoc.unesco.org/images/0014/001442/144251e.pdf.

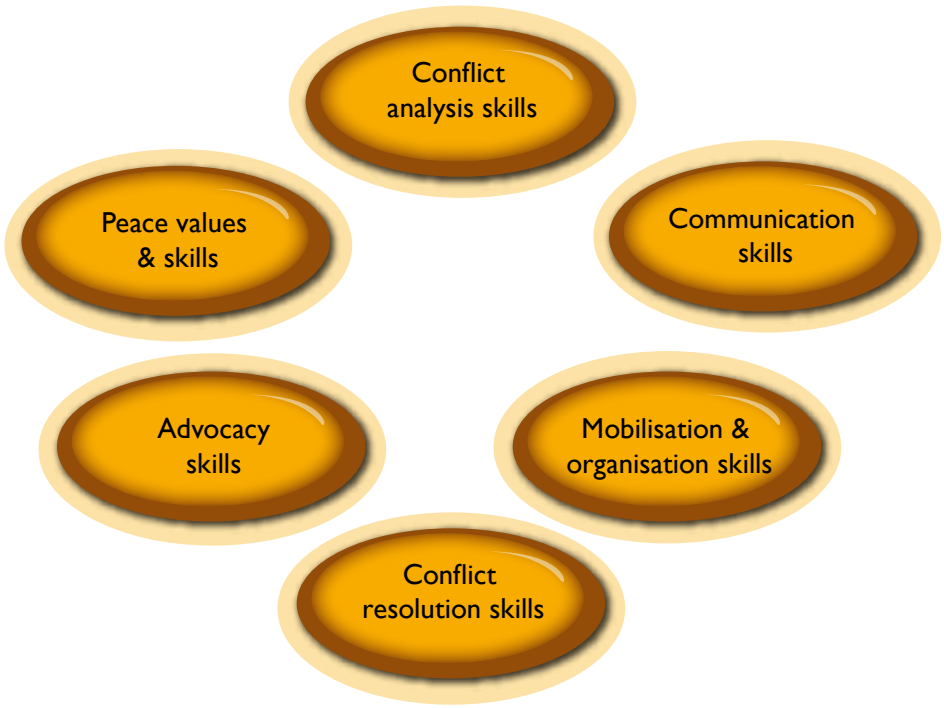
[10] World Vision Asia Pacific (2009), *Peace Road for Children: A Peace Education Curriculum for Youth Peace Clubs*.

Table 2: Lists of peacebuilding required skills and values generated by children

Conflict analysis skills	Conflict resolution skills	Advocacy skills	Peace values and attitudes	Mobilisation & organisation skills	Communication skills
- How to find the cause of a conflict	- How to resolve conflict - How to help people who are in conflict to find a solution to their problem	- How to find or create opportunities to express peace - How to do advocacy for peace in their context	- How to teach peace to nursery school children - How to use the Bible to understand peace - How to teach peace education in schools	- How to help others to play various sports - How to hold drama festivals on peace - How to hold peace conferences where people can discuss issues	- How to be storytellers of peace - How to recite poems and sing songs of peace - How to express ourselves in English and Kiswahili during debates on peace - How to build self-confidence

These skills are captured in the following diagram.

Diagram 2: Knowledge and skills children require to effectively engage in peacebuilding



Relevance to everyday life

So when might specific skill sets be relevant to specific conflict situations in routine life?[11] To get an idea, see the following table, which connects certain examples from everyday life for these children to the life skills required to handle the situations well.

Table 3: Skill sets relevant for specific situations

Specific situation	Life skills required
Identify and implement peaceful solutions for resolving conflict	Problem-solving; decision-making; critical thinking; coping with stress; coping with emotions; communication skills; interpersonal relationship skills.
Identify and avoid dangerous situations	Critical thinking; problem-solving; decision-making
Resist pressure from peers and adults to use violent behaviour	Problem-solving; decision-making; critical thinking; coping with stress; coping with emotions; communication skills, interpersonal relationship skills.
Become a mediator and calm disputants	Self-awareness; problem-solving; decision-making; critical thinking; coping with stress; coping with emotions; communication skills; interpersonal relationship skills.
Help prevent crime in their community	Problem-solving; decision-making; communication skills; coping with emotions.
Reduce prejudice and increase tolerance for diversity	Critical thinking; coping with stress; coping with emotions; communication skills; interpersonal relationship skills.

Modes of learning and empowerment

Initiatives aimed at empowering children and other young people as peacebuilders require different modes of learning and empowerment. The modes of learning and empowerment vary with the age group and capacity of children and young people. Following are suggested modes of learning and empowerment for the age groups 5–8, 8–13 and 13–20. This section was greatly enriched through consultations with children and their accompanying adults during the Kenya and Uganda consultations.

Table 4: Modes of learning and empowerment by age group

Age group	Proposed modes of learning and empowerment
5 to 8 years old	- Children are helped to develop early peace knowledge, skills and attitudes such as sharing, forgiving, appreciating people who are different, helping others, caring for others, working with others to accomplish tasks, and making friends through the following: story-telling; simple games; playing with others; simple drama; drawing and painting; singing, dancing and reciting poems; visiting one another; praying for each other; film viewing; presentation to audiences using poems, songs, games and drama to disseminate peace messages; participating in informal peace groups; attending Sunday school; and engaging in activities with children from other identity or social groups. This category of children should be involved in simple activities to commemorate the International Day of Peace (21 September), the Day of the African Child (16 June) and other relevant days for early awareness about the significance of such days.
8 to 13 years old	- Capacity-building processes and activities such as workshops, seminars, conferences, exposure visits and exchange programmes with a focus on awareness raising and building early peace knowledge, skills and attitudes.

[11] UNICEF Guidelines on Life Skills, including in Violence Prevention and Peacebuilding. Available at: http://www.unicef.org/lifeskills.

Age group	Proposed modes of learning and empowerment
	- Peace oriented activities utilising the following: games and sports; music, dance and drama; story-telling; film viewing; drawing and painting; participating in peace clubs; attending Sunday school; praying for each other; engaging in activities with children from other identity or social groups; talking to parents and peers about peace; and debates, journal writing and essay writing competitions on peace topics. - Exposure and limited participation in simple advocacy activities on peace: e.g. marches / foot parades, exhibitions, peace initiatives; presenting testimonies of their experiences, presentation to audiences using poems, songs, games and drama to disseminate peace messages; participation in children's parliaments; commemorating the Day of the African Child (16 June), the International Day of Peace (21 September) and other relevant days. - Involvement of children in planning processes (programmes, projects and activities).
13 to 20 years old	- Capacity-building processes and activities such as workshops, seminars, conferences, exposure visits and exchange programmes with a focus on awareness raising and building peace knowledge, skills and attitudes. These could include such things as leadership development, skills training in conflict resolution, peer training, peer counselling and risk assessment - Peace-oriented activities utilising the following: games and sports; music, dance and drama; story-telling; film viewing; drawing and painting; participating in peace clubs; attending Sunday school; praying for each other; engaging in activities with children from other identity or social groups; talking to parents and peers about peace; debates, journal writing; essay writing competitions on peace topics; and community outreach activities such as environment protection, cleaning campaigns and social work. - Exposure and participation in advocacy activities on peace: e.g. marches / foot parades, exhibitions, peace initiatives; presenting issue statements and testimonies of their experiences; presentation to audiences using poems, songs, games and drama to disseminate peace messages; participation in children's parliaments; commemorating the Day of the African Child (16 June), the International Day of Peace (21 September) and other relevant days; and advocacy activities that enable engagement of local, national and international children's issues. - Involvement of children in planning processes (programmes, projects and activities) and in decision-making through representation on both local and national bodies.

Note on modes of learning and empowerment

- Children noted that even when some modes of learning and activities are listed for all age groups (5–8, 8–13 and 13–20), they need to be tailored to suit each age group's capacity. For example, simple activities should be planned for the youngest children and those with lower capacity, and activities should get more demanding the older the children and the higher their capacity.
- Even within an age group, children have different capacities, and this should be considered when determining the mode of learning and empowerment.
- All age groups should be given the opportunity to participate in commemorating internationally, regionally or nationally recognised days, such as the International Peace Day (21 September), the Day of the African Child (16 June) and others. However, activities or processes should be tailored to suit the ages of the children and their capacity.
- Children aged 5–8 years may not necessarily be involved in Peace Clubs, but efforts should be made to start interesting them and introducing them to the concept and culture of peace clubs. They could participate in informal groups that engage in simple peacebuilding activities.
- Some children noted that they taught (facilitated) Sunday school (child-to-child approach). Peacebuilding training for Sunday school teachers should also target the children already teaching Sunday school, or those with the interest to do so, to prepare them to take on that role more effectively.

- The term 'other identity or social groups' in Table 4 above refers to children and other young people from communities perceived to be enemy communities, or children or other young people from communities or groups that are different based on religious, ethnic, tribal, social class or other grounds or classifications.
- A final and critical consideration before starting any activity or programme for children as peacebuilders is to assess potential risk to children. Conflict environments pose many risks of harm; therefore, the importance of risk assessment is heightened for any activity. Two principles must take top priority for our work in empowering children as peacebuilders: (1) the best interest of the child must be the most important consideration; and (2) all efforts must be made to ensure that programme activities will do no harm to children.

It is important for staff and other adult stakeholders to conduct an initial risk assessment before activities start. This assessment should focus on general possible risks for children as peacebuilders, risks of conducting initial consultations with children, and risks of possible activities or other results of that consultation. However, since risk is not static (it changes over time as threats and exposure to harm vary), risk assessment needs to be carried out periodically throughout the life of the project (more frequently based on how turbulent or fragile the context is). Projects should also build the capacity in children to recognise and assess risk, which will enable them to make wise/safe decisions. There are three general phases to assessment:

1. Risk assessment by adults before the ECaP project starts
2. Periodic risk assessment which looks especially at changing threats or exposure to harm
3. Risk assessment by children and adults focused on any activities they are planning.

The following simple tool can be used to guide risk assessments in addition to the Risk Mapping Tool proposed under Guideline 6 on integrating child protection.

Tool 1: Child protection risk assessment tool

Date:	Project:	Name of person/s compiling this assessment:	
Description of intended action/activity:			
Description of the specific objectives of the intended action/activity:			
Description of current context:			
Names of other people consulted:			Risk management plan
Possible risks (to affected persons/ beneficiaries, to your organisation, and to other agencies/people)	Likelihood of risk occurring (Likely = 5; Unlikely = 1)	Severity of consequences (Very Severe = 5; Not severe = 1)	
Other comments/referrals:			

Guideline 2

Facilitate participation of children and other young people in designing and implementing peacebuilding initiatives

Background

When working to empower children and other young people as peacebuilders, it is important to provide them with the opportunity to shape and implement programmes that target them. Designing and implementing such empowering initiatives begins with understanding how children and young people perceive their context and their perspectives on the issues that affect them. Children and young people have unique perspectives on conflict, violence, peace and the opportunities available for them to participate in building peaceful communities. It is these unique perspectives that bring in unique programming ideas that are in harmony with the way children and young people function in the world.

Therefore, the process should ensure input from children and other young people in all programming stages. The 'what', 'how', 'with whom' and other programming questions should be explored with children and young people, considering their perspectives as well as their age, gender and capacity. Exploring children's attitudes and perceptions on key peace and conflict issues helps in designing appropriate interventions that enhance positive attitudes and practices, undermine and discourage negative ones, and facilitate children's and other young people's meaningful and safe participation in peacebuilding.

This section provides some child-friendly participatory tools that may be used with children and other young people to generate information and ideas for programming. It also highlights enabling factors that, if considered, will make it possible for children and other young people to effectively participate in different programming processes.

Child-friendly participatory tools

Tool 2: Local Capacities for Peace (LCP) / Do No Harm (DNH) context analysis tool

Objective: The aim is to develop a richer understanding of the context of conflict, including connectors and dividers, of a given community.

General approach: This tool works well with a group of children and young people. The group size could be 6 to 10 children to allow for effective participation. Through group discussions, children and young people identify the connectors and dividers existing in their community. This tool draws from the LCP/DNH Framework for Analysing the Impact of Aid on the Context of Conflict. Further guidance on understanding and analysing connectors and dividers can be found in *Do No Harm: How Aid Can Support Peace – Or War*[12] and in the Facilitation Manual for Community-Based LCP Assessment. (This manual is currently being revised and included in the Integrating Peacebuilding and Conflict-Sensitivity (IPACS) training and assessment manual).[13] This exercise should take at least one hour.

[12] Mary B. Anderson (1999), *Do No Harm: How Aid Can Support Peace – Or War,* Boulder, Colorado: Lynne Rienner Publishers.

[13] World Vision (2006), Facilitation Manual for Community-Based LCP Assessment, draft version 4, June.

How to use this tool

Step 1: Ask the children to identify the different interest and/or identity groups that exist in the community. This discussion should focus on groups of people in the community who are different from each other based on religion, occupation, lifestyle, ethnicity, clan, status, political affiliation, etc. List these on a piece of flip-chart paper.

Step 2: Ask the children to identify connectors – the things that connect different groups of people in the community, the things that connected different groups of people in the past, and the things that have potential to connect different groups of people in the community in the future. For each connector identified, let them explain which groups of people are connected by it and how it connects them. List each connector and its explanation on a piece of flip-chart paper entitled 'Connectors'.

Step 3: Ask the children to identify dividers or sources of tension – the things that divide different groups of people in the community currently, or in the past, or that have potential to divide them in the future. For each divider or source of tension identified, let them explain which groups of people are divided by it and how it divides them. List each and its explanation on a piece of flip-chart paper entitled 'Dividers/Sources of Tension'.

Step 4: Ask the children to identify the most critical divider or source of tension. This is the divider or source of tension with the most potential to become destructive and violent and one which affects large numbers of people in the community. The following Pair-Wise Ranking tool could be used by children to identify the most critical divider or source of tension among those that they have listed above.

Pair-Wise Ranking: Draw a matrix indicating the dividers or sources of tension that children identified in Step 3 above. Place these in the matrix, both horizontally and vertically, as shown in the example. In case the dividers or sources of tension identified are many, perhaps work with children to first eliminate those that are obviously less destructive so that there is a manageable number (recommend five or six) to work with during the Pair-Wise Ranking exercise.

For example, assuming that children identified five dividers, write these in the horizontal and vertical headings of the matrix as indicated in the following matrix.

Table 4: Pair-wise ranking

	Divider 1	Divider 2	Divider 3	Divider 4	Divider 5	SCORE	RANK
Divider 5	Divider 1	Divider 2	Divider 5	Divider 4		3	3
Divider 4	Divider 1	Divider 4	Divider 4			5	1
Divider 3	Divider 3	Divider 3				4	2
Divider 2	Divider 1					3	3
Divider 1						5	1

Let children carefully compare divider 5 (on the vertical plane) to divider 1 (on the horizontal plane). Ask children to think critically as they compare dividers 5 and 1, looking for the divider that has most potential to become destructive and violent and the one which affects large numbers of people in the community.

If the answer is divider 1, let them write it down in the matrix as shown in the example – in the box where the column headed 'divider 1' intersects with the row headed 'divider 5'. Let children continue to compare divider 5 (vertical plane) with all the other dividers (2, 3 and 4) on the horizontal plane. In each case, using the same criteria, let them state which one has most potential to become destructive and violent and the one which affects large numbers of people in the community. Let them write this in the corresponding boxes in the matrix. Once this is done, go down to divider 4 (on the vertical plane) and compare divider 4 with all the other dividers (1, 2 and 3) on the horizontal plane – as in the example matrix. This is repeated for dividers 3 and 2 on the vertical plane.

Once this is done, let children count the number of times each divider appears in the matrix, including in the headings. This is its score. Record this in the column headed 'SCORE'. For instance, the score for divider 5, which is 3, is written in the first box of that column. The number of times each of the other dividers appears in the matrix are also counted and the scores written in corresponding boxes in the column headed 'SCORE'. The dividers are then ranked. The divider with the highest score is ranked 1 and regarded as having the most potential to become destructive, become violent and affect a large number of people. The one with the second highest score is ranked 2 and so on.

Step 5: The divider or source of tension identified by children in Step 4 is the most critical (i.e. the one ranked 1) and should then, most often, become the focus of the children's peacebuilding initiatives. Although it would be best in most cases for children to contribute to addressing the most critical divider/source of tension, they could be guided to select one that ranked second or third. This should be the case in situations where their involvement in addressing the most critical divider may put them at risk. It might be helpful to conduct an initial discussion with children around the possible risks involved with addressing the selected item.

There are two options for what children could do next.

Option 1: Children could now go ahead to discuss how the chosen critical divider (usually the one ranked 1) or source of tension can be addressed and what their contribution could be. Children set goals, discuss possible activities and draw out an action plan to help them achieve the set goal. As children set goals and agree on activities, let them consider how best they could contribute to strengthening some of the connectors and weakening some of the dividers they identified in Step 2 and Step 3, respectively.

Option 2: Children could do further analysis of the divider or source of tension they have identified in Step 4 by using the Conflict Tree Analysis Tool (Tool 3) and follow through the proposed steps. Option 2 is preferred, because it allows further analysis and understanding of the issue before developing solutions to address it.

Tool 3: The conflict tree – analysing the conflict issue

Objective: The aim is to gain a deeper understanding of a conflict issue affecting the community. The information generated expresses the causes of the conflict issue in question – from a children's perspective – and its effects or consequences.

General approach: This tool works well with a group of children and young people. The group size could be 6 to 10 children to allow for effective participation. Through group discussions, children and young people identify the causes and effects of the conflict issue. This exercise should take at least 50 minutes.

How to use this tool

Step 1: Stick pieces of flip-chart paper together to make one large sheet. Draw a tree trunk on the large sheet of flip-chart paper. Explain that the trunk represents the problem or situation being investigated. In this case, the problem is the conflict issue. Make sure children and young people are clear about the specific conflict issue to analyse. For example, it could be a civil war, tensions between communities, street violence, domestic violence, school strike, land disputes, etc. Write this on the tree trunk.

Step 2: Add the roots and explain that these represent the causes of the conflict issue. Get children and young people to discuss the causes of that specific conflict issue. As a cause is generated, it is written on the roots. Children could be given small pieces of coloured paper (half or a quarter of A4-size paper) on which to write each cause. The papers could then be posted on the roots as the discussion goes on. This makes the exercise exciting.

Step 3: Draw the branches and explain that these represent the effects of the conflict issue. Again, ask children and young people to discuss the effects of that specific conflict issue. As an effect is generated, it is written on the branches. Children could be given small coloured pieces of paper (half or a quarter of A4-size paper) on which to write each effect. The papers could then be posted on the branches as the discussion proceeds.

Diagram 3: Conflict tree analysis tool

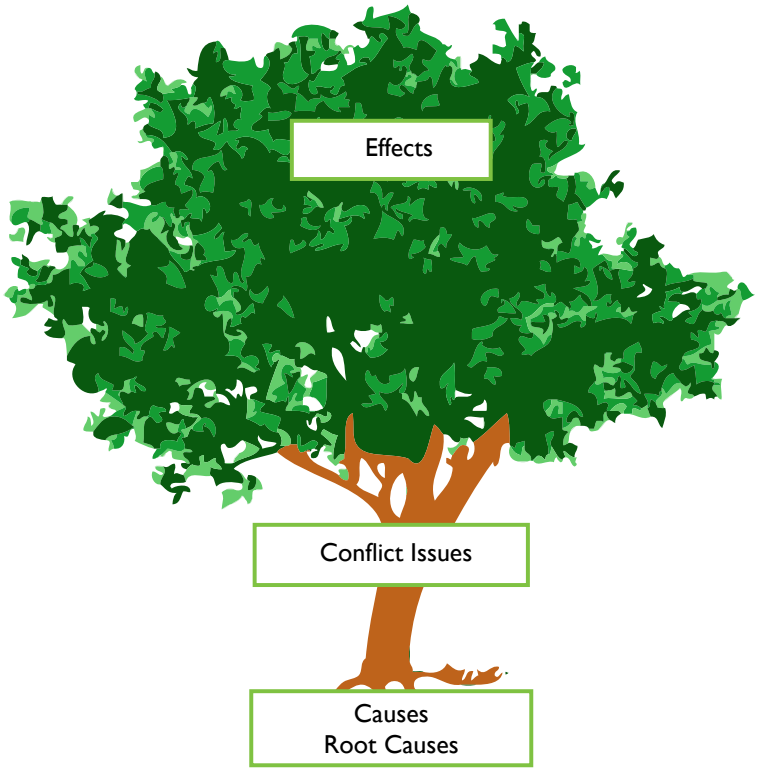
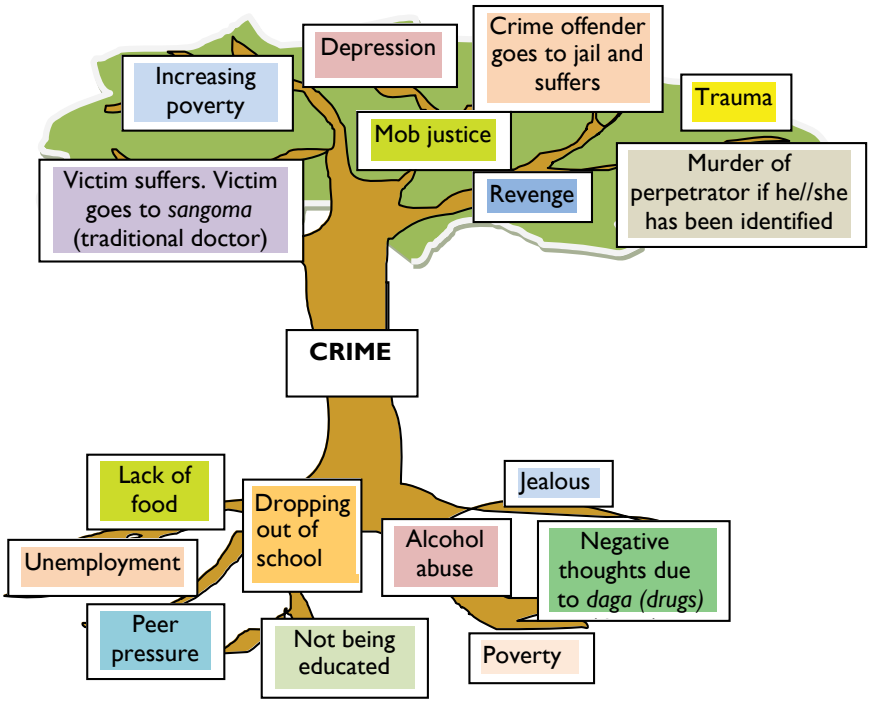


Diagram 4: Sample conflict tree analysis of crime



Conflict tree analysis of crime, which was done by children (boys and girls) 11 to 14 years old attending Forms 6 to 8 at Phano and Reamohetswe Primary Schools in E Section, Botshabelo, 7 March 2011.

Step 4: Conclude by emphasising that just like the tree is supported and held up by its roots, a conflict is underpinned by the root cause(s). While the trunk, branches and leaves of a tree can be easily seen, the roots are hidden underground. Similarly, the manifestations of the conflict issue (its effects) can easily be recognised while the actual causes are sometimes difficult to identify. And like a plant that grows back if it is not pulled up by the roots, if the conflict is to be resolved, the roots of the conflict issue must be 'pulled out of the ground'.

Step 5: Use the ideas and perspectives from the analysis and discussions to design an initiative or integrate the ideas into an existing initiative. Children set goals, discuss possible activities and create an action plan to help them achieve the set goal. As children set goals and agree on activities, let them consider how best they could contribute to strengthening some of the connectors and weakening some of the dividers they identified using Tool 2 above in Step 2 and Step 3, respectively.

Step 6: Lead the children through a risk assessment of the proposed activities using Tool 1.

Tool 4: The peace tree – identifying solutions and desired outcomes

Objective: The aim is to generate proposed solutions that address the root causes of the conflict issue in question – from the children's perspective – and the likely outcomes.

General approach: This tool works well with a group of children and other young people. The group size could be 6 to 10 children to allow for effective participation. Through group discussions, children and other young people identify the solutions to the root causes of the conflict or issue and the likely outcomes from the improved situation. Children will need to have worked on the Conflict Tree (Tool 3) and generated causes of the conflict issue in question. This exercise should take at least 50 minutes.

How to use this tool

Step 1: Stick pieces of flip-chart paper together to make one large sheet. Draw a tree trunk on the large sheet of flip-chart paper. Explain that the trunk represents what a certain situation could be like in the future. In this case, it could be a peaceful community, violence-free streets, safe homes, etc. Make sure children and young people are clear about the desired situation. Write this on the tree trunk.

Step 2: Add the roots and explain that these represent the possible solutions or methods to address the root causes of the conflict issue and bring about the desired future situation. Ask children and young people to discuss the possible solutions to address the conflict issue. The proposed solutions or methods should relate to the causes of the conflict issue as indicated in the roots of the Conflict Tree. As a solution or method is generated, it is written on the roots. Children could be given small pieces of coloured paper (half or a quarter of A4-size paper) on which to write each solution or method. The papers could then be posted on the roots as the discussion goes on. This makes the exercise exciting.

Step 3: Draw the branches and explain that these represent the effects of or likely outcomes from the improved situation. Again, ask children and young people to discuss the likely outcomes from the improved situation. As outcomes are generated, they are written on the branches. Children could be given pieces of small coloured paper (half or a quarter of A4-size paper) on which to write each effect (outcome). The papers could then be posted on the branches as the discussion proceeds.

Diagram 5: Peace tree analysis tool

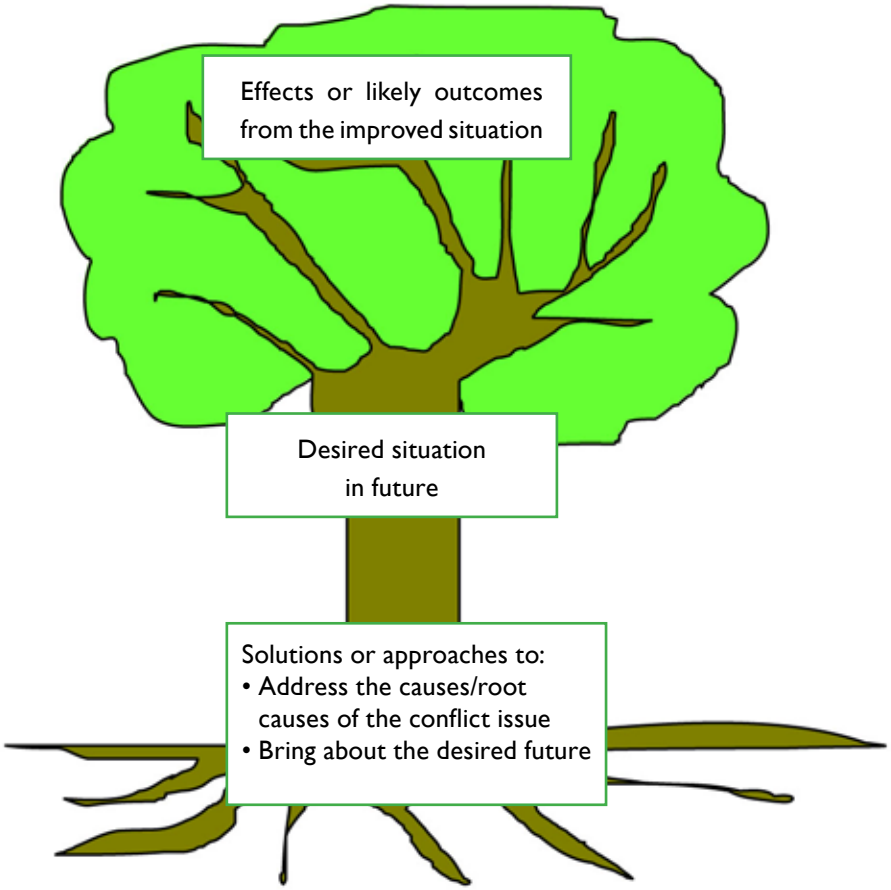
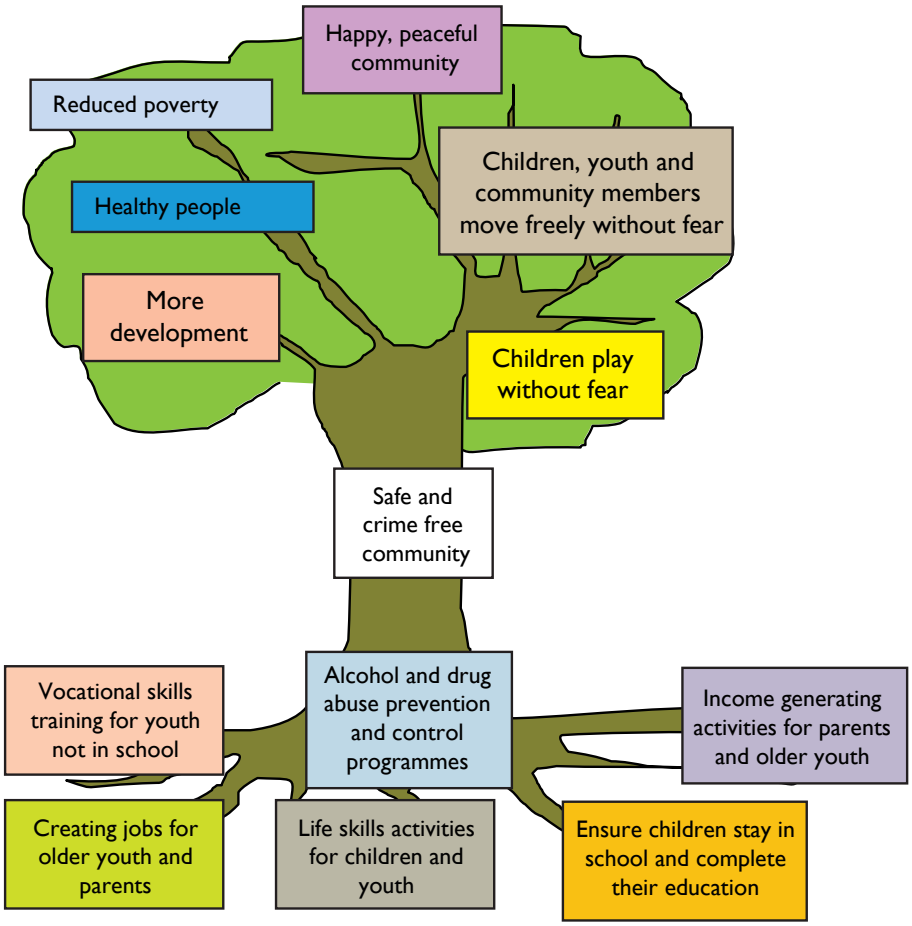


Diagram 6: Sample Peace Tree analysis of crime



Step 4: More discussion could be held with children and young people on the generated solutions or approaches. Focus should be placed on what actions children and young people can undertake to be part of the solution and what support they need to enable them to participate.

Step 5: Use the ideas and perspectives from these analyses and discussions to design an initiative or integrate ideas into an existing initiative. Children set goals, discuss possible activities and create an action plan to help them achieve the set goal. As children set goals and agree on activities, let them consider how best they could contribute to strengthening some of the connectors and weakening some of the dividers they identified using Tool 2 above in Step 2 and Step 3 respectively.

Step 6: Lead the children through a risk assessment of the proposed activities using Tool 1.

Enabling factors for children and other young people's participation in designing and implementing peacebuilding initiatives

Consultations with children and their supporting adults in Kenya and Uganda revealed that in order for children and other young people to effectively participate in peacebuilding, the following enabling factors should be considered:

- ***Appropriate timing:*** Consider seasons, school timetables, and daily activity schedules for boys and girls, and involve them right from inception of the initiative.

- ***Exposure to appropriate information and participation processes:*** The more exposed children and young people are to appropriate information and children's participation processes, the more likely it is that they will be effective in their participation.

- ***Inclusiveness:*** Involve all categories of children as much as possible. Give special opportunity to vulnerable children and those that may suffer exclusion because of their identity, geographic location and other factors.

- ***Appropriate language and communication:*** Use language with which children are most comfortable and use the most appropriate mode and medium of communication.

- ***Conducive environment:*** A comfortable, safe, non-disruptive, supportive environment will yield better results.

- ***Increased awareness:*** Ensure children are aware of the advantages of peace, the consequences of destructive conflicts and the role of children and other young people in peacebuilding.

- ***Appropriate activities and processes:*** Involve children and other young people in activities and processes that suit their age and capacity.

- ***Provision of basic needs:*** Cater for children and other young people's basic needs (e.g. sanitary pads for girls, presentable clothing and shoes, etc.), particularly for children and other young people from poor communities going to participate in processes outside their communities, e.g. in cities, other countries and global capitals.

- ***Child-friendly and other-young-people-friendly approaches:*** Processes, methodology, tools and environment should be appropriate for children and other young people's ages and capacity and synchronised with children and young people's ways of operating.

- ***Provision of incentives:*** Note that while children and young people should receive incentives to keep their interest high and motivate them, such as drinks, food, a travel allowance and/or a T-shirt, they should be encouraged to participate for more unselfish motives and not because they expect incentives. Therefore, activities should be conducted in such a way that children and young people understand how participation will benefit them or their communities.

- ***Adequate time to prepare:*** Provide children and other young people enough time to understand, appreciate and prepare for the activities in which they are going to be involved.

- ***Adequate consultations:*** Obtain input from teachers, guardians, parents, other relevant adults as well as children and other young people themselves, including informed consent from parents, guardians and children for children's participation in activities.

Guideline 3

Ensure children and other young people's participation in decision-making and advocacy

Background

One of the key principles of good practice in empowering and developing children and young people is providing them with opportunities to participate in decision-making in policy environments, organisations and programmes.[14] Another key principle is inclusion of children and youth in advocacy initiatives. A critical question then becomes: how do we increase safe and meaningful participation of children and young people in decision-making and advocacy? A second question follows up to ask: how do we ensure high quality participation? Ways to address both questions include the use of appropriate structures that make youth participation possible on a formal level, approaches that are child- and youth-friendly, procedures that ensure open and fair selection of all children who participate formally, feedback to those children who are unable to participate formally, mentoring of children and other youth regarding their roles, formal consideration by adults of input from children and other youth, and provision of adequate resources for peacebuilding initiatives by children and youth.

Structural arrangements for children and other young people's participation in decision-making

Different organisations have taken on various structural arrangements to facilitate children and other young people's participation in decision-making. These can be grouped in three broad categories as indicated in the following diagram.

Diagram 7: Structural arrangements for children and other young people's participation in decision-making

[14] AusYouth (2003), 'Participation in Decision-making', in *Learning from What Young People Have to Say,* Commonwealth of Australia.

- ***Advisory councils for children and other young people that link to formal decision-making bodies in the organisation:*** This is an all-children and young people's advisory council or group that meets separately. Usually there is another decision-making body whose members are adults. Overall, the link between the children and young people's advisory council and the other decision-making body is critical to the effectiveness of the council or group. The following should be considered for the advisory council or group to be effective.
  - The advisory council or group should be a resource for the other decision-making body in the organisation or institution. Children and other young people should be consulted about any issues under discussion.
  - Information should be communicated down the chain.
  - Children and other young people's views should be heard and taken into consideration. Provide constructive responses and realistic feedback when children and other young people make suggestions.
- ***Formal decision-making bodies that have designated places for children and other young people:*** In this case, the decision-making body has a specific number of children and other young people's representatives as members. For example, on a body of 10 members, five places could be reserved for children and other young people and the other five for adults.
- ***Formal decision-making bodies that encourage and support children and other young people to be nominated for positions in the same way other adult members of that body are nominated:*** In this case, there are no designated places for children and other young people. Children and other young people go through similar procedures as adults to secure places on the decision-making body. There is no guarantee that children and other young people will be part of this decision-making body. This option gives children and young people the least opportunities to engage in decision-making processes.

It is crucial to determine which structural arrangement, given the context, works best to facilitate effective participation of children and other young people in decision-making.

Children's participation in ECaP-related advocacy

Involving children in advocacy for peace is an important component of empowering them as peacebuilders and is a key element of ECaP initiatives. The following approaches are recommended for ECaP initiatives aimed at influencing positive change on peace and conflict-related issues:[15]

- ***Advocacy with:*** Advocacy is undertaken in partnership with children and other young people. Adults, children and other young people work together at different stages of the advocacy process.
- ***Advocacy by:*** Advocacy is undertaken by children and other young people. Empowered children take leadership at different stages of the advocacy process, in consultation with and with minimal involvement of adults where necessary.

Different stages of the advocacy process are informed by children's analysis of peace and conflict issues and risk, in addition to information and analysis sought from other sources. For instance, analysis and information generated by children from the Conflict Tree (Tool 3) should be used in explaining the issue, its causes and how it impacts children and the community in general. Further, analysis and information generated from the children's Peace Tree (Tool 4) should be used in generating recommendations and proposals that will be put forward for consideration by leaders and decision-makers to address the issue. Children and their analyses of issues and risk should play a central part in shaping the advocacy message.

Children and adults should assess any possible risk and be sure not to encourage activities which put children at risk of harm. Children and adult stakeholders should assess possible threats associated with the proposed advocacy focus, structure and approach before taking any actions.

[15] *World Vision International (2010), 'Peacebuilding and Reconciliation: Empowering Children as Peacebuilders'. A World Vision Project Model, draft version 1 for field testing.*

The following World Vision advocacy models could be used to complement the ECaP Guidelines when engaging children in advocacy on peace- and conflict-related issues. Relevant aspects of the models should be adapted and modified to suit the context in which ECaP-related advocacy is being conducted:

- Citizen Voice and Action[16]
- Child Protection and Advocacy[17]

Ensuring high quality and inclusive participation in decision-making and advocacy

Once appropriate structures and approaches for children and other young people's participation in decision-making and advocacy are in place, ensuring high quality and inclusive participation are equally important. The following Guidelines can help address these key concerns in our engagements with children and other young people as peacebuilders.

- Open opportunities to participate in decision-making and/or advocacy processes to all children and other young people whether in their organisations (clubs, associations, children's parliaments, etc.) or programmes targeting them.
- Make all children and other young people aware of how they might get involved in decision-making and/or advocacy processes to enable all those interested to have an equal chance, rather than adult leaders selecting one or more children and young people to participate.
- Put in place a clearly defined and fair selection process to identify the few who will participate in decision-making and/or advocacy where all those who expressed interest cannot be involved.
- Encourage and support children and other young people selected to participate in the organisation's or programme's decision-making and/or advocacy processes to consult with other children and young people. It is important that a feedback mechanism be set up to allow these children and young people to offer information and learning to other children and young people, thus facilitating wider learning and information sharing.
- Devise decision-making and/or advocacy processes friendly to children and other young people. The formal decision-making and/or advocacy and lobbying processes of organisations and programmes typically have lengthy agendas with the same format from meeting to meeting. This can put off children and other young people and discourage their effective involvement.
- Involve young people in setting the agenda.
- Train, support and mentor all children and young people who are participating for the first time in formal meeting procedures. For example, mentor them on how to run meetings, how decision-making and/or advocacy structures and processes work, and how to participate.
- Help children and other young people experience success from their participation in decision-making and/or advocacy by taking up and acting upon their ideas.

[16] World Vision UK (2009), Citizen Voice and Action: Guidance Notes, prepared by Keren Winterford, January.

[17] World Vision International (2011), Child Protection and Advocacy (CPA) Tool Kit, Module 2, Conceptualising CP and Advocacy, draft, June.

Table 5: Ensuring quality participation of children and other young people in advocacy - perspectives and advocacy: Perspectives from Kenyan children and their supporting adults

Children's perspectives	Adults' perspectives
- Increase forums where children can express their opinions - Enable children to participate in peace forums - Use children's leaders to pass on their views about peace to their councillors - Encourage children to ask chiefs, peace monitors and NGOs to send their ideas concerning peace to barazas (community meetings) - Involve children in the chief's baraza - Peace committees should hold meetings with children - Involve children in peace projects from the planning stage - Treat children the same as adults - Establish children's parliaments - Ensure children are trained on good communication skills - Educate adults to adopt good practices which give children room to speak - Increase children and other young people's awareness about peace - Give children leadership positions in forums - Ensure a good environment	- Ensure no victimisation - Allow the children to drive their peace agenda - Ensure adequate and timely preparation of children - Ensure that the environment is secure - Help children develop clear and precise peace messages - Use concerts and theatre shows - Use appropriate media: audio, print and audio-visual - Support participation of children in decision-making forums - Link children with professional organisations - Involve children in peace marches - Develop children's capacity in writing and other communication skills

Generally, including children in decision-making and/or advocacy at all levels requires:

- commitment from the organisation
- appropriate approaches and structures through which children and other young people's views are heard, taken forward and acted upon
- equipping children, young people and adults with relevant skills
- providing resources.

A key principle that should underlie all processes is that children and young people are viewed as equal partners in decision-making and/or advocacy.

Guideline 4

Identify and enhance effectiveness of adult-led support networks

Background

Children and other young people's adult-led support networks are composed of people (adults) as well as organisations and institutions run and managed by adults that have a role in supporting children and other young people's peacebuilding initiatives. They could be both formal and informal networks. They are comprised of their parents and guardians, community and religious leaders, local administrative staff, government officials and decision-makers, teachers, NGO workers and other relevant adults and adult-led institutions and organisations. The way these adults perceive their role and the role of children and other young people can significantly determine how successful the activities and programmes for empowering children and other young people as peacebuilders will be.

The relationship between children/young people and adults typically has been characterised by the belief that adults are superior human beings while children and young people are still in the process of formation, are inferior and have little or no contribution to make. Many adults believe that they are entitled to direct many aspects of children and other young people's lives without their consent or involvement. In many cases, interactions between adults and children/young people take place under this traditional framework – either due to ignorance and/or negative cultural attitudes and practices.

Processes that empower children and other young people as peacebuilders require that they are supported by adults with a changed attitude. Adults must be willing to give children and young people space to explore, form and express what they know or want and be willing to listen and take their views into account.

Key ingredients required for adult-led support networks to empower children as peacebuilders

The following are key aspects that adult-led support networks must have in order for them to effectively support the empowerment of children and other young people as peacebuilders. These were drawn from experiences of other organisations and institutions, available literature and the perspectives of children and accompanying adults during field consultations in Kenya and Uganda.

The adult-led support networks should have these key ingredients, also presented in Diagram 8:

- knowledge and skills in use of appropriate child-friendly participatory tools, methods, approaches and activities
- commitment and dedication to peace
- awareness of who is doing what with children and other young people and a functional referral network
- awareness, protection and promotion of child rights and responsibilities
- peacebuilding knowledge and skills
- awareness and promotion of the role of children and other young people as agents of peace
- resources to ensure funding for peace activities and logistical support
- awareness and appropriate action on factors that hinder or enhance children and other young people's participation in peacebuilding
- strong child protection protocols and systems
- good principles and values, including cooperation, transparency and accountability, non-discrimination and honesty (no corruption or illegal activities).

Diagram 8: Ingredients required for adult-led support networks to effectively empower children and other young people

Individual people, institutions and organisations may not have all the ingredients highlighted in Diagram 8. It is therefore important to do an analysis of the various 'network' members to identify who is rich or lacking in what ingredient and devise strategies to work together in a complementary fashion to effectively support and empower children and other young people as peacebuilders. The following matrix (Table 6) may be helpful in doing such an analysis.

Table 6: Matrix for analysing strengths and gaps per required ingredients of adult-led children and other young people's support networks

Category of people, organisation or institution:	World Vision	Other NGO	CBO	Parents/ guardians	Proposed strategies to address gaps
Knowledge and skills in use of appropriate child-friendly participatory tools, methods, approaches and activities					
Awareness, protection and promotion of child rights and responsibilities					
Peacebuilding knowledge and skills					
Awareness and promotion of the role of children and other young people as agents of peace					
Awareness and appropriate action on factors that hinder or enhance children and other young people's participation in peacebuilding					
Awareness of who is doing what with children and other young people and a functional referral network					
Commitment and dedication to peace					
Good principles and values, including cooperation, transparency, and accountability, non-discrimination and honesty (no corruption or illegal activities)					
Resources to ensure funding for peace activities and logistical support					
Strong child protection protocols and systems					

Perspectives of children from Kenya and Uganda on how various categories of adult-led support networks could contribute to their empowerment and participation as peacebuilders

Children scanned their communities and identified categories of people, organisations and institutions that should be involved in empowering them as peacebuilders. They then explored how these categories should support them. Their suggestions are presented in Table 7.

Table 7: Perspectives of children in Kenya and Uganda on adult-led contributors to empowering child/youth peacebuilders

Category	How each category can contribute to their empowerment as peacebuilders
NGOs	- Training sessions on peacebuilding - Organising various peacebuilding activities where we can participate - Providing necessary materials to enable us to do peacebuilding, e.g. transport, stationery - Motivating us by giving us certificates of recognition, taking us on learning trips, etc.
UN Agencies/ UNICEF	- Using UNICEF's platform to talk about peace - Providing materials/books that contain peace curricula and messages which we can pass on to others - Fundraising for children's peace activities
Government: parish & sub-county chiefs (Uganda), chiefs & district commissioners (Kenya)	- Inviting children to ceremonies to make presentations with peace messages - Respecting children's views so that our views are considered - Mobilising community members for our peacebuilding activities - Encouraging and respecting children who participate in peacebuilding activities in their areas - Budgeting for children's peace activities
Politicians (MPs & councillors)	- Presenting to government the peace issues we have raised with them so that they can be addressed (Members of Parliament [MPs] and councillors) - Making laws that promote peace and our participation (MPs) - Identifying issues in the communities which we could help address - Mobilising community members for peacebuilding activities in which we are participating - Granting permission to children to carry out peacebuilding activities in their communities (councillors) - Budgeting for children's peace activities
Schools	- Providing money for learning tours - Providing costumes to use in peace activities - Teaching us good communication skills for peacebuilding - Supporting establishment of peace clubs at school - Providing space and time for peace club activities - Organising tournaments for sports and games and music festivals
Teachers	- Giving us knowledge and skills which we can use in peacebuilding - Accompanying us to do peacebuilding activities - Helping us in planning peacebuilding activities - Providing guidance and counselling
Churches and mosques	- Organising youth rallies and peace initiatives to which we can go and share messages about peace - Holding Sunday school to teach about peace (churches)
Village elders	- Calling barazas or community meetings and telling the other community members to respect children - Giving children a chance to speak at barazas or community meetings - Giving us advice on how to resolve conflicts based on their wisdom and experience - Speaking on behalf of girls so that they would be included in peace processes - Serving as role models
Parents and guardians	- Allowing us or granting us permission to participate in peacebuilding activities - Advising us to love and live in peace with other people - Teaching us to behave well, such as respecting others - Providing us support to participate in peacebuilding activities; e.g. giving us tools to do community work, and pocket money
Police, including the Child Protection & Family Unit Security officers	- Handling cases of child rights violations well - Providing support during mobilisation of community members for peace education and awareness raising - Providing us information on the laws and rules in the village and communities - Giving us authorisation to go into communities to do peacebuilding work - Ensuring that communities abide by the laws and keep law and order for safety during peacebuilding activities
Security officers	- Providing relevant information on the security situation in the areas where we want to go and carry out peacebuilding activities

A similar exercise could be carried out elsewhere to involve children and other young people in peacebuilding initiatives. This would enable them to identify people, organisations and institutions in their communities who could support them, and to determine how best they could support them. Efforts should then be made to seek the support identified by children from the people, organisations and institutions.

Tips on how to enhance effectiveness of adult-led support networks

- Continually encourage staff as well as other facilitators and supporting adults to acquire skills and attitudes required for working effectively with and empowering children and other young people as peacebuilders. It should not be assumed that schools and teachers already have the right skills, knowledge, attitudes and experience to work with young people to promote peace in schools and communities. They also need capacity enhancement to enable them to unlearn negative practices and learn how to work better with children in building peace.
- Influence key adults in the community (parents, caregivers, teachers, etc.) and other duty-bearers (e.g., government officials) to gain their support for children and other young people's participation in peacebuilding; prepare them to be responsive to issues raised by children and other young people; and create awareness of parents and other adult community members and duty-bearers on the roles and rights of children and young people and the need for community support and cooperation.
- Establish meaningful partnerships with relevant government bodies (for example, Ministries of Education and Children's Affairs) and their lower level offices. They can serve as strategic entry points to work with schools to reach both in-school and out-of-school children and other young people, enabling them to work with communities to promote more sustainable peace.
- Forge stronger partnerships and networks with local administrations, churches and other faith-based organisations, interfaith organisations, schools, NGOs, CBOs and similar relevant institutions and organisations for systematic, coordinated and sustainable work with children and other young people.
- Ensure that organisations and institutions which work with children take steps to be child safe, meaning that they do not put children at risk of harm. This includes assessing where children could be at risk of harm through their organisation and taking steps to eliminate or mitigate that risk.

A girl maps ECaP stakeholders in their community during an ECaP consultative workshop conducted by World Vision in the North Rift Region of Kenya

Guideline 5

Integrate mental health and psychosocial support in initiatives [18]

Background

Mental Health and Psychosocial Support (MHPSS) refers to 'any type of local or outside support that aims to protect or promote psychosocial well-being and/or to prevent or treat mental disorders. Although the terms are closely related and overlap, they reflect different, yet complementary, approaches. Therefore, [MHPSS] can include interventions from both the health sector and those from non-health sectors.'[18]

The mental health and psychosocial support of children and other young people in conflict and post-conflict settings is an important consideration for World Vision and for programmes that aim to empower children and young people as peacebuilders. There are some common MHPSS impacts for children and young people who have experienced violence, abuse and natural disasters, and for those affected by illnesses such as AIDS. The difficulties and vulnerabilities caused by loss of loved ones, direct threat to life, conditions of displacement and destruction of homes, livelihoods, social networks and community infrastructure can all impact negatively on children and other young people's mental health and psychosocial well-being.

The MHPSS impacts of crises on children and other young people

Children and adolescents who have been affected by a crisis will usually display initial signs of distress, including memories of the event, nightmares, some social withdrawal, difficulty concentrating and sometimes regression to previous developmental behaviours (e.g. bedwetting or thumb-sucking). These are all normal reactions to extremely dangerous or stressful situations or where people have felt helpless or overwhelmed. They do not mean that these people are traumatised, mentally disturbed or mentally ill. The majority of people will experience these reactions only for a short period of time; others may experience them for longer.

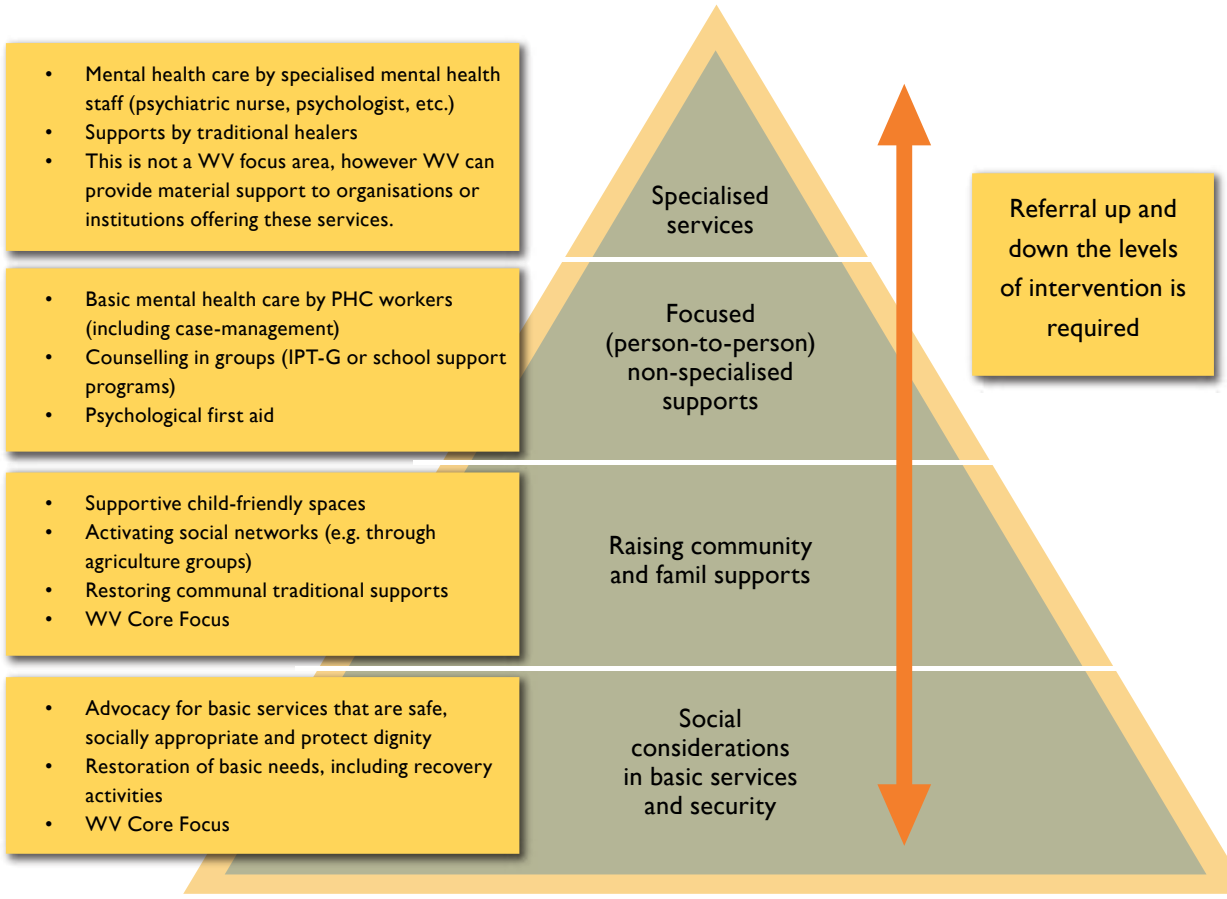
Most children and adolescents regain normal functioning once their basic survival needs are met, safety and security have returned, and routines and regular activities (e.g. education and play) have been re-established. Most importantly, they will respond best when they are engaged in familiar or family contexts (with appropriate care and protection from their regular caregivers) and feel a sense of belonging within their community. Children's psychosocial programmes and activities can also help to facilitate effective empowerment and participation in peacebuilding. In the case of children and other young people, psychosocial interventions greatly contribute to maintaining and/or re-establishing their normal development process, and they encourage the building of community, family and peer supports. It is good practice to integrate a psychosocial response in peacebuilding programmes. Inclusion of psychosocial activities should aim at promoting practices that enhance or protect the mental health and psychosocial well-being of affected children and other young people.

World Vision's framework for MHPSS

World Vision's framework for providing MHPSS follows the recommendations outlined in the *IASC Guidelines for Mental Health and Psychosocial Support in Emergency Settings*.[19] Although these guidelines set out key responses for emergencies, the principles of the IASC guidelines are highly relevant to development or post-conflict settings as well. Therefore, they are used as the main framework for all World Vision MHPSS initiatives. All actions undertaken by World Vision in the area of MHPSS should comply with the recommendations set out in these guidelines.

[18] This chapter was contributed by Alison Schafer, Senior Programme Advisor, Mental Health and Psychosocial Support, Humanitarian Emergency Affairs Team, World Vision Australia.

Diagram 9: Intervention pyramid for mental health and psychosocial support in emergencies[19]



Key programming elements to facilitate integration of psychosocial responses

The following actions should be considered as key programming elements to facilitate integration of MHPSS responses in processes aimed at empowering children and other young people as peacebuilders:

- Provide basic psychosocial training to those staff working directly with children and other young people. Introduce staff to the *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings,* so that they are familiar with WV's MHPSS framework and the importance of integrated supports. Staff should also be trained in Psychological First Aid to ensure that they feel comfortable speaking with children and young people who may manifest strong emotions or distress. Staff may further benefit from training in WVI's MHPSS Communications Guidelines to ensure they are using accurate language regarding psychosocial issues. Finally, staff can also be trained to consider the signs and symptoms that may indicate children or young people might need additional, more specialised MHPSS.
- Identify and document[20] referral services for the small number of children who may need professional mental health and/or medical assistance.

[19] Adapted from the intervention pyramid in Inter-Agency Standing Committee (2007), *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.* Geneva, page 9.

[20] A documented referral process should include: services available, types of services provided, times for service provision, the process for referral, costs, transportation and any other information that may be required for people to adequately access referral services.

- Intentionally include the following in the package of interventions:
  - Activities and opportunities that allow children to express their experiences and feelings (only when they are ready and willing)
  - Interaction with others
  - Involvement in concrete and meaningful activities that give children a sense of accomplishment and control over their lives. Such activities may include drawing, playing, drama, songs, story-telling and sports, as well as common interest activities for children and other young people. Ideas might include approaches such as those recommended by the Regional Psychosocial Support Initiative (REPSSI at www.repssi.org), like Hero Books, Tree of Life workshops, or for older children, Journey of Life workshops.
- Ensure that any programme activities that aim to have an MHPSS impact have effective and appropriate MHPSS indicators and measures for use in evaluating change. Such measures should be participatory and focused on the psychosocial aims of the activities, as opposed to focusing on mental illness, symptoms of mental illness or prevalence of mental illness. The centre of attention should be more on psychosocial factors, such as children and young people feeling supported, confident, emotionally aware, hopeful or other similar attributes.[21]
- Do not programme for stand-alone psychosocial interventions, psychiatric interventions or specialist clinical psychological or psychiatric service provision, or individual psychological treatment for people (including children and adolescents) with sustained symptoms of mental illness. This includes 'trauma counselling' or psychological debriefing,[22] or accepting offers of assistance to undertake such interventions from international professional service providers. Trauma counselling should never be the point of departure for psychosocial response, because structured, normalising, empowering activities within a safe environment will help the majority of the children and other young people recover over time.

Note: Sometimes more focused mental health and psychosocial support programmes may be deemed necessary for particular groups of children or young people who may be experiencing significantly greater MHPSS impacts from their experiences. This is usually beyond the scope of peacebuilding initiatives, and further technical support should be sought.

The ways in which children and young people are interacted with can influence their well-being and help to reduce any distress they may be experiencing. By following the suggestions in Table 8, children and young people can receive psychosocial support while working with them to build peace.[23]

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[21] For a good psychosocial support monitoring and evaluation tool, refer to REPSSI's tool, Madoerin, Kurt & Glynis Clacherty (2009), *Are We Making a Difference? Participatory Evaluation for Monitoring and Measuring the Impact of Psychosocial Support Programmes for Children Aged 6 to 18. A Manual For Practitioners,* Regional Psychosocial Support Initiative (REPSSI), available at http://www.repssi.org. It also has an excellent monitoring and evaluation tool entitled: 'Inter-agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Crises'.

[22] WHO (2010) and Sphere (2011) describe psychological debriefing as promoting ventilation by asking a person to briefly but systematically recount their perceptions, thoughts and emotional reactions during a recent stressful event.
This intervention is not recommended. This is distinct from routine operational debriefing of aid workers used by some organisations at the end of a mission or work task.

[23] Text on Dos and Don'ts was adopted with alterations from The Mangrove, http://www.themangrove.blogspot.com/, accessed November 2011.

Table 8: Dos and don'ts to reduce further distress

Dos	Don'ts
- Do listen to children and other young people who share their stories, if necessary again and again. - Do be friendly, compassionate and caring, even if children and other young people are angry or demanding. - Do give practical help or assistance to children and other young people as and when required. - Do help children and other young people to contact others either through post or making telephone calls on their behalf. - Do engage children and other young people in making decisions and meeting their own needs. - Do find out where government and non-government services are located and direct children and other young people to the appropriate services available in the area. - Do understand the emotions of children and other young people who have suffered losses and take them seriously. There is no right or wrong way for them to feel. - Do give reliable information about the situation to help children and other young people understand the situation better. - Do protect children and other young people from further harm, as they may be vulnerable to assault and abuse by those who are taking advantage of the situation. - Do build confidence and gain trust of the children and other young people with whom you are working.	- Don't force children and other young people to share their stories with you, especially very personal details. If they don't want to talk much, do not disturb them. - Don't tell them what you think they should be feeling, thinking or doing. - Don't make promises about what you will do for them if you are not sure you can keep the promises. - Don't give simple reassurances, saying 'everything will be ok' or 'at least you have survived' or 'others have suffered more than you'. - Don't tell them why you think they have suffered, especially giving reasons about their personal behaviour or beliefs. - Don't tell them what you think they should have or could have done whilst in the critical situation, especially to save loved ones. - Don't criticise existing services and activities being carried out in these areas, especially in front of those who are in need of these services. Support the service providers to make the services better. - Don't separate surviving family members and relatives from one another, if possible, especially children. - Don't label any of them as traumatised. - Don't provide trauma counselling.

Guideline 6

Address key cross-cutting themes: gender, environment, protection, disability and Christian commitments

Background

Like any other programmes or projects, initiatives empowering children and other young people as peacebuilders should address the six key cross-cutting themes identified in World Vision's strategy. These include gender; environment; protection, including child protection; disability; Christian commitments and peacebuilding. Because peacebuilding, the sixth theme, is the focus of empowering children and other young people as peacebuilders in projects, this section focuses on how the other five cross-cutting themes can be integrated.

Integrating gender

It is generally recognised that boys and girls, men and women have distinct experiences of conflict. They participate in conflict in different ways. They are also impacted by conflict in different ways. Boys and girls, men and women also participate in social processes in different ways depending on the socio-cultural and religious contexts in their communities. It is therefore important to recognise the differences between girls' and boys' experiences of war, conflict and violence and to understand the underlying gender dynamics in order to adequately address the needs of both boys and girls. It is also important to facilitate their empowerment and participation. A body-mapping tool can be used to achieve these goals.

Tool 5: Body-mapping tool to explore the distinct effects of conflict on boys and girls and their experiences

Objective: The aim is to explore girls' and boys' distinct experiences of conflict or a conflict issue, thus facilitating the design and implementation of programmes that respond to the specific needs of boys and girls, as well as the overall needs of both.

General approach: This tool works well with groups of children and other young people. Boys and girls should be placed in separate groups of 6 to 10 children to allow for effective participation given the sensitivity of the topics that may be discussed. It is preferred that the groups be facilitated by an adult of the same gender. Through the discussions, the groups will explore the effects and their experiences of conflict. After working separately on the body maps, generally the boys and girls will converge to reflect together on the outputs from their two groups. While this is a good idea much of the time, it will not always be appropriate. In the event that someone in either group reports having experienced sexual abuse, this would have to be handled very carefully. In such a case, the facilitator(s) will have to decide if boys and girls should converge and reflect together or do their reflections separately. This exercise should take at least one hour.

The facilitation team for this exercise should include a skilled facilitator trained in psychosocial support to be able to deal with any emotional distress that might arise out of the discussions around the effects of conflict on different body parts. This is likely when there are boys or girls participating in this activity who experienced sexual abuse. Children should be allowed to leave this exercise any time that they want to do so.

All members of the facilitation team should be briefed on how to respond to allegations or individual experiences of abuse, violence and exploitation that might surface during the consultations with children and adults. Facilitation team members should not take individual or impulsive action. Each case needs to be dealt with carefully, taking the whole

context into consideration, with expert legal advice and social support sought. The best interests of the child must be kept as the top priority at all times. When child protection needs are reported or observed, follow-up action/referral should be made according to World Vision child protection protocols.

It is strongly recommended that in this exercise children are not asked directly to describe their own experiences of conflict or a conflict-related issue. Rather, children should be encouraged to speak as 'experts' on issues affecting children more generally in their communities as a result of conflict or a specific conflict issue.

How to use this tool

Step 1: Divide the participating children and other young people into groups of boys and girls. Join pieces of flip-chart paper to make large sheets. If there are two groups (one for boys and another for girls), give each group a large sheet. Ask one child per group to volunteer to lie on the paper to have his or her body shape traced. Each group should produce a large body map or outline to represent children and other young people.

Step 2: Use the body map (outline) with a focus on key body parts to facilitate a discussion on how children and other young people have been affected by the conflict and what their experiences have been. Prompt children and other young people to explore children's experiences of conflict and how it has affected their lives by asking some questions in relation to the different body parts. Following are examples of questions children and other young people could explore. These could be adjusted to get information about a current situation.

- **Head:** How has violence or conflict affected the way children think? How has violence or conflict affected the way children look at their community and/or the world?
- **Eyes:** What did children see happen? How has this affected children?
- **Ears:** What did children hear people say (about how they felt, about those who hurt them, etc.)? How has what they heard affected children?
- **Nose:** Did children smell anything? How did these smells affect them?
- **Mouth:** Did what children eat change because of the violence/conflict situation? How did this affect children?
- **Heart:** What did children feel? How did children and young people feel about the conflict?
- **Arms and hands:** What did children do with their hands that children did not do before the conflict?
- **Legs and feet:** Where did children go and why? Where did children not go and why?
- **The body as a whole:** How did children feel generally? Was their health affected?

Write down their views and perspectives on how conflict has affected the lives of children in the space around the body parts, as indicated in the following example. It is more interesting if children and other young people volunteer to record on the large flip chart what they are discussing as regards each body part. Ensure their views and perspectives are recorded in regard to different ways in which living in armed conflict and post-conflict contexts has affected their lives.

Step 3: After the boys and girls have explored how conflict has affected the lives of children in their separate groups, bring the boys and girls together (as appropriate) to reflect on the body maps drawn by the two groups. Let them explore together how different the experiences of girls are from those of boys. This will help both boys and girls to appreciate each other and will provide opportunities for gender awareness.

Step 4: The information generated from the body maps drawn by both girls and boys and the reflection in Step 3 should be captured and used to inform the design of programmes to empower children and other young people as peacebuilders. Design and implement programmes that appropriately address the specific needs of boys and girls, as well as the overall needs of both sexes.

Boys trace the body map of one of the boys in preparation to use the tool to analyse the manifestations of property conflict and its effects on their lives. Analysis done during the WV Rwanda ECaP Learning Event, April 2011.

Tips

- Intentionally target both girls and boys to participate in all stages of the programme.
- Engage boys and girls in the analysis of gender differences for programming of initiatives to empower children and other young people as peacebuilders.
- Integrate responses that address the specific needs of boys and girls as well as the overall needs of both sexes.
- Find ways to encourage and support girls to voice their opinions, especially in contexts where cultures and traditions repress girls.

Integrating environment

Many conflicts have an environmental dimension. Environmental factors contribute to violent conflict and endanger peacebuilding. People fight over limited natural resources, such as precious minerals, fishing waters, livestock, watering points, fertile arable land and forests –, mainly to gain ownership, control and access to these natural resources. Natural disasters caused by climate change in some cases have made resources, which were initially adequate, so scarce that conflict resulted among people trying to obtain them after the disaster. Further, conflict damages the environment directly by destroying croplands, forests, sanitation and water systems. Conflict can also indirectly destroy or damage resources through refugees or internally displaced persons competing with local populations for wood-fuel, fresh water and building materials. Finally, conflict and war also weaken natural resource management.

It is important to raise the awareness of children and other young people about these environmental dimensions of conflict and involve them in restorative activities.

Tips

Integrate environmental protection in peacebuilding activities with children and other young people. This could take the following forms:

- Clean-up campaigns in communities
- Tree planting campaigns
- Recycling campaigns – bottles, bottle tops, tins, etc.
- Raising awareness on the link between environmental factors, conflict, peace and efficient management of natural resources

Integrating protection including child protection

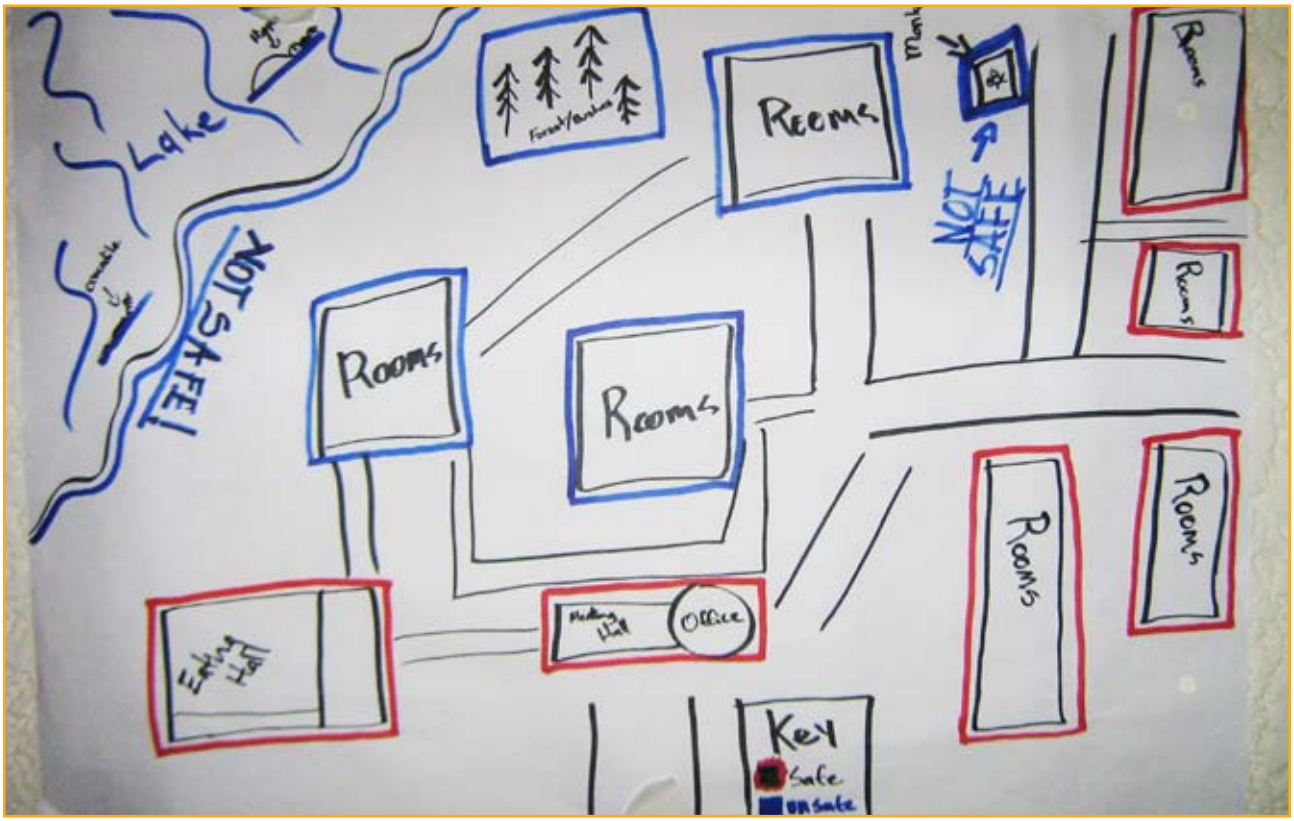
There are many protection issues experienced by children and other young people (and adults) living in communities affected by conflict. These may include insecurity, existence of land mines and abuse, including sexual abuse, and other rights abuse issues. Peacebuilding initiatives that empower children and other young people should be designed to address pressing protection issues that exist in their contexts. Integration of these protection issues into ECaP initiatives requires an initial understanding of key protection issues existing in the communities. It also requires understanding the risks associated with child participation in certain activities and the key ethical and child protection considerations highlighted in the Introduction. As stated earlier, Tool 1: Risk Assessment Tool should be used to guide assessment of risk. In addition, a simple risk-mapping exercise can help children and other young people to identify the safe and unsafe places in their communities.

Tool 6: Child protection risk-mapping tool

Objective: The aim is to get children and other young people to identify the safe and unsafe places in their community, and to explore together:

- what can be done to make unsafe places safe for them.
- how to keep the safe places safe.

General approach: This tool works well with a group of children and other young people. The group size could be 6 to 10 children to allow for effective participation. Through group discussions, the desired information is generated and documented. This exercise should take at least 50 minutes.



Young people's risk map of the hotel during the International Youth Leadership Forum hosted by WV Rwanda, August 2011.

How to use this tool

Step 1: On a piece of flip-chart paper, children and other young people sketch the map of their community or other location(s) of interest. Together they explore which areas and/or places in their community they consider to be safe for children and other young people and why. They also explore those areas and/or places they regard as unsafe for them and why. As the discussions go on, children and other young people indicate the safe and unsafe areas or places on their community map. They should also come up with a key to explain the different symbols they have used to indicate certain areas or places on the map. Be sure to capture the discussions.

Step 2: After identifying the safe and unsafe areas and/or places, children and other young people should explore together what can be done to ensure their protection, keep the safe places safe, and make unsafe places safe for them. Write down all discussions and suggestions by children and other young people.

Step 3: Note how children and other young people can protect themselves and what actions they can take to keep or make places safe. Using the information created in Step 2, also identify actions that the organisation needs to take (for example, advocacy) to ensure children and other young people are protected and safe. Include these in programme plans.

Reminder: As stated previously in this document, it is essential that World Vision activities do no harm to children. It is therefore important for risk assessments to be taken before any programme starts, and then conducted periodically throughout the life of the project. It is important to remember that perception of safety based on experience is only one indicator of actual safety.

Just because children and adolescents feel safe and have not experienced any negative consequences in the past, it does not mean they are safe. For example, overall risk will increase if the nature of the threat changes (such as the staff or private recruiters involved in labour trafficking becoming more threatening or coercive, or authorities becoming less willing to intervene or fulfil their responsibilities). Children may not feel any less safe until such time as they are affected negatively. Therefore, risk assessments need to be able to discern changes in levels of threat as well as children's perception of safety.

Integrating disability

Wars, conflicts and violence are major causes of disability due to: physical injury and mutilation caused by small arms and light weapons, bombs and landmines; sexual gender-based violence, domestic violence, street violence; and unhygienic living conditions and overcrowding in refugee and internally displaced people's camps.

Important to note also is that disabled people and children are more vulnerable in conflict and war situations than non-disabled people and children. It is important to be aware of major barriers that hinder people with impairments from effectively participating in society and in peacebuilding processes. These include:[24]

- Barriers related to attitude – negative feelings and opinions held by non-disabled people about people with disabilities as well as the disempowering attitudes held by people with disabilities about themselves.
- Barriers that are environmental in nature – hindrances that are physical in nature, inaccessible buildings, communication challenges, etc.
- Barriers that are institutional in nature – systems and institutions that exclude or neglect disabled people. They could be social, legal, educational, religious and political systems and institutions. Efforts should be made to overcome these barriers and enable disabled children, young people and adults to participate effectively in peacebuilding.

Tips

- Give disabled children and other young people equal opportunity to participate in different stages of peacebuilding initiatives. This may require intentionally targeting disabled children and young people for peacebuilding initiatives.

- Give consideration to the unique needs of disabled children and other young people during project activities as well as in healing and reconciliation processes.

- Address the barriers where possible. For example, include facilitators with sign language skills on facilitation teams, provide hearing aids, design appropriate activities in which both disabled and non-disabled children and young people can participate, raise awareness to address barriers related to attitude and engage in advocacy to address barriers that are institutional in nature.

- Highlight the impact of conflicts (including disability) on children and other young people for advocacy purposes. This will make it possible to influence post-conflict responses and policy frameworks.

[24] World Vision International Uganda (2008).

Integrating Christian commitments

World Vision's strategy has an integrated focus of being Christian, child-focused and community-based. World Vision is a Christian organisation committed to serving and working with all people regardless of their religion, race, ethnicity or gender as a demonstration of God's unconditional love for all.

Integrating Christian commitments in empowering children and other young people as peacebuilders requires understanding the context very well. This may require exploring questions such as:

- What religions or beliefs are practiced by communities in the programme or project area?
- What is the nature of the relationship between the Christian denominations/churches?
- What is the nature of the relationship between Christians and people of other faiths?
- How about other inter-faith relationships?
- Following are some suggestions on how Christian commitments could be integrated in initiatives aimed at empowering children and young people as peacebuilders in different faith contexts.

Tips

- Instil in children and other young people the values of the kingdom of God, such as love, respect, care for others, solidarity and companionship. Empower them to contribute to the peace, well-being and life in all its fullness for their families and communities.
- For an all-Christian group, engage children and other young people in age-appropriate reflection on biblical themes, such as peace, reconciliation, justice, love and caring for others. It is also important to give all Christian groups opportunities to reflect on peace-related themes from different faith perspectives. Knowing how other faiths approach these themes will teach participants respect and tolerance for others and for their differences. This, however, can only be done if the facilitator is knowledgeable about the perspectives of other faiths on these themes.
- For multi-faith groups of children and other young people and communities, reflection on the above peace-related themes should make reference to relevant readings in the holy books and sacred texts for Christianity, Islam, Hinduism, Buddhism and other faiths practised locally.
- Work with churches and their congregations (children and young people) in ways that strengthen partnerships and cooperation and do not worsen inter-church and inter-faith tensions. Encourage inclusive inter-denominational and inter-faith partnerships on peacebuilding activities and processes with children and other young people.
- In multi-faith contexts, prepare staff and other adults to work effectively with children and other young people from different faith communities.

Appendix:
How the Guidelines were developed

Process and major activities

1. Developing first-draft guidelines

The process drew from experiences of World Vision in the East Africa and Asia Pacific Regions. The first draft guidelines were informed by two key documents: (1) *Small Feet, Deep Prints: Young People Building Peace with World Vision East Africa*[25] – its lessons learnt, promising practices identified and recommendations made; and (2) 'Youth Participation in Conflict and Post-Conflict Decision-Making: Issues and Prescriptions' – which was used as a reference point.[26] An extensive literature review was conducted to deepen understanding of the subject, get acquainted with current thinking in the field of engaging children and other young people in peacebuilding, and to learn what works well and what does not.

2. Two East Africa area community-based consultative processes

These were community-based consultations mainly targeting children and their accompanying adults. For effective involvement of children, the consultations were done in their usual context to avoid hindrances related to the need to adjust to new settings and the likely culture shock. They were carried out in Kenya and Uganda and were guided by the following child participation principles in which we:

- used an ethical approach (transparent, honest and accountable)
- ensured relevant and voluntary participation with informed consent by children and their parents/guardians
- provided a child-friendly, enabling environment
- ensured equality of opportunity
- provided safety and protection for children
- conducted a follow-up consultation and an evaluation.

The Kenya process

World Vision Kenya, with funding support from World Vision Canada, organised the consultative workshop that involved children and adults from five ADPs (Kolowa, Orwa, Lokori, Kainuk and Marigat) from the North Rift zone. The workshop was held in Eldoret 21–23 April 2009, with a total of 20 children from ages 12 to 17 participating. These included 10 boys and 10 girls from Standard Five to Eight (primary school) and Form Two (secondary school). Ten adults participated in the workshop. These included accompanying adults selected from the children's home communities and World Vision staff. The following process and methodology were used:

- Child-friendly participatory methodology. Children were engaged in different activities as a means to elicit responses to a number of questions. In small groups, they were provided paper of different colours, markers, pencils, pens, crayons and writing books for use in the various exercises. They were also engaged in games, songs and other energisers at various times.
- Each group was given the opportunity to present and explain to others the reasons for the responses they provided; members of other groups asked questions and sought clarifications. Opportunities for analysis and observations were given.
- Both Kiswahili and English were used. The key lvanguage spoken was Kiswahili; whenever English was used, translation into Kiswahili facilitated the meaningful participation of children.
- Children worked in three small groups, each facilitated by an adult. The grouping process considered the child's age and class the child attended in school (group 1 – children attending Standard Eight and above, including the Form Two students; group 2 – children attending Standard Seven; group 3 – children attending Standard Five and Six; group 4 – adults (World Vision staff and accompanying adults selected from the community).
- The facilitators included:
  Rose Tum – Peace Coordinator, North Rift Peace Project, WV Kenya
  Faith Kagwiria – Capacity Building Officer, WV Kenya

Dorothy Chepkemoi – Children's Officer, Marich Pass ADP, WV Kenya
Krystel Porter – Peacebuilding Research Coordinator, Global Centre
Tobias Oloo – Peace and Capacity Building Coordinator, WV Kenya
Valarie Vat Kamatsiko – Research and Documentation Coordinator, East Africa Region Peacebuilding

The Uganda process

Consultations on the Guidelines were done with children in peace clubs in Pader on 24-25 March 2009 with support from Jackson Omona (National Peacebuilding Coordinator). A total of 26 children (9 girls and 17 boys) and three adults participated in the consultations.

Consultations were done through focus group discussions (FGDs) with children and adults who provided support to them. Discussions were held in both Luo and English. Children participated in the FGDs through brainstorming, discussion and writing. Flip charts were used to display their work during the discussions. The following FGDs were conducted with:

- nine girls who were 13 to 18 years old (members of Paipir Peace Club at Paipir Primary school)
- eight boys 14 to 16 years old (members of Paipir Peace Club at Paipir Primary school)
- nine boys 16 to 18 years old (members of a peace club at Pajule Technical School)
- three supporting adults (World Vision staff and an officer from the Police Child Family Protection Unit).

3. Enriching and building consensus on guidelines with relevant World Vision entities

A review team was formed to provide expert input into the second-draft Guidelines. The review team was composed of WV staff from Canada (Peacebuilding), Philippines (Programme Quality/Children in Ministry), Asia Pacific Region (Peacebuilding), West Africa Region (Advocacy), Germany (Humanitarian Assistance), and World Vision International (Child Protection and Peacebuilding). Details about the review team can be found in the Acknowledgements. A semi-final draft was the output of this phase.

4. Field-testing of the Guidelines

Three World Vision Rwanda ADPs provided the testing ground for the Guidelines under the leadership of the Peacebuilding Learning Centre. One of the initial activities in field-testing the Guidelines was an ECaP Learning Event conducted in April 2011. The event targeted children and adults from the Kinihira, Nyamagabe and Rugarama ADPs in Rwanda. The objectives were to: raise awareness about the Guidelines and build skills for their application during the field-testing period; enhance knowledge, skills and attitudes about peace; build strategic relationships and networks to promote peace and reconciliation; and generate ideas to further improve the Guidelines before their final printing and wider use.

Forty-two children (57 per cent girls and 43 per cent boys) from the three ADPs participated. The children – 12 to 18 years old – included out-of-school and in-school children, some of whom were World Vision registered children. The children who were selected to participate were already engaged in peacebuilding initiatives in their schools and/or communities and had the ability to transfer knowledge and skills gained to others. The selection process, guided by agreed-upon criteria, was participatory and inclusive – involving children, ADP staff, school teachers and head teachers, parents, and community and church leaders. A total of 18 adults (6 female and 12 male) participated. These included ADP staff and chairpersons, teachers and local leaders at the sector level from Kinihira, Rugarama and Nyamagabe. Staff from Nyamata and Kanombe/Kabuga ADPs also participated.

The ADPs thereafter engaged in a documentation process to capture their experiences with the ECaP Guidelines and learn further lessons to improve them.

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[25] World Vision Africa (2005), *Small Feet, Deep Prints, Young People Building Peace with,* Valarie Vat Kamatsiko, author, *World Vision East Africa*.

[26] Valarie Vat Kamatsiko (2007), 'Youth Participation in Conflict and Post-Conflict Decision-Making: Issues and Prescriptions – Experiences from Other Countries', chapter two in Youth Participation in *Decision Making: Angola Research* Paper, Agency for Cooperation and Research in Development (ACORD).

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WVI identity statement

World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, we are dedicated to working with the world's most vulnerable people. World Vision serves all people regardless of religion, race, ethnicity or gender.

'Our vision for every child, life in all its fullness;
Our prayer for every heart, the will to make it so'

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