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# Children and Youth Affected by Armed Conflict: Where to go from here?

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## CONFERENCE PROCEEDINGS

#CRKampala #Reintegration

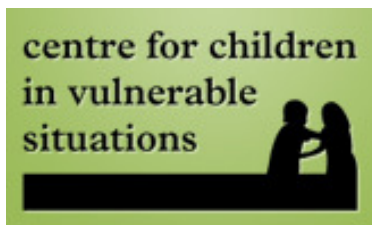
KAMPALA, 25<sup>TH</sup> – 27<sup>TH</sup> SEPTEMBER 2013

SPEKE RESORT CONFERENCE CENTRE



## PARTNERS

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Centre for Children in Vulnerable Situations

▷ [www.centreforchildren.be](http://www.centreforchildren.be)



War Child Holland

▷ [www.warchildholland.org](http://www.warchildholland.org)



Universiteit Gent

▷ [www.ugent.be](http://www.ugent.be)



Vrije Universiteit Brussel

▷ [www.vub.ac.be](http://www.vub.ac.be)



Katholieke Universiteit Leuven

▷ [www.kuleuven.be](http://www.kuleuven.be)



Universiteit Antwerpen

▷ [www.ua.ac.be](http://www.ua.ac.be)



# ORGANISING COMMITTEE

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<b>Prof. dr. Ilse Derluyn</b>	Centre for Children in Vulnerable Situations Department of Social Welfare Studies, Ghent University
<b>Dr. Eamonn Hanson</b>	Advocacy & Campaigning Advisor War Child Holland
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<b>Dr. Sofie Vindevogel</b>	Centre for Children in Vulnerable Situations Ghent University



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# INTRODUCTION

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## **Welcome!**

Following a successful conference in Brussels in 2009, this new conference on rehabilitation and reintegration processes for children and youth affected by war and armed conflict will reflect on “the way forward”.

Although much evidence already exists, important gaps in our knowledge and information sharing remain: How can transition processes from rehabilitation centres back to communities be built appropriately? How do transitions from crisis humanitarian interventions to longer-term developmental aid work? Must transcultural aspects be included in programming and support? How can dependency on humanitarian interventions be limited? How can children, families and communities participate in humanitarian and developmental aid responses? How can we tackle processes of stigmatisation and exclusion?

Many of these gaps cannot be approached from single perspectives. This conference therefore includes diverse disciplinary approaches, such as clinical psychology, social work, transitional justice, human rights, pedagogical sciences, education, global public health, and international advocacy. This multidisciplinary approach will maximise learning and help participants to identify ways forward in their own discipline. Moreover, interaction between researchers, practitioners, organisations and policy makers might broaden their views and collaboration possibilities.

This conference attracts researchers, experts, practitioners and policy-makers from all around the world. It represents an excellent opportunity to discuss experiences, challenges, and achievements with people and organizations working with war-affected children, and we hope that all of you will highly benefit from the next few days. During the conference, a set of recommendations for policy makers, practitioners and researchers will be presented to impact policies related to rehabilitation and reintegration processes for children affected by armed conflict. This process began several months ago, and will culminate in a finalised text of recommendations at the conclusion of the conference, following extra input from participants during the next three days.

We would like to warmly welcome you to Kampala, and we wish you a highly interesting and enjoyable conference!

The Organising Committee

**Centre for Children in Vulnerable Situations & War Child Holland**



The Centre for Children in Vulnerable Situations is a research centre, based on the cooperation between three Belgian universities: the Department of Social Welfare Studies of Ghent University, the research group 'Interpersonal, Discursive and Narrative Studies' of the Vrije Universiteit Brussel, and the research group 'Education, Culture and Society' of the Faculty of Psychology and Educational Sciences, of the University of Leuven (KU Leuven).

The Centre's overall goal is to promote the psychosocial wellbeing of children and adolescents living in vulnerable situations in Southern countries, such as children and youth affected by armed conflict, children living in street situations, youth living in situations of poverty, former child soldiers, minor victims of sexual violence,... This aim is mainly effected through the execution of practice-oriented research. Therefore, questions out of the field are taken as a starting point to set up and realize scientific research, and the conducted studies are "translated" back into concrete recommendations for both practices and policies.

Next to research, the Centre for Children in Vulnerable Situations has also created two pilot projects, one in Northern Uganda and one in Eastern Congo, where we aim at supporting children and adolescents living in vulnerable situations themselves (psychotherapeutic counseling) and also the persons who are supporting them (training, psycho-education, sensitization,...).

Third, large energy is put into the dissemination of our findings, through local and international workshops and conferences, publications, lectures, etcetera.



# WAR CHILD

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War Child Holland believes no child should be part of war. Ever. Nevertheless, millions of children and young people worldwide grow up in conflict-affected areas. Children and young people's rights to be protected from violence, abuse and neglect, to live a dignified life and be supported in their healthy development are violated on a massive scale.

We empower children and young people to change their own future by protecting them from the effects of war, promoting psychosocial support and stimulating education. We enable them to strengthen their self-confidence and to build positive relationships with their peers, family and wider community. We unleash children's inner strength with our creative and involving approach. We inspire as many people as we can.

War Child Holland is an independent and impartial, international nongovernmental organisation investing in a peaceful future for children affected by armed conflict. Our work is based on the United Nations Convention on the Rights of the Child.

# PROGRAMME OVERVIEW

## Wednesday 25<sup>th</sup> September

8:00 AM	REGISTRATION			
9:00 AM	OPENING SESSION			
	<ul style="list-style-type: none"> <li>Welcome <i>Prof. dr. Ilse Derluyn, Centre for Children in Vulnerable Situations, Ghent University, Belgium</i></li> <li>Introduction <i>Ans de Jager, War Child Holland, Uganda</i></li> <li>Advocacy on the UN's Children and Armed Conflict agenda: a perspective from New York <i>Eva Smets, Executive Director Watchlist on Children and Armed Conflict, US</i></li> <li>Can rehabilitation and reintegration programs contribute to the prevention and use of children in conflict? <i>Isabelle Guitard, Child Soldiers International</i></li> </ul>			
10:00 AM	PLENARY SESSION 1			
	<ul style="list-style-type: none"> <li>Addressing the consequences of war: Using longitudinal research to develop interventions for war-affected youth <i>dr. Theresa Betancourt, Associate Professor, Harvard School of Public Health, US</i></li> </ul>			
11:00 AM	HEALTH BREAK			
11:30 AM	<b>WORKSHOP 1:</b> <b>Psychosocial wellbeing</b> ROOM: SHEENA HALL	<b>WORKSHOP 2:</b> <b>Learning from other groups</b> ROOM: REGAL HALL	<b>WORKSHOP 3:</b> <b>French views</b> ROOM: MAJESTIC HALL	<b>WORKSHOP 4:</b> <b>Advocacy and Sensitization</b> ROOM: ROYAL HALL
	<ul style="list-style-type: none"> <li>A study on attachment trauma of children exposed to violence and disasters in India: Drawing implications for children worldwide <i>Manasi Kumar, Kenia</i></li> <li>Trauma history and psychopathology in war-affected adolescents referred for mental health services at psycho-trauma centers in northern Uganda <i>James Okello, Uganda/Belgium</i></li> <li>Transition of former child soldiers and their communities in the wake of armed conflict in Northern Uganda <i>Sofie Vindevogel, Belgium</i></li> <li>The children of Congolese refugees: No future? <i>Natasha Price, UK</i></li> </ul>	<ul style="list-style-type: none"> <li>Street children in war affected areas: Experience with violence and access to services <i>Innocent Kamya, Uganda</i></li> <li>Physical and psychosocial rehabilitation of war-affected children with physical disabilities <i>Joyce Laker, Uganda</i></li> <li>Stigmatization, discrimination and exclusion of children with spina bifida and hydrocephalus in northern Uganda <i>Femke Bannink, The Netherlands/Uganda</i></li> <li>Rehabilitation and integration of refugee and other displaced children with disabilities in Uganda <i>Yusrah Nagujja, Uganda</i></li> </ul>	<ul style="list-style-type: none"> <li>Hôtes ou Gardiens ? Le rôle des actions de protection communautaire dans la réinsertion des enfants affectés par les conflits armés. Le cas des comités villageois de protection de l'enfant au Sud Kivu, République Démocratique du Congo <i>Simon Kangeta, DR Congo</i></li> <li>Réintégration des ESFGA en RDC <i>Henry Mubeya Munda, DR Congo</i></li> <li>Thérapie communautaire: Comment influence-t-elle les relations sociales et lutte contre la stigmatisation? <i>Nancy Say Kana &amp; An Verelst, DR Congo/Belgium</i></li> </ul>	<ul style="list-style-type: none"> <li>The impact of military violence on the psychosocial well being of children in Gaza: what role for advocacy? <i>Francesca Bombi, Palestina</i></li> <li>Child soldiers, advocacy &amp; armed non-state actors: Preliminary results from Myanmar <i>William Plowright, Canada</i></li> <li>Rehabilitation and reintegration in view of a war affected child: reality on the ground <i>Dorcus Akello, Uganda</i></li> </ul>

01:00 PM	LUNCH			
02:00 PM	PLENARY SESSION 2			ROOM: SHEENA HALL
	Placing communities at the center: Toward a grounded approach to rehabilitation and reintegration <i>Prof. dr. Mike Wessells, Colombia University, US</i>			
03:00 pm	HEALTH BREAK			
03:30 pm	<b>WORKSHOP 5:</b> <b>Participation of children</b> ROOM: SHEENA HALL	<b>WORKSHOP 6:</b> <b>Design, monitoring &amp; evaluation of reintegration programmes</b> ROOM: REGAL HALL	<b>WORKSHOP 7:</b> <b>Sensitization programmes &amp; new media</b> ROOM: MAJESTIC HALL	<b>WORKSHOP 8:</b> <b>Reintegration: practices to learn from</b> ROOM: ROYAL HALL
	<ul style="list-style-type: none"> <li>Imagining peace processes with children <i>Sarah M. Field, Ireland</i></li> <li>Youth in fragile nations: Peacebuilders or spoilers? <i>Sanu Lal Maharjan, Nepal/UK</i></li> <li>Children waging peace, changing nations: An exploration of child participation in peacebuilding in majority world nations impacted by armed intrastate conflict <i>Michael McGill, US/Uganda</i></li> <li>Beyond child soldiering: Understanding children and violence in Colombia <i>Niousha Roshani, Colombia</i></li> </ul>	<ul style="list-style-type: none"> <li>Mapping the response of NGOs in the provision of child sensitive social protection in conflict and post conflict settings in Uganda <i>Eddy Walakira, Uganda</i></li> <li>Where to go from here: helping organisations monitor and evaluate reintegration programmes <i>Claire Cody, Schotland</i></li> <li>How can transition processes from rehabilitation centres back to communities be built appropriately? <i>Awich Pollar, Uganda</i></li> <li>State, non-state development agencies and post-conflict recovery and development in Northern Uganda: Attaining sustainable development or sustaining minimum recovery? <i>Eric Awich Ochen, Uganda</i></li> </ul>	<ul style="list-style-type: none"> <li>Using localized film as an innovative approach to destigmatize and reintegrate formerly abducted children in northeastern DRC <i>Lindsay Branham, US</i></li> <li>Video as a tool for advocacy and justice <i>Bukeni Waruzi, US</i></li> <li>Integrating peace education and sports: An analysis of the role of 'footballism' in promoting peace among the youth in Zimbabwe <i>Vengesai Chimininga, Zimbabwe</i></li> <li>Sports, Peace and Conflict: Can programs using sports with youth contribute to positive social change in Northern Uganda? <i>Ellen Cosgrove, US</i></li> <li>Graffiti: A powerful innovative weapon broadening the horizons of social transformation in Kenya <i>Mokua Ombati, Kenya</i></li> </ul>	<ul style="list-style-type: none"> <li>Stepping forward: Sharing learning about children's reintegration between humanitarian and development actors <i>Joanna Wedge, UK</i></li> <li>Sudan experience on the release, reunification and reintegration of child soldiers <i>Hagir Gamal Eldinn, Sudan</i></li> <li>Youth return in post conflict Northern Uganda: Sustainable or susceptible? <i>Victoria Flavia Namuggala, US</i></li> <li>Evaluation of a psychosocial group intervention for children affected by armed conflict in South Sudan and Colombia <i>Maria Cristina Torrado Pacheco, Colombia</i></li> <li>"A la rueda, rueda del vente conmigo": Experiences of emotional support towards children, youth and women affected by the armed violence in Medellín. <i>Gloria Amparo Henao Medina, Colombia</i></li> </ul>
05:30 PM	COCKTAIL RECEPTION			

## Thursday 26<sup>th</sup> September

8:00 AM	REGISTRATION		
9:00 AM	<b>WORKSHOP 9:</b> <b>Daily &amp; social stressors</b> ROOM: REGAL HALL	<b>WORKSHOP 10:</b> <b>Voices of children in reintegration processes</b> ROOM: MAJESTIC HALL	<b>WORKSHOP 11:</b> <b>Psychosocial interventions</b> ROOM: ROYAL HALL
	<ul style="list-style-type: none"> <li>The means of managing the psychological influence of stigma, discrimination and social exclusion among children born 'normal' and deformed by war, a case of Northern Uganda <i>David Stephen Ojok, Uganda</i></li> <li>Genuine social inclusion or superficial co-existence? Former girl soldiers in Eastern Congo returning home to their families and communities <i>Milfrid Tonheim, Norway</i></li> <li>Social support and stigmatization, a social perspective on psychological consequences of sexual violence in Eastern Congo <i>An Verelst, Belgium</i></li> <li>War exposures, daily stressors and mental health outcomes conceptualized as a network of dynamical systems: implications for researchers and psychosocial practitioners <i>Maarten De Schryver, Belgium</i></li> <li>Post-war environment and long-term mental health problems in veteran child soldiers in northern Uganda: the WAYS study <i>Kennedy Amone-P'Olak, Uganda</i></li> </ul>	<ul style="list-style-type: none"> <li>If you prepare the garden, the plants will take care of themselves. Insertion processes of children disengaged from armed groups in Colombia <i>Julia Villanueva, Belgium</i></li> <li>Ethnographic study on reintegration processes in post-conflict Northern Uganda <i>Kathleen Coppens, Belgium</i></li> <li>Vulnerability and Agency. Figures of child soldiers within the narratives of child protection practitioners in DRC, and related programs and policies <i>Sylvia Bodineau, Canada</i></li> <li>Psychosocial intervention. Integrating and strengthening children's participation <i>Kaiesha Perry, Guyana</i></li> <li>From participants without voice to active subjects of change: children and youth in the reintegration process in Colombia. <i>Maria Alejandra Martinez &amp; Ana Maria Jimenez, Colombia</i></li> </ul>	<ul style="list-style-type: none"> <li>Rehabilitation of the youth affected by conflict in Patongo: reflecting on the way forward <i>David Lagen, Uganda</i></li> <li>Linking rehabilitation and reintegration processes of child soldiers to the community-based child protection systems. A case of TPO in the DRC <i>Emmanuel Ngabirano, Uganda</i></li> <li>"You cannot deceive a small child more than once": In the wake of child soldiering in North-Western Uganda <i>Joanna Both, The Netherlands</i></li> <li>Building a future for children and young people affected by armed conflict in Colombia <i>Ramin Shahzamani, The Netherlands/Canada</i></li> </ul>
11:00 AM	HEALTH BREAK		



<b>11:30 AM</b>	<b>WORKSHOP 12 :</b> <b>Macro level interventions</b> ROOM: REGAL HALL	<b>WORKSHOP 13:</b> <b>Transitional justice</b> ROOM: MAJESTIC HALL	<b>WORKSHOP 14:</b> <b>Child protection</b> ROOM: ROYAL HALL
	<ul style="list-style-type: none"> <li>Challenges and opportunities of political reintegration of former child soldiers in Colombia <i>Irina Mago, Colombia</i></li> <li>Eschewing child soldiering in post-cold war Africa: A humanitarian response <i>David-Ngendo Tshimba, Uganda</i></li> <li>Crossing the bridge: Linking peace to rehabilitation and reintegration processes and international assistance <i>Anita Kiamba, Kenya</i></li> <li>Ecological and systemic approaches <i>Alberta Santini, Denmark</i></li> </ul>	<ul style="list-style-type: none"> <li>Mental health conditions and attitudes towards reconciliation among war-affected adolescents (Northern Uganda) <i>Benjamin Alipanga, Uganda/Belgium</i></li> <li>Children and youth: Necessary transitional justice mechanisms, processes and outcomes in Uganda <i>Teddy Atim, Uganda/US</i></li> <li>Life after the camps: The Truth Commission, Children and youth rehabilitation in Kenya <i>Babere Kerata Chacha, Kenya</i></li> <li>Young people's voice: Exploring safe and meaningful engagement methods for post-conflict truth-telling with young people in Northern Uganda <i>Cheryl Heykoop, Uganda</i></li> </ul>	<ul style="list-style-type: none"> <li>Strengthening the linkage between Community Based Child Protection Mechanisms (CBCPMs) and national systems to improve child protection programming <i>Timothy Opobo, Uganda</i></li> <li>Successful social and legal protection of vulnerable children in post-conflict and indigent communities <i>Anslem Wandega, Uganda</i></li> <li>Child protection systems and conflict: How systems might or might not protect children in conflict <i>Trish Hiddleston, UK</i></li> <li>Engaging a reverse gear in the processes of stigmatization, discrimination and exclusion of orphans and vulnerable children in Arua District – Uganda <i>Margaret Atimango, Uganda</i></li> </ul>
<b>01:00 PM</b>	<b>LUNCH</b>		
<b>02:00 PM</b>	<b>WORKSHOP 15:</b> <b>Peacebuilding, storytelling and memories</b> ROOM: REGAL HALL	<b>WORKSHOP 16:</b> <b>Family and social support</b> ROOM: MAJESTIC HALL	<b>WORKSHOP 17:</b> <b>Psychological interventions</b> ROOM: ROYAL HALL
	<ul style="list-style-type: none"> <li>Narrating war in African fiction: Devising memory, historical reconstruction and re-telling <i>Oluwole Coker, Nigeria</i></li> <li>Processes of remembrance and forgetfulness in war-affected areas <i>Ruth Kevers, Belgium</i></li> <li>Peace Education through Storytelling: Social Reconciliation and Intercultural Dialogue among Children in Southern Thailand <i>Erna Anjarwati, Australia</i></li> <li>Building Peace and Stability: Engaging children and youth as agents of change, healing and peace in their community <i>Erica Hall, UK</i></li> </ul>	<ul style="list-style-type: none"> <li>What do we know about economic strengthening for family reintegration of separated children? <i>Josh Chaffin, US</i></li> <li>Applying lessons learnt from the reintegration of street children to children and youth affected by armed conflict <i>Joanna Wakia, Kenya</i></li> <li>Enabling support groups among highly traumatised refugee children <i>David Onen Ogwech, Uganda</i></li> <li>Social spaces: Exploring the fit for Children Born Of War (CBOW) in Northern Uganda <i>Eunice Apio Otuko, UK</i></li> </ul>	<ul style="list-style-type: none"> <li>A practical example of locally trained counsellors providing trauma-focussed treatment in Northern Uganda <i>Anett Pfeiffer, Germany</i></li> <li>Psychological support for children and adolescents in post-conflict Northern Uganda <i>Centre for Children in Vulnerable Situations-Lira (Uganda)</i></li> <li>Centre for Children in Vulnerable Situations in the Democratic Republic of Congo – offering psychosocial support to children affected by war <i>Nancy Say Kana &amp; An Verelst, DR Congo/Belgium</i></li> </ul>
<b>03:30 PM</b>	<b>HEALTH BREAK</b>		

04:00 PM	<b>WORKSHOP 18:</b> <b>Education and reintegration</b> ROOM: REGAL HALL	<b>WORKSHOP 19:</b> <b>Healing processes</b> ROOM: MAJESTIC HALL	<b>WORKSHOP 20:</b> <b>Training programmes</b> ROOM: ROYAL HALL
	<ul style="list-style-type: none"> <li>▪ The challenges and strategies for rehabilitating and reintegrating children affected by war <i>Mark Chingono, Swaziland</i></li> <li>▪ Formal education as a strategy for facilitating reintegration of ex-child soldiers in Northern Uganda <i>Tom Ogwal, Uganda</i></li> <li>▪ Life skills for peace in the 21st century <i>Titilayo Soremi, Nigeria</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Voiceless Victims: War trauma through the lens of children's art <i>Jan Arnow, US</i></li> <li>▪ Transpoesis – Healing power of poetic creativity <i>Andrea Grieder, Swiss</i></li> <li>▪ Harnessing traditional practises to the reintegration of child soldiers in post-conflict states: The Liberia and Burundi examples <i>Abosede Babatunde, Nigeria</i></li> <li>▪ Culture and traditional based therapeutic approaches: the role of rituals in the healing process of children and youth affected by armed conflict <i>Sarah Kamyra, Uganda</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing a training curriculum in psychotherapeutic counselling <i>Benjamin Alipanga &amp; Lieve Milissen, Uganda/Belgium</i></li> <li>▪ Training and capacity building program Centre for Victims of Torture in Uganda <i>Gabriele Marini, Italy</i></li> <li>▪ Preventing child soldiers: a new paradigm for child protection <i>Shelly Whitman, Canada</i></li> </ul>
05:30 PM	END		

## Friday 27<sup>th</sup> September

8:00 AM	REGISTRATION	
9:00 AM	PLENARY SESSION 3: <b>Ways Forward</b>	ROOM: SHEENA HALL
	<ul style="list-style-type: none"> <li>▪ “The daughters of the sun in the land of the jaguars”. An ethnic perspective of the impact of collective violence on girls, boys, adolescents and young people, with an emphasis on the situation of women, family and children in the municipality of Mitú-Vaupés (Colombia’s North Amazonia) <i>Vilma Ampara Gomez, DNI, Colombia</i></li> <li>▪ The future of psychosocial programming: From implementing treatment programs to developing mental health sectors <i>Prof. dr. A. Rasmussen, Associate Professor, Fordham University, US</i></li> </ul>	
10:45 AM	HEALTH BREAK	
11:15 AM	PLENARY SESSION 4: <b>Ways Forward</b>	ROOM: SHEENA HALL
	<ul style="list-style-type: none"> <li>▪ Developing transcultural and participative approaches to well-being <i>Prof. dr. Charles Watters, Full Professor, Director, School of Education and Social Work, Sussex University, UK</i></li> <li>▪ Promoting collective capacities for recovery in the aftermath of disaster <i>Dr. Jack Saul, Director International Trauma Studies Program &amp; Assistant Professor Columbia University, US</i></li> </ul>	
1:00 PM	LUNCH	
2:00 PM	PLENARY SESSION 5: <b>Ways Forward</b>	ROOM: SHEENA HALL
	<ul style="list-style-type: none"> <li>▪ Engaging children and youth in transitional justice: an interdisciplinary approach <i>Virginie Ladisch, Head Children and Youth Program, International Centre for Transitional Justice, US</i></li> </ul>	
3:00 PM	<b>WAYS FORWARD: Outcomes and endorsement of Kampala Conference resolutions</b> <i>Dr. Eamonn Hanson, War Child Holland</i>	
3:30 PM	<b>OVERALL CONCLUSIONS</b> <i>Prof. dr. Gerrit Loots, Centre for Children in Vulnerable Situations, VUB, Belgium</i>	
3:50 PM	CLOSING CEREMONY WITH AWARDS	



# DAY 1: Wednesday 25<sup>th</sup> September 2013

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**8:00 am Registration**

**9:00 am Opening Session (Sheena Hall)**

Welcome - PROF. DR. ILSE DERLUYN

Introduction - ANS DE JAGER

Advocacy on the UN's Children and Armed Conflict agenda: a perspective from New York - EVA SMETS

Can rehabilitation and reintegration programs contribute to preventing the recruitment and use of children in conflict? - ISABELLE GUITARD

**10:00 am Plenary Session 1:** Addressing the consequences of war: Using longitudinal research to develop interventions for war-affected youth - DR. THERESA BETANCOURT

**11:00 am Health break**

**11:30 am Workshops**

WORKSHOP 1: Psychosocial wellbeing (Sheena Hall)

WORKSHOP 2: Learning from other groups (Regal Hall)

WORKSHOP 3: French views (Majestic Hall)

WORKSHOP 4: Advocacy and sensitization (Royal Hall)

**01:00 pm Lunch**

**02:00 pm Plenary Session 2 (Sheena Hall):** Placing communities at the centre: Toward a grounded approach to rehabilitation and reintegration - PROF. DR. MIKE WESSELLS

**03:00 pm Health break**

**03:30 pm Workshops**

WORKSHOP 5: Participation of children (Sheena Hall)

WORKSHOP 6: Design, monitoring & evaluation of reintegration programmes (Regal Hall)

WORKSHOP 7: Sensitization programmes & new media (Majestic Hall)

WORKSHOP 8: Reintegration: practices to learn from (Royal Hall)

**05:30 pm Cocktail Reception**



## Welcome

PROF. DR. ILSE DERLUYN – Centre for Children in Vulnerable Situations, Ghent University, Belgium

### BIOGRAPHY

*Ilse Derluyn obtained her PhD in Pedagogical Sciences at Ghent University with a dissertation on the emotional well-being of unaccompanied refugee minors. She is currently appointed as lecturer at the Department of Social Welfare Studies at Ghent University and is one of the co-directors of the Centre for Children in Vulnerable Situations. Ilse has been involved in several research*

*projects in the fields of (forced) migration, refugees and war-affected children and adolescents, such as studies on psychosocial well-being of unaccompanied refugee minors, trafficking of minors, drug use in migrant populations, child soldiers, emotional well-being of war-affected adolescents in Eastern Congo, therapeutic care for unaccompanied refugee minors,...*

## Introduction

ANS DE JAGER – War Child Holland, Uganda

### BIOGRAPHY

*Ans de Jager (Dutch) is a Psychologist with a specialization in child development and an anthropologist specialized in Latin America and the Caribbean. She has lived and worked in different countries in Latin America between 1990 and 2000, always within the humanitarian and development sector. Since*

*2000 she has been employed by War Child Holland and has worked in this organization in different capacities: Country Director Kosovo, Head of programmes support department (Amsterdam), Programme Manager, Deputy Country director (Uganda) and Country Director (Uganda).*

# Advocacy on the UN's Children and Armed Conflict agenda: a perspective from New York

EVA SMETS – Executive Director Watchlist on Children and Armed Conflict, US

## BIOGRAPHY

*Eva Smets is the Executive Director of Watchlist on Children and Armed Conflict. She manages the overall work of Watchlist, with support from the Advisory Board. Eva joined Watchlist in 2009, after six years working for leading humanitarian agencies in Central and East Africa. Eva was based in Kinshasa (DR Congo) as Oxfam International's Policy and Advocacy Coordinator, and in Nairobi (Kenya) as Care International's Regional Advocacy Adviser. In these roles, she advised country programs on humanitarian advocacy issues encountered in the field, supported the development of organization-wide advocacy strategies and authored several articles, reports and related materials. She also has extensive lobby experience in global humanitarian capitals such as New York, Geneva and Brussels. Eva holds a master's degree in human rights and democratization from the University of Padova, Italy, and a graduate degree in history from the University of Brussels in Belgium. Eva is Belgian and is based in New York.*

## ABSTRACT

Since the adoption of its first resolution on children and armed conflict in 1999, the UN Security Council has achieved enormous progress in advancing the UN Children and Armed Conflict (CAC) Agenda. Most importantly, the Council established a unique global Monitoring and Reporting Mechanism (MRM) in 2005 to collect information on six grave violations against children in armed conflict and uses this information to hold perpetrators accountable, assist survivors of violations and improve the protection of children in war-torn countries (SCR 1612). Through this system, in-country Task Forces channel information on violations from the field directly to the Security Council's Working Group on Children and Armed Conflict (SCWG-CAC) that can then use its political leverage to put pressure on the perpetrators. Despite this tangible progress, there remains an urgent need for stronger and more comprehensive programs and policies which provide children the protection to which they are entitled. Based on organizational insights, the speaker will comment on the challenges, opportunities and outlook for the UN's Children and Armed Conflict agenda.



# Can rehabilitation and reintegration programs contribute to preventing the recruitment and use of children in conflict?

ISABELLE GUITARD – Child Soldiers International

## BIOGRAPHY

*Isabelle Guitard joined Child Soldiers International as Africa Program Manager in January 2011. She is responsible for developing and leading the implementation of our work on Chad and the Democratic Republic of Congo (DRC). In 2010, Isabelle worked with UNICEF Iraq as Child Protection Specialist and was in charge of supporting the establishment of the UN Security Council monitoring and reporting mechanism (MRM) on child rights violations resulting from the conflict, in close cooperation with the United Nations Assistance Mission for Iraq (UNAMI). From 2007 to 2010, Isabelle worked for international advocacy programme of Defence for Children International (DCI) in the Occupied Palestinian Territory. Between 2004 and 2007, she worked for the Child Rights Information Network (CRIN) in London. Isabelle has a Masters Degree in Violence, Conflict and Development from the School of Oriental and African Studies (SOAS) in London. She is French and lives in London.*

## ABSTRACT

The involvement of children in hostilities is one of the most direct ways in which children are affected by armed conflict. International

commitment to ending the use of children in conflict is high, yet, in all the conflict situations currently monitored by the UN, children continue to be recruited and used by armed forces and armed groups. In many countries, Child Soldiers International has observed a significant gap between commitments made to end child recruitment and actual recruitment practices. In Chad for example, the government has adopted laws and policies to prohibit the recruitment of under-18s but this prohibition was never translated into effective protection mechanisms and children continue to be enlisted in the army. Through its research work in Chad and other countries, Child Soldiers International therefore tried to identify a set of practical, actionable measures to prevent the military recruitment of children and preclude their use in hostilities. The speaker will share the results of this research and outline the prevention approach adopted by Child Soldiers International, while trying to identify ways in which rehabilitation and reintegration programs can also address the causes of child recruitment and thereby contribute to preventing the involvement of children in conflict.

## **Addressing the consequences of war: Using longitudinal research to develop interventions for war-affected youth**

DR. THERESA BETANCOURT – Associate Professor, Harvard School of Public Health, US

### **BIOGRAPHY**

*Theresa S. Betancourt, ScD, MA, is Associate Professor of Child Health and Human Rights in the Department of Global Health and Population at the Harvard School of Public Health and directs the Research Program on Children and Global Adversity (RPCGA) at the François-Xavier Bagnoud Center for Health and Human Rights. Her central research interests include the developmental and psychosocial consequences of concentrated adversity on children and families, resilience and protective processes in child and adolescent mental health and applied cross-cultural mental health research. She has extensive experience in conducting research among children and*

*families in low resource settings particularly in the context of humanitarian emergencies. She is the Principal Investigator of a prospective longitudinal study of war-affected youth in Sierra Leone and is developing and evaluating a Family Strengthening Intervention for HIV-affected children and families in Rwanda. She has written extensively on mental health and resilience in children facing adversity including recent articles in Child Development, The Journal of the American Academy of Child and Adolescent Psychiatry, Social Science and Medicine and PLOS One.*

Workshop 1: **Psychosocial well-being**

ROOM: SHEENA HALL

**A study on attachment trauma of children exposed to violence and disasters in India: Drawing implications for children worldwide**

MANASI KUMAR, KENYA

The paper compares attachment trauma and psychological adjustment of child survivors of an earthquake and social violence in Gujarat. The aims of the paper are twofold. Firstly, it provides an analysis of child attachment interview including distribution of attachment security across the two trauma groups. Secondly, comparisons are presented between the trauma groups and the control sample to ascertain the impact of trauma on attachment security. Results show there are more insecurely attached children in the disaster trauma sample and the dismissing attachment style dominates the earthquake group whereas in the riots group a 'mixed attachment' style, vacillation between dismissing and preoccupied states of mind, is found.

The implications of these findings for a conceptualization of attachment trauma are discussed in detail, pertaining to different geo-political contexts and specifically in relation to armed conflicts and communal violence in other parts of the world. Implications are developed for attachment

focused psychosocial interventions and rehabilitation.

**Trauma history and psychopathology in war-affected adolescents referred for mental health services at psycho-trauma centers in northern Uganda**

JAMES OKELLO, UGANDA/BELGIUM

**Background.** There is an increasing need to deliver effective mental health services to war-affected children and adolescents in post-war settings in Africa; however, the evidence base needed to guide the design and delivery of services is sparse.

**Aim.** We investigated the trauma history profiles, psychopathology, and associated behavioral and functional indicators among war-affected children presenting for psychological treatment.

**Methods.** From the Peter C Alderman and Children for Tomorrow Uganda 's data set, 878 war-affected children and adolescents were identified (53.5% males, mean age = 13.5 years, SD = 4.13).

**Results.** Clinical assessments indicated high rates of probable posttraumatic stress disorder (15.5%), depression (27.8%), alcohol/substance use (1.4%), non-lethal suicidal behaviour (3.3%), epilepsy (75.9%) and childhood developmental disorders

(10.9%) general emotional and behavioral problems (8.3%). Girls were significantly more likely to experience sexual trauma whereas boys were significantly more likely to report more than 6 trauma events. Regarding therapy, boys were significantly more likely to receive antipsychotics and family counseling.

**Conclusions.** These findings highlight the complex trauma profiles, conditions, and functional problems that are important to consider in providing mental health interventions for post-war children and adolescents.

### **Transition of former child soldiers and their communities in the wake of armed conflict in northern Uganda**

SOFIE VINDEVOGEL, BELGIUM

This presentation addresses the question what helps formerly recruited young people in dealing with their past experiences and current challenges in the course of their transition from military to civilian life. Based on the overarching central findings of a doctoral dissertation, the role of not only previous war experiences but to a great extent also of challenges encountered in the aftermath is demonstrated. These challenges, however, do not necessarily represent the needs reported by formerly recruited youths, since the impact of challenges depends much on the resources that people have and thus on the dynamic interplay between challenges and resources, which can offset loss and distress. These challenges and resources are situated on various life domains and levels of the social ecology, explaining the parity

between formerly recruited youth and their non-recruited counterparts. It was observed that in response to the experienced threats, restorative and proactive initiatives are undertaken and resources from the individual and communal resource reservoir are utilized in order to maintain or regain well-being. This shows that transition in the wake of child soldiering is as much communal as it is individual, broaching important implications for understanding and supporting transition in the wake of child soldiering and war at large.

### **The children of Congolese refugees: No future?**

NATASHA PRICE, UK

For the children of families from Eastern Congo now living in refugee camps in Rwanda, the prospect of returning home is a distant one, not just because of ongoing conflict in their home region but also because historically they have frequently faced challenges to their existence there. This paper examines the impact of collective violence and displacement on youth living within Rwandan refugee camps and what, if any, agency they have in creating a future for themselves. Based on interviews with refugees, camp workers and agencies working within and outside the camps it questions the ability of refugee camps to assist the refugees in coming to terms with an extremely difficult past and give them any chance of a future – this is particularly true for the youngest camp residents. Set up for an immediate crisis response, refugee camps are not equipped,

staffed, or funded well enough to provide more than the absolute basics for human survival; helping survivors of war come to terms with the horrors they witnessed and experienced is almost always well beyond

their scope. The paper suggests that without urgent reforms young refugees' present circumstances will undermine their chances for a more hopeful future.

## Workshop 2: **Learning from other groups**

ROOM: REGAL HALL

### **Street children in war affected areas: Experience with violence and access to services**

INNOCENT KAMYA, UGANDA

The combined effects of the conflict between Lord Resistance Army (LRA) and government forces in northern Uganda and cattle rustling in the north east are partly reflected in the growing number of children living and working on the streets in these regions. There is a great fear that the violent conflict that lasted nearly two decades in Acholi and Lango region, coupled with the incessant cattle rustling in the Karamoja region have contributed to a growing experience of violence not only among adults but also young people. This violence in turn, has been internalized and reproduced by young people creating a situation where, the young children are not only victims but also become perpetrators of violence against their peers. This paper presents the findings on the experience of violence and access to services by children in street situations in major towns of war affected districts of North and North Eastern Uganda. The findings form part of a

nationwide study on violence against children living and working on the streets in Uganda's major urban areas. The findings which highlight the sexual, physical and emotional violence are based on primary interviews with 'street' children, and key informant interviews with duty bearers and service providers. The paper makes recommendations on addressing violence against children in war affected areas as well as augmenting access to preventive, protective and promotive services.

### **Physical and psychosocial rehabilitation of war-affected children with physical disabilities**

JOYCE LAKER, UGANDA

**Introduction.** This study describes a rehabilitation program for children with physical disabilities between 1998 and 2011 in northern Uganda.

**Methods.** Data collected by AVSI Foundation in the Gulu Regional Orthopaedic Workshop (GROW) was entered and analyzed using SPSS16. Of the 2,675 patients, 236 were below 18 years of age.

**Results.** Mean age of the children was 12.03 (range 0-18), 48.3% was female. Landmines and explosive remnants of war (ERW) were the most common cause of disability (18.6%), followed by gunshots (14.4%), road traffic accidents (9.7%), polio (5.1%) and burns (5.0%). Other causes included congenital and post infectious disabilities. Most children were brought in by their mother (46.6%), followed by their fathers (22.5%), and other relatives. Almost 80% of the parents are peasant farmers. The majority of the children received prosthetics (60.2%). The others received calipers, crutches, splints, and wheelchairs. All children received physiotherapy. Most of them received psychosocial counseling and follow up at home. Physical repair contributed to feeling more mobile, and able to participate in daily life. Psychosocial support focused on building self esteem and confidence in children, and acceptance, inclusion, and care for parents. Children with physical disabilities caused by road traffic accidents, landmines/ERW, and gunshots were more supported by their parents and tended to reintegrate faster than children with congenital and post infectious disabilities.

**Conclusions.** Through a combined package of physical and psychosocial rehabilitation children with physical disabilities, especially those with war related trauma, were able to rehabilitate and reintegrate back into their communities.

## **Stigmatization, discrimination and exclusion of children with spina bifida and hydrocephalus in northern Uganda**

FEMKE BANNINK, THE NETHERLANDS/  
UGANDA

**Introduction.** This study compares functioning and inclusion of children with spina bifida and hydrocephalus (SBH) in northern Uganda to children from other regions of Uganda. **Methods.** Fifty seven children with SBH ages 4-12 years and their parents from Acholi and Lango sub-regions were assessed using the Vineland Adaptive Behaviour Scales, Strengths and Difficulties Questionnaire, observations and semi-structured interviews, and compared to children from the central (76), east (38), and western (51) regions. **Results.** On average, children with SBH in northern Uganda were younger, had significantly lower scores on motor abilities, daily functioning and social skills, and relationships with peers, and were less likely to be in school than their age-mates in the other regions. Of those in school, the majority were bullied. Parents reported stigmatization, discrimination and exclusion of their children in their communities. Community members kept a distance as they believed the child is bewitched and may be infectious. The majority of mothers had been abandoned by their husbands. Before and during the war, a number of children were intentionally drowned, and for those who survived, access to care was limited. Towards the end of the war, more children living in IDP camps were referred and accessed surgery and rehabilitation for SBH. **Conclusions.** Changing cultural practices and availability of

treatment in the region towards the end of the war may have reduced early deaths of children with SBH. However, community attitudes towards children with SBH and their families remain negative. Functioning and inclusion of children with SBH remains low.

### **Rehabilitation and integration of refugee and other displaced children with disabilities in Uganda**

YUSRAH NAGUJJA, UGANDA

The World Health Organization estimates that between 2.3 and 3.3 million of the world's forcibly displaced people live with disabilities, one third of them children. Throughout its work with refugee and war affected children, Refugee Law Project (RLP) has come to the realization that Children with Disabilities are among the most vulnerable individuals especially in situations of war and conflict. The impact that war and armed conflict have on children with disabilities is double faceted in a way that first; war impacts very severely on children already living with disabilities and secondly; war and armed conflicts contribute to children developing some sort of disability. A baseline survey by RLP in 2010 on access to

services for refugee persons with disabilities revealed that special concern be given to refugee children with disabilities because most of the decisions that were being made on their behalf were not in their best interest. The mental Health and Psychosocial program is currently identifying and profiling Refugee Children with Disabilities and establishing the challenges they face through home visits, focus group discussions with the PWD association, office based sessions and discussions with partner organizations. A number of activities are being carried out like counseling, group support, research and advocacy at community and national level. The main aim of the activities is rights promotion for the rights of refugee children with disabilities. The three important strategies used in this work are; meaningful participation, empowerment and sustaining an active network of service providers as partners. This paper seeks to highlight the practices and recommendations of RLP in its efforts to promote the rights of refugee children with disabilities especially those who have been adversely affected by war.

## Workshop 3: French views

ROOM: MAJESTIC HALL

(Translation to English is provided)

### **Hôtes ou Gardiens ? Le rôle des actions de protection communautaire dans la réinsertion des enfants affectés par les conflits armés. Le cas des comités villageois de protection de l'enfant au Sud Kivu, République Démocratique du Congo**

SIMON KANGETA, DRCONGO

La réinsertion sociale des enfants affectés par le conflit armé est un processus par lequel l'enfant victime d'un abus ou d'une violation, reçoit les bénéfices d'une action programmatique dans un environnement protecteur de ses droits. Il s'agit pour certains enfants de réintégrer un environnement de paix; et pour d'autres de réintégrer la vie civile, même si par ailleurs le conflit se poursuit. C'est là le cas, en particulier, des enfants associés aux forces et groupes armés. Dans l'approche de la réinsertion familiale et communautaire, la famille reste la base sur laquelle se construit le processus de réinsertion et, en tant que tel, elle se doit d'assumer ses responsabilités. En République Démocratique du Congo (RDC), l'absence d'un cadre familial strict et adéquatement sensibilisé a affaibli les programmes de réinsertion et a contribué au retour volontaire de certains enfants dans les groupes armés. L'expérience des Comités Villageois de Protection de l'Enfant (CVPE) au Sud Kivu démontre que l'engagement communautaire dans des actions de protection – surveillance, dénonciation, plaidoyer- contribue

efficacement au maintien des enfants dans leurs familles et dans leurs communautés de retour, ainsi qu'à un changement du comportement des acteurs armés vis-à-vis les enfants. Les actions de protection sensibilisent les communautés de façon plus profonde; elles deviennent davantage gardien qu'hôte dans le processus de réinsertion à venir. Dans des contextes de conflit récurrent ou persistant, protection et réinsertion doivent donc aller de pair pour un encadrement plus dissuasif des enfants anciennement associés aux forces et groupes armés.

### ***Hosts or Guards? The role of community protection measures in the rehabilitation of children affected by armed conflict. The case of village committees for child protection in South Kivu, Democratic Republic of Congo***

*The social reinsertion of children affected by armed conflict is a process by which the child victim of abuse or violence receives the benefits of programmatic action in an environment where their rights are protected. For some children return to an environment of peace, while others return to civilian life, even when the conflict continues. This is the case in particular for children associated with armed forces and groups. In the family and community reintegration approach, the family remains the foundation on which the reintegration process is built, and as such, the family must take up these responsibilities. In the Democratic*



*Republic of Congo (DRC), the lack of a strict and adequately sensitized family environment has weakened the impact of reintegration programs and contributed to the voluntary return of some children in armed groups. The experience of Village Committees for Child Protection (CVPE) in South Kivu shows that community involvement in protection activities - monitoring, reporting, advocacy- effectively contributes to keeping children in their families and in their communities to which they return, as well as a change in the behaviour of armed actors towards the child. Actions for protection sensitize communities more profoundly, they become more guards than hosts in the future reintegration process. In contexts of recurrent or persistent conflict, protection and rehabilitation must go hand in hand to establish a more deterrent framework for children formerly associated with armed forces and groups.*

### **Réintégration des ESFGA en RDC**

HENRY MUBEYA MUNDA, DRCONGO

La politique de réinsertion socio-économique des Enfants Sortis des Forces et Groupes Armés (ESFGA) en RDC, à travers le Programme National de DDR, (PNDDR), le Manuel des opérations et une base de données uniques pour tous les Acteurs de la Protection de l'Enfance (APE), est fort cohérente. Mais sa mise en pratique laisse entrevoir quelques failles.

#### **Déficits observés :**

- La prise en charge psycho-social. A part l'écoute pratiquée par les APE, il n'existe

pas de politique nationale claire sur l'encadrement psychologique des ESFGA.

- La scolarisation. Sa durée n'est pas uniformisée, et, généralement, les parents n'ont pas les moyens, pour prendre la relève des APE.
- La formation à l'emploi. Les APE recourent généralement aux Activités Génératrices des Revenus (AGR) pour la réinsertion économique de les ESFGA. Cependant le capital de départ est souvent faible, d'une part, et de l'autre, tous les besoins de la famille viennent se greffer dessus. En plus, pour certaines filières, comme la Boulangerie et la Savonnerie, il se pose très rapidement des problèmes de distribution et de conservation auxquels les ESFGA ne sont pas (bien) préparés. Parfois on a des bons résultats avec la Menuiserie, la Cordonnerie et la Coupe-couture ; mais là aussi, il manque souvent le soutien financier nécessaire pour les rendre encore plus performants.
- La base de données est insuffisamment déployée : 1 APE sur 10 au SUD KIVU. En plus, le mode opératoire des GA a évolué : actuellement, les EAFGA restent en famille entre deux opérations (militaires). Il devient difficile de les prendre en charge selon schéma initial, dont la finalité était justement la réunification familiale ; d'où les statistiques quelque peu biaisées.

### **Pistes de solutions :**

- Renforcer les mécanismes de Suivi et Evaluation: intégrer systématiquement les leçons apprises et fiabiliser les statistiques.
- Renforcer la formation des ESFGA en Entrepreneuriat et Gestion; prévoir la possibilité de leur accès au (micro) crédit.
- Impliquer les parents de l'ESFGA dans son activité économique pour sa meilleure pérennisation.
- Renforcer la sensibilisation de la communauté pour une meilleure compréhension du concept « enfance ».

### **Reintegration of children who have left armed forces and groups in DR Congo**

*The policy of socio-economic reintegration of Children Associated with Armed Forces and Armed Groups (CAAFAG) in the Democratic Republic of Congo, through the National DDR Programme (PNDDR), the Manuel des Opérations and the database for all Actors in Child Protection (APE), is very consistent. But the implementation of this policy shows some flaws.*

### **Deficits observed:**

- *Psychosocial support. Besides active listening practice by the APE, there is no clear national policy on psychological support of children who have left armed groups.*
- *Schooling. The duration of schooling is not standardized, and usually parents do not have the means to take over the APE.*

- *Professional training. APE's generally resort to income-generating activities for the economic rehabilitation of the ESFGA. However, the initial capital provided is often little, and moreover the family's needs are weighing in on it. In addition, for some trades, such as the Bakery and Making soap, there are problems of distribution and conservation wherefore ESFGA are not (well) prepared. Sometimes carpentry, repairs and hairdressing lead to good results, but again, it often lacks the necessary financial support to make them even more efficient.*
- *The database is insufficiently deployed: 1 APE per 10 in South Kivu. In addition, the procedure of GA has evolved: currently Children Associated with Armed Forces and Armed Groups remain with their families in between being involved in two (military) operations. It becomes difficult to abide by the initial plan, of which the purpose was family reunification, therefore the statistics can be somewhat biased.*

### **Possible solutions:**

- *Strengthening mechanisms for Monitoring and Evaluation: Systematically incorporate lessons learned and reliable statistics.*
- *Strengthening the training of Children Associated with Armed Forces and Armed Groups in Entrepreneurship and Management, foresee the possibility of access to (micro) credit.*

- *Involve parents in the economic activities of the child, in order to make it more sustainable*
- *Reinforce the sensitization initiatives for the communities in order to enhance their understanding of 'childhood'*

**Thérapie communautaire: Comment influence-t-elle les relations sociales et lutte contre la stigmatisation?**

NANCY SAY KANA & AN VERELST,  
DRCONGO/BELGIUM

La thérapie communautaire, une méthode d'intervention d'origine sud américaine, est adaptée et implémenté par CCVS RDC à l'Est du Congo. En visant la création d'un espace d'écoute, de paroles et de renforcement des liens entre les membres de la communauté cette forme de thérapie est offerte dans la région (post-) conflit de l'Est du Congo. Le conflit armé dans la région a fait autant des victimes de guerres et a déchiré le tissu social dans beaucoup des communautés. Par l'exécution des thérapies communautaires et le renforcement des autres organisations nationales ou internationales CCVS RDC a obtenu une expérience extensive dans l'implémentation et l'évaluation des thérapies communautaires. Une description sera donnée du contexte, de la procédure des thérapies communautaires, les sujets fréquemment évoqués pour des séances, les interventions thérapeutiques, et l'évaluation

de l'activité des membres de la communauté. Cette technique et sont avantages dans l'utilisation dans la réconciliation et la cohabitation pacifique après la guerre est décrites.

**Community therapy: how does it influence social relationships and the fight against stigma?**

*Community therapy, a method of intervention of which the origins lie in South America, is designed and implemented by CCVS DRC in Eastern Congo. Aiming to create a space for listening, dialogue and strengthening links between community members, this form of therapy is offered in the (post-) conflict region of eastern Congo. The armed conflict in the region made many casualties of war and has torn the social fabric of many communities. In the implementation of Community Therapy and building the capacities of other national or international organizations, CCVS DRC got extensive experience in the implementation and evaluation of community therapy. The presentation will cover a description of the context, the process of community therapies, the topics that are frequently discussed during the sessions, therapeutic intervention techniques, and evaluation of the activity of members of the community. This technique and its benefits for reconciliation and peaceful coexistence after the war is described.*

## Workshop 4: Advocacy and Sensitization

ROOM: ROYAL HALL

### **The impact of military violence on the psychosocial well being of children in Gaza: what role for advocacy?**

FRANCESCA BOMBI, PALESTINA

The present paper describes the impact of the latest Israeli military operation on children and families in Gaza, presents War Child Holland's emergency psychosocial project, and discusses the role of international NGOs when responding to a man-made crisis. The Gaza Strip witnessed a large military operation during the period of 14-21 November 2012, during which children were highly exposed to violence. Children experienced seeing dead bodies and injured people, witnessed the destruction or damage of their own or their neighbour's homes, were exposed to the sound and sight of bombs falling near their homes. As a result of the violence, the vast majority of children reported increased physical and emotional symptoms of psychosocial problems. To respond to this emergency, War Child Holland and its partners provided psychosocial support to approximately 3800 children and their families through group sessions of drama, storytelling, music, or mural painting. Children in need of additional or specialised psychological support were identified and referred to individual or group-based support and counselling. The emergency psychosocial project was very successful and received positive feedback from participants and the community. This notwithstanding, the

situation in Gaza poses a fundamental question on the role of international NGOs when responding to man-made crisis. The present paper contends that advocacy has a strong role to play in addressing the root cause of the problem and should be part of international NGOs' response, in combination with programmatic response to the short term needs of the affected population.

### **Child soldiers, advocacy & armed non-state actors: Preliminary results from Myanmar**

WILLIAM PLOWRIGHT, CANADA

My research is focussed on the relationships that develop between humanitarian organizations (as representatives of international society) and insurgent groups who deploy child soldiers. I seek to explore the normative influence that humanitarians are able to use in order to encourage insurgent groups to follow international humanitarian law. I do this by focussing on the issue of child soldiers, in order to explain the puzzle presented by the fact that certain insurgent groups are demobilizing child soldiers even in the face of manpower shortages which child soldiers could be used to fill. My research is based on a growing set of research that I have undertaken previously in Central Africa, and in this summer in Myanmar.

My paper will be on the topic of humanitarian relations with insurgent groups

in Myanmar, on the relationship of child soldiers. Though the research is not yet complete, it is possible for me to draw a number of tentative hypotheses. My argument is that these insurgent groups are demobilizing recruits even in the face of ongoing manpower challenges. Specifically, I will look at how small ethno-nationalist insurgent groups are increasingly seeking to appear as legitimate in the eyes of international actors. I will argue that this is occurring due to the fact that the normative influence of international society on insurgent groups is increasing, due to two increasing trends. Namely, these two trends are the increased support for peaceful democratization in transitional countries, as well as increased international intervention in conflict.

### **Rehabilitation and Reintegration in View of a War Affected Child: Reality on the Ground**

DORCUS AKELLO, UGANDA

For over twenty years, northern Uganda experienced an unprecedented civil strife, during which the Lord's Resistance Army abducted an estimated twenty thousand children into their ranks. Many approaches to ensure children affected by this conflict are reintegrated formed part of the Humanitarian and Development Aid assistance by numerous

Agencies working in this region. Six to seven years after the conflict, not so many agencies are still engaged in providing rehabilitation, reintegration and psychosocial support to children affected by armed conflict or war while many are investing in development projects. The effects of war on these children in terms of their psychological effects remains a key determinate of what would otherwise be the outcome of the projects that they are engaged in. This is an area that should not be left out as priorities move towards Reconstruction and Development. A child led research conducted by the War Child Consortium in Uganda, indicated that over 78% of Children interviewed in eight Districts of Northern Uganda said they did not feel safe in their schools, community and at home.

While so many organizations are engaged in ensuring children are protected and are safe, what then would be the cause for such alarming interpretations by children themselves? This remains a key question that has to be answered. Are children being meaningfully involved to diverse means of ensuring their protection and safety? Where the effects of the war duly dealt with to eliminate any form of Post-Traumatic Stress Disorders? What is not being done right? What place does Advocacy have in such situations? This remains a key question to both Policy makers and practitioners.

## Placing communities at the center: Toward a grounded approach to rehabilitation and reintegration

PROF. DR. MIKE WESSELLS, COLOMBIA UNIVERSITY, US

### BIOGRAPHY

*Michael Wessells, PhD, is Professor at Columbia University in the Program on Forced Migration and Health. A long time psychosocial and child protection practitioner, he is former Co-Chair of the IASC Task Force on Mental Health and Psychosocial Support in Emergency Settings. Recently, he was co-focal point on mental health and psychosocial support for the revision of the Sphere humanitarian standards. He has conducted extensive research on the holistic impacts of war and political violence on children, and he is author of Child soldiers: From violence to protection (Harvard University Press, 2006). Currently, he is lead researcher on inter-agency, multi-country research on community driven interventions for strengthening linkages with government led aspects of national child protection systems. He regularly advises UN agencies, governments, and donors on issues of child protection and psychosocial support, including in communities and schools. Throughout Africa and Asia he helps to develop community-based, culturally grounded programs that assist people affected by armed conflict and natural disasters.*

### ABSTRACT

War tears the fabric of communities and disrupts the networks, resources, and social support processes and mechanisms that

enable the well-being of children and families. Efforts to support rehabilitation and reintegration of war-affected children have frequently taken an individualized, medicalized approach that is steeped in Western psychology and focused primarily on addressing deficits such as trauma. Too little attention has been given to reweaving the social fabric of communities and to building on resources such as cultural values and practices that may already be present in affected groups and communities. This presentation will reflect critically on current state of practice and suggest that reintegration and rehabilitation are relational, socially reconstructive processes that ought to transform the community spaces in which they are situated. Drawing on current research and viewing the idea of 'community' in critical perspective, it develops a community resilience framework that emphasizes assets as well as deficits and that places community mobilization, planning and action at the heart of rehabilitation and reintegration work. It also outlines how the achievement of sustainable reintegration requires a holistic, culturally grounded approach that integrates elements of child protection, economic strengthening, and transitional justice.

**Workshop 5: Participation of children**

ROOM: SHEENA HALL

**Imagining peace processes with children**

SARAH M. FIELD, IRELAND

The legal obligation to assure respect for children's views may be viewed as the definitive respecter of dignity, the right of the rights, the equaliser. The right is of continuing applicability amid armed conflict including within decision-making towards peace agreements. Further, children are part of the silencing and transformation of conflict. They open space, in myriad ways, for their views to be heard: sometimes through political violence, other times through peaceful methods. Still, the evidence suggests the legal obligation to assure respect for children's views within decision-making towards peace agreements remains unfulfilled. The objective of this paper is to contribute determinacy to the legal promise. Foremost illuminate the constituent elements of the right as expressed in article 12 of Convention on the Rights of the Child: (i) children's rights to freely express their views (ii) influence the decision-making process and (iii) impact on the outcomes (commensurate with their age and maturity). The second objective is to locate the legal promise in juristic and actual context of decision-making towards peace agreements. The former locates the legal promise within the extra-

ordinary juristic paradigm of transformative decision-making towards peace agreements. The latter locates the legal promise in actual context of the peace processes of South Africa and Northern Ireland: it assesses the legality of the decision or omission to assure – or not to assure – respect for children's views and theorises why the legal promise was unfulfilled. The final objective is to invert these suppositions as to why into possibilities: specifically to re-imagine peace processes with children.

**Youth in fragile nations: Peacebuilders or spoilers?**

SANU LAL MAHARJAN, NEPAL/UK

There are more young people in today's world than ever before in human history. 'Youth are violence creators' has become a common buzz. It is believed that a country with a youth population comprising more than one third of total population is at risk of an internal armed conflict. This proved true in Nepal and it experienced a decade long fierce fight that resulted into transformation of state structures. Now, the rebels have secured majority in the legislative body and they are heading the government. Nepal has turned into a nascent republic nation as the youth led armed conflict abolished two and half century long monarchy.

My paper argues that over mobilization of youth in the post conflict stage has complicated the peacebuilding process. It has prolonged the post conflict transition period posing threat to economic recovery efforts. Politicization of young workers and students is fueling reoccurring tensions between trade unions and investors. The never concluding tussles in political arena of Nepal makes the neighboring two giant mega economies, China and India, feel security threat and questioning on capacity of Nepal handling the peace process.

At another side of the spectrum stands a positive view that concludes: youth are the bringers of change. Inviting youth in the post conflict peace process brings added values as experiences of young people are highly variable. Youth are not a single, homogenous entity either globally or locally therefore they represent diversity and range of needs and problems correspondingly. The paper shares living experiences of youth led peacebuilding initiatives in national as well as in community level. And, it argues that absence of youth friendly structures is a major hurdle in inviting youth participation in the peace process. The paper borrows examples from post conflict country context such as Nepal, East Timor and Sri Lanka.

### **Children waging peace, changing nations: An exploration of child participation in peacebuilding in majority world nations impacted by armed intrastate conflict**

MICHAEL MCGILL, US/UGANDA

Ninety one percent of the world's 2.2 billion children live in Majority World nations. Eighty percent of the poorest nations are experiencing a major civil war or have in their recent past. Eighty-six percent of all countries experiencing a new outbreak of civil conflict had sixty percent or more of the population younger than thirty.

This study seeks to develop a descriptive moral framework for mobilizing effective and ethical child participation in peace processes in Majority World nations impacted by or at high risk of armed intrastate conflict (MWNIAIC).

Part one explores the contemporary reality and dynamic interaction of children, poverty and violence in MWNIAIC, and then violence and peacebuilding in the Latin American and Colombian contexts.

Part two analyzes data gathered from interviews and focus groups conducted with children and adults in Colombia. Findings from themes resulting from each question are produced. The value of having discovered limited religious or spiritual responses from participants are also explored.

Part three presents a descriptive moral framework for child participation in peacebuilding in the form of a Child Peacebuilding Wheel. It draws upon: (a) the moral frameworks of just war, pacifism, and just peacemaking theories, (b) good practices



presented in child participation theory, (c) works addressing child and youth peacebuilding, (d) my own original research findings in Colombia, and (e) my personal experience that includes over a decade of work with children in MWNIAIC, experience in over forty countries, and practicing as a child psychologist. The moral framework addresses both physical and psychological issues related to children's: (a) security, (b) peacebuilding freedom, and (c) their developing capacity and responsibility.

### **Beyond child soldiering: Understanding children and violence in Colombia**

NIOSHAROSHANI, COLOMBIA

To date, relatively little research has sought to explore the lives of children, especially those in situations of extreme violence, from their own perspective, and the majority of research on children and war has focused on trauma and pathology leaving out the greater societal dimensions of violence (Hart, 2006; Boyden & de Berry, 1997; Hilker & Fraser, 2009).

The situation of war-affected children is largely under-reported in Colombia given the magnitude of the problem and as compared to countries in similar situations such as Sudan or Uganda, both in academia and in reports generated by major organizations.

Thus, there is an urgent need for in-depth research to understand how childhood evolves in a conflict situation in Colombia. Moreover, models of programs targeted to war-affected children in Colombia currently implemented by organizations follow outdated discourses and are based on ones used in other countries without referring to findings in that region.

This research focuses on the mobile trajectories of children's lives under conditions of political violence and economic uncertainty in Colombia and will examine how children maintain everyday life in zones of violent conflict, and how customariness to daily aggression hides the structural violence of poverty, social exclusion, and domestic abuse. By focusing on children navigating the everyday, shouldering care-giving responsibilities, and devising strategies of survival, this project hopes to acknowledge research methodologies to mirror children as active makers of their worlds through arts-based methods. And by engaging these issues through the lens of artistic methods, the project seeks to break from a general tendency in public policies and implemented programs to interpret children's lives within the languages and scripts used to understand adults.

## Workshop 6: Design, monitoring & evaluation of reintegration programmes

ROOM: REGAL HALL

### **Mapping the response of NGOs in the provision of child sensitive social protection in conflict and post conflict settings in Uganda**

EDDY WALAKIRA, UGANDA

NGOs have a central role to play in responding to humanitarian crises under conflict and post conflict conditions. Indeed and as well known to insiders in that world wide sector, there are (expensive) comprehensive texts precisely on how to plan, implement, evaluate and manage an NGO under such often intensely difficult conditions. This has been true especially in the global south, including Uganda. A recent study shows the presence, potency and impotency by NGOs to ensure child and youth protection under these conditions. This study will show what was done by NGOs to protect the young victims, by extension and analysis, what was not done or done poorly and what recommendations we take from this to enhance coverage, practice and effectiveness.

### **Where to go from here: helping organisations monitor and evaluate reintegration programmes**

CLAIRE CODY, SCOTLAND

Many different organisations across the globe working to reintegrate specific groups of separated children (children affected by armed conflict; street-connected children; children affected by sexual exploitation and related trafficking) often share one challenge:

identifying 'what works'. Reports suggest that this is in part due to the lack of available programmatic monitoring and evaluation (M&E) data. There are many reasons that organisations find it challenging to monitor and evaluate reintegration programmes. These include the challenges in determining what constitutes 'successful reintegration'; the sheer complexity of reintegration programmes; and the fact that typically these children are very mobile, making it hard to do follow-up once children leave shelters and services.

In recognition of these challenges, the Centre for Rural Childhood hosted an inception workshop on M&E and reintegration to discuss current practice and the potential for developing an inter-agency project. The meeting brought together representatives from UNICEF, Save the Children UK, EveryChild, the Oak Foundation and IOM. Participants concluded that organisations working with different groups of children on reintegration should work together to identify the common areas that could and should be monitored and evaluated, as well as the tools and methods required to capture such information. It was agreed that an M&E and reintegration toolkit should be developed, supported by an inter-agency steering group. In this paper I will share the findings of a number of data-gathering activities undertaken to develop

the toolkit. These include a desk review identifying key themes in the reintegration process; a survey with practitioners identifying the key barriers to monitoring and evaluation and a coordinated process of consultations with children and young people involved in reintegration programmes. I will also present the draft outline of the toolkit that has been developed based on this process of data-collection.

### **How can transition processes from rehabilitation centres back to communities be built appropriately?**

POLLAR AWICH, UGANDA

Recovery and integration must take place in an environment that fosters the health, self respect, and dignity of the child. The general principles of the UN convention on the rights of the child require that such measures must be available without discrimination to all child victims, the best interest of the child must be a primary consideration, the maximum survival and development must be ensured, and the views of the child must be respected for example in planning and implementation programmes as well as in individual cases. The needs for resources and goods namely food and medicine should be taken care of. Moreover emphasis should be put on the need to consider a coherent plan for recovery and reintegration, to be planned and implemented in a combined effort by states, united nations bodies and nongovernmental organisations. Attention should be paid to (a) the implementation and monitoring of adequate strategies and (b) the need to

reinforce the involvement of the family and the local community in this process.

### **State, non-state development agencies and post-conflict recovery and development in Northern Uganda: Attaining sustainable development or sustaining minimum recovery?**

ERIC AWICH OCHEN, UGANDA

**Objectives.** This paper discusses and analyzes the dynamics of development agencies' support to conflict-affected northern Uganda in the period between 2006 and 2012, and its implications for post-conflict recovery and development.

**Methods.** This study utilized a mainly qualitative approach incorporating in-depth interviews with key informants, focus groups and secondary data review. Data was analyzed thematically using template analysis methods.

**Main findings.** Findings suggest that there has been a major exodus of the development agencies operating in northern Uganda, at a time when the journey back home [from internally displaced persons (IDP) camps] had just begun for most of the people directly affected by the conflict. Findings also indicate that the need situations and readjustment to life back in the villages implied the investment of emotional, psychosocial, physical, financial and other resources, which in some cases were even greater than the ones in the internally displaced person's camps, although these needs and challenges presented themselves differently. This paper therefore analyzes the trends and dynamics of both state and non-

state actors' interventions within northern Uganda, especially the post-2006 period.

**Conclusions.** It is posited that donor priorities, interests and preferences other than government and non-state actors' interventions and situation of the target groups seems to be the driving force behind programme planning, funding and implementation. This revelation presents

important lessons and experience to state actors and social planners working in the area of post-conflict development and reconstruction. The main lesson is that government should proactively take the initiative in leading the community rebuilding process and not extensively rely on foreign support and donors.

## Workshop 7: Sensitization programmes & new media

ROOM: MAJESTIC HALL

### **Using localized film as an innovative approach to destigmatize and re-integrate formerly abducted children in north eastern DRC**

LINDSAY BRANHAM, US

The study argues that successful reintegration of formerly abducted children equates to the protection of children as well as community-wide cohesion and increased functioning. Success in this area hinges on including existing family and community systems in the reintegration process, strengthening an entire support network to actively reduce trauma and stigma together. While currently too little attention is being given to creative reintegration approaches, the long-term well being of formerly abducted children rests on this critical phase of their return home.

In 2012, DTJ piloted the use of screening locally-created fictional films in a community-based resilience-focused psychosocial intervention to reduce stigma and trauma for children formerly abducted by the LRA in

Northeastern DRC, including the wider family and community systems in the program. The role of the films as a narrative tool was to create an alternative space for abducted children, non-abducted children and their family members to encounter their own narrative – a neutral and safe place to explore questions of acceptance, stigma and identity, and to allow room for empathy and understanding to grow towards formerly abducted children.

Qualitative data suggests the intervention as a whole, with Mobile Cinema as a component, helped to demystify and destigmatise the effects of the LRA and provide a platform to discuss this openly, thereby reducing the avoidance and intrusions individual children experienced.

The combination of these studies suggests that new and innovative approaches to reintegration and destigmatization of formerly abducted children are necessary and effective. As children continue to be abducted

and the community-wide affects of this is realized, specific attention to reintegration approaches that are evidence and community-based are critical to addressing the psychological impact of continued LRA violence in northeastern DRC.

### **Video as a tool for advocacy and justice**

BUKENI WARUZI, US

Conflict zones including refugee camps are areas where militia groups target children, recruit and train them to be child soldiers. Child soldiers are used on the frontline as cannon fodders, but also as sex slaves, porters, informants, and perpetrators. The lack of opportunities, education, awareness and the poor infrastructures in these zones make young boys and girls susceptible to the influence of militias. Video functions effectively as a preventative tool in communities where literacy and the level of awareness are low. Since the narrative is in local languages, the message is easily understood and highlights the reality faced by child soldiers. Producing and sharing quality advocacy videos can augment a community's awareness of the abuses suffered by child soldiers and introduce new possibilities including justice.

WITNESS is an international human rights organization that uses video as an advocacy tool to expose human rights violations and to advocate for justice.

With its Eastern DR Congo's partner, WITNESS produced an advocacy video "On the Frontlines: Child Soldiers in the DRC" which shares the traumatic stories of child

soldiers. The video was screened to over 1,000,000 people in Eastern DRC in 2005-2010 to prevent the recruitment, facilitate the reintegration, rehabilitation of child soldiers, and gives specific recommendations to strengthen the work of the ICC as it calls for the international community's engagement to end the impunity of the recruitment and the use of child soldiers. With the same partner, WITNESS produced "A Duty to Protect: Justice for Child soldiers in the DRC" (2005) that was screened at the ICC as it calls on the ICC to prosecute the recruiters of child soldiers and to establish its presence in Eastern DRC.

### **Integrating peace education and sports: An analysis of the role of 'footballism' in promoting peace among the youth in Zimbabwe**

VENGESAI CHIMININGE, ZIMBABWE

From 2000 to 2008 Zimbabwe experienced serious political and economic meltdown.. To heal the wounds of the post election violence an organ for national healing was formed to take charge of the programme. To compliment this effort, other members of parliament in different constituencies introduced soccer clubs as an attempt to unite people. It is from this background where this paper seeks to analyse the role of 'footballism' in promoting peace among the youth in Zimbabwe. Coakley and Dunning (2000) argue that, considerable evidence has been accumulated showing that some social relations that shape economic and political processes in modern societies are reflected and reproduced in sport domains. Soccer for

instance, appears to be a global sport and is regarded as a neutral and socially inclusive cultural institution. Despite its implicit androcentric ethos, however, there is a growing consensus that sport may have a significant role to play in social development, mobilizing creative energies and symbolic resources for re-imagining and transforming the social order. If sport has developmental implications, then it follows that it is a key site to deepen and broaden reflection about how sport structures enable empowerment and emancipation in diverse locales (Shehu, 2010). A qualitative paradigm and descriptive survey design are going to be used in order to realise research objectives. Focus group discussion, interviews and documentary analysis are going to be used to glean data for this paper.

### **Sports, Peace and Conflict: Can programs using sports with youth contribute to positive social change in Northern Uganda?**

ELLEN COSGROVE, US

This report considers programs that use sports to engage youth in Northern Uganda and examines their efficacy in contributing to positive social change in this post-conflict region. The over two-decade long civil war in Northern Uganda between the Lord's Resistance Army and the Ugandan government has negatively affected the region. The youth have been one of the most affected demographic and are now faced with vast educational and economic challenges. Evidence has been presented that interventions that use sports, in a context such as this, can be a positive way of engaging

youth. Field observations and interviews were conducted primarily with two organizations located in Pader and Gulu. Several additional organizations, that are using sports in their interventions with youth, were also interviewed and/or observed. The compiled information indicates the benefits of using sports as a "tool". The positive benefits for youth and their surrounding community include: promotion of physical and mental health; rehabilitation and therapy; reintegration; peace- and relationship building; empowerment; inclusion; and mobilization of communities. Furthermore, key strategies to improve the impact of these interventions include: deliberate and clear programmatic goals; ensuring the intervention extends beyond the sport; creating mixed teams when working with groups in conflict; addressing the winning and losing in competition; and ensuring sustainability with local community support and adaptable programs. However, the potential for targeted programs to exclude certain demographics and the lack of methodology and resources for measuring impact are present challenges to the usefulness of sports. In addition, there is also the risk of the negative aspects of competition triggering conflict in areas where there are pre-existing tensions. When structuring their programs, practitioners need to be aware of these challenges and risks in order for these interventions to have the potential to contribute to positive social change in Northern Uganda.

## **Graffiti: A powerful innovative weapon broadening the horizons of social transformation in Kenya**

MOKUA OMBATI, KENYA

Kenya has witnessed a cycle of ethno-political violence before, during and after elections, since the (re)introduction of multi-party democracy in the early 1990s, with the most devastating experienced in the 2007/2008 electoral period. This worrying trend of increasing election-related violent conflict threatens democracy, development, peace and stability. A group of Kenyan youths having realized the devastating effects of this violence, have (re)conceptualized and reformulated graffiti into an alternative tool for social transformation. The build space has become the rostrum of civic advocacy and citizen participation, as the youth employ graffiti to engage the populace and political establishment into national consciousness and morally accountable leadership. Graffiti has become pervasive and deeply embedded in social, economic and political relations in Kenya. It is impacting on the way citizens live their lives and relate to both the state and other actors in society. Graffiti is the new

form, forum and shrine of social commentary, conversation and debate. It is hilarious, speaks to you in one angle or another that you end up having a conversation with the murals. The images bring to light what the Kenyan politicians have tried to keep in darkness. While these graffiti is not unique, its manifestations, organizational modes, and concerns are informed by Kenyan circumstances, both in terms of the specific issues addressed and the wider content of deficits that the country faces. By means of ethnographic research and an exhaustive content analysis of the 'protest graffiti', this research advances a typology of the unique contribution of street art and graffiti to struggle for social change and contention, which is distinct from more traditional social activism and protests. In particular, the study explores the ways in which street art and graffiti reflects a particular identity of youth activism and advocacy that values daring, risk, rebelliousness, ingenuity, commitment, and sacrifice, while at the same time reflecting particular aesthetics that are appreciated by the public.

## Workshop 8: Reintegration: practices to learn from

ROOM: ROYAL HALL

### **Stepping forward: Sharing learning about children's reintegration between humanitarian and development actors**

JOANNA WEDGE, UK

While the objectives and activities of reintegration programmes spanning diverse groups of children are often similar, to date there has been limited effort to pool experiences and learning, especially between agencies working in humanitarian and development settings. This paper draws on existing literature and in-depth interviews with practitioners to identify relevant learning for those working in war-affected communities, joint principles for good practice and research gaps. It examines:

- Definitions
- Promising practice in different stages of reintegration
- Children's participation
- Role and mandate of different actors
- Measurement and research methodology

Whilst war-affected children have some unique needs, the findings show numerous areas where their experiences overlap with other separated children, and that child protection systems in fragile states must be designed to move into, out of and through emergency measures for children, thus ensuring their continuous protection and ability to engage in decisions that affect them.

### **Sudan experience on the release, reunification and reintegration of child soldiers**

HAGIR GAMAL ELDINN, SUDAN

The paper attempts to shed light on the historical background of Sudan Disarmament, Demobilization and Reintegration Commission (NSDDRC) which has been established and mandated In January 2006 by the Presidential Decree No. (5). Hence, the SDDRC has become an instrumental mechanism for the implementation of Chapter Three of the CPA.

Next, it highlights the setting up of the Child Soldiers Desk for CAAFG-related activities at the SDDRC HQ that started operating in collaboration with (UNICEF), as an international partner for technical and financial assistance for Child Program. Furthermore, the CAAFG Focal Point has been selected as a member of the committee for child legislation in National Council for Child Welfare.

The paper also acknowledges the significant step taken by the parties to CPA in regard with their agreement to expand the mandate to include both the DPA (Darfur) and EPA (East) and their political commitment, in spirit and deed, leading to smooth coordination amongst all government institutions concerned, and the spirit of cooperation shown by all civilian and military organizations towards the SDDRC in general and CAAFG Program in particular.



Finally, having mapped out the developments and land marks on issues related to child soldiers, the paper pays special attention to the achievement record, in the areas of release, reunification and reintegration of child soldiers during the Interim DDR Program (2005-2007) and DDR multi years strategy (2011- 2013).

### **Youth return in post conflict Northern Uganda: Sustainable or susceptible?**

VICTORIA FLAVIA NAMUGGALA, US

The relative peace in northern Uganda proceeding the Juba Peace talks (2006-2008) encouraged governmental closure of camps, creation of transit camps, and the return and reintegration of formerly displaced communities. The Ugandan government, in collaboration with local and international humanitarian agencies, recognised the glaring need for continued support to returning communities in order to transform humanitarian assistance from relief to recovery and to facilitate sustainable return and resettlement processes. Humanitarian aid in the post conflict phase has concentrated on household heads (majority of who are men) along with women and children below the age of five. This approach has created a "youth gap," in which young people (ages 10-24) have only minimally benefited from assistance as they return to their communities.

In this paper, I emphasize the necessity of targeting youth as a special category group with particular and specific attention to return sustainability and interventions. Drawing on

data collected in 2009 for a study of gender dynamics in humanitarian assistance programs in Lira District, Uganda, I argue that youth have specific gendered and age- based needs that are unique from other groups in the returning population. Youth returnees need specific and targeted interventions in order to avoid what some scholars anticipate as a re-eruption of violence if the "youth bulge" is ignored (Doran 2009, Soto 2009, Collier 2011).

My preliminary findings from fifty returnee households (35 women headed and 15 men headed) and twelve key informants and eight focus group discussions indicate the return process has stimulated new challenges for youth, largely resulting from the inadequacy of specific programs targeting their issues and concerns. I make recommendations for sustainable return, reintegration and resettlement strategies in the region including: strengthening the role of local religious and cultural institutions and other forms of social reintegration; and including youth in planning, implementation, management, monitoring and evaluation of resettlement programs.

### **Evaluation of a psychosocial group intervention for children affected by armed conflict in South Sudan and Colombia**

MARIA CRISTINA TORRADO PACHECO, COLOMBIA

War Child Holland, in collaboration with the University of Amsterdam, the Dutch Youth Institute, HealthNet-TPO and

Universidad Nacional (Colombia), is conducting an evaluation of its psychosocial support intervention I DEAL for children and young people affected by armed conflict.

I DEAL was developed by War Child Holland in 2006 and is currently implemented in 10 countries. It is a creative and participatory theme-based intervention aiming to strengthen children's resilience by improving their life skills that help children cope with the effects of armed conflict. The tool consists of 6 modules, facilitated weekly over a period of 3 to 6 months by local project staff with groups of 15 to 25 children.

This study evaluated both effects of I DEAL as well as the factors that influence this; quality of the intervention's content and quality of the implementation. With the findings, War Child Holland will further strengthen its psychosocial support to children affected by armed conflict. The research also aims to make an international contribution towards addressing existing gaps in knowledge regarding psychosocial support interventions for children and young people affected by armed conflict.

The evaluation research was conducted in Colombia and in the Republic of South Sudan, and is in line with UNICEF Evaluation Guidelines (2009). The study followed a mixed methods, pre-post-test design (N=200), and measured children's levels of wellbeing and resilience using internationally validated tools (Strengths and Difficulties Questionnaire (Goodman, 1998) and the Resilience Scale (Connor & Davidson, 2003)). Interviews (N=20) and case studies (N=10) were

employed to explore factors affecting children's wellbeing and their learning process throughout the intervention. Facilitators, teachers and parents have also been interviewed for triangulation. Data has been collected between April 2012 and December 2012.

**"A la rueda, rueda del vente conmigo." Experiencias de acompañamiento emocional a niños, niñas, jóvenes y mujeres afectadas por la violencia armada en Medellín.**

***"A la rueda, rueda del vente conmigo": Experiences of emotional support towards children, youth and women affected by the armed violence in Medellín.***

GLORIA AMPARO HENAO MEDINA,  
COLOMBIA

El trabajo educativo de la Corporación durante 20 años, con niños, niñas, jóvenes y mujeres de sectores empobrecidos y que han sido víctimas de la violencia armada, es orientado desde la perspectiva de derechos, con ejes articuladores como: la recuperación de la palabra y de la historia, la perspectiva liberadora de género, la coestión, la comunitariedad y la negociación no violenta de conflictos.

En nuestros procesos participan personas que han padecido el desplazamiento forzado, la vinculación obligada de los y las jóvenes, niños y niñas en actividades delictivas propias de la violencia armada, la desescolarización porque las "fronteras invisibles" no les dejan circular por sus territorios para ir a la escuela, en suma, se trata de una interacción

psicopedagógica con sujetos sociales que tienen traumas de guerra.

Desde el teatro de la liberación, la música, la pintura, el baile folclórico, la danza contemporánea, los zancos y malabares, la poética literaria, la producción radial, el hip-hop, entre otras modalidades artísticas, donde se trasciende la oralidad y se favorece la expresión de las subjetividades desde el cuerpo, el arte cumple una función terapéutica, genera acciones sanadoras individual y grupalmente, propicia que el dolor y las heridas de la guerra fluyan.

Todos estos dispositivos permiten que los traumas fluyan, se expresen y se comprendan,

nuestra pedagogía pasa por la piel, por los sentidos, por los afectos, por la experiencia cotidiana de la convivencia pacifista, recoge la intensidad con la que se despliegan todas las formas de interacción entre niños, niñas, adultas y adultos en los diferentes roles, es una pedagogía que asume que el cuerpo es para el cuidado, para las expresiones amorosas, para vivir y sentir lo agradable, lo placentero, lo bello, desde esa pedagogía vivencial, ellos y ellas, identifican opciones pacifistas para afrontar y resistir situaciones conflictivas y/o violentas.

*(Translation is provided)*



## DAY 2: Thursday 26 September 2013

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**8:00 am Registration**

**9:00 am Workshops**

WORKSHOP 9: Daily & social stressors (Regal Hall)

WORKSHOP 10: Voices of children in reintegration processes (Majestic Hall)

WORKSHOP 11: Psychosocial interventions (Royal Hall)

**11:00 am Health break**

**11:30 am Workshops**

WORKSHOP 12: Ecological interventions (Regal Hall)

WORKSHOP 13: Transitional justice (Majestic Hall)

WORKSHOP 14: Child protection (Royal Hall)

**01:00 pm Lunch**

**02:00 pm Workshops**

WORKSHOP 15: Peacebuilding, storytelling and memories (Regal Hall)

WORKSHOP 16: Family and social support (Majestic Hall)

WORKSHOP 17: Psychological interventions (Royal Hall)

**03:00 pm Health break**

**03:30 pm Workshops**

WORKSHOP 18: Education and reintegration (Regal Hall)

WORKSHOP 19: Healing processes (Majestic Hall)

WORKSHOP 20: Training programmes (Royal Hall)

**05:30 pm End**



**Workshop 9: Daily & social stressors**

ROOM: REGAL HALL

**The means of managing the psychological influence of stigma, discrimination and social exclusion among children born 'normal' and deformed by war, a case of Northern Uganda**

DAVID STEPHEN OJOK, UGANDA

The study explores the traditional, as well as the formal means of rehabilitation, towards minimizing the influence of negative perception/ belief about disability. Many children have been greatly affected by war. Physically; some got their body parts robbed off, causing deformity, which increases the level of vulnerability, that is, as a child, and at the same time living with disability. This carries detrimental psychological effect which many rehabilitation centers have been focusing on; through provision of psychosocial support inform of counseling, offering material support as well as use of learning aid to aid mobility of the physically disabled. However, after rehabilitation, re-integration of these victims (children) often face impediments, that is, stigma, discrimination and social exclusion from the communities, based on person and cultural believes about disability, which result into a mind set of labeling and perceiving the victim as an outcast and misfit in the society. The central role played by these variables (stigma, discrimination and exclusion) not only cost the child's social life, but also the private life.

These thoughts (imagination, worries and doubts) often preoccupy cognitive activities. Therefore, rehabilitation that fosters socialization which incorporates the cultural/ informal means among others, to un-tap the valuable resources necessary to harness learning the social realities to minimize stigma, discrimination and social exclusion is what this paper seeks to address. Elaborate insight will be given to understanding how the influence of stigma, discrimination and social exclusion leads to psychological problems. This will also involve the use of different theories, conceptual and contextual analysis of the subjects matters in the theme.

**Genuine social inclusion or superficial co-existence? Former girl soldiers in Eastern Congo returning home to their families and communities**

MILFRID TONHEIM, NORWAY

The article focuses on the social dimension of child soldier reintegration. It draws on an empirical qualitative study on former girl soldiers in the eastern and war-torn part of the Democratic Republic of Congo, and examines how the former girl soldiers fare with regards to social acceptance and re-inclusion into their families and communities. The article presents empirical data revealing that the girls experience social exclusion, stigmatization and non-acceptance both

within their families and the wider community. It may, therefore, be argued that there is a superficial (physical) co-existence rather than a genuine social inclusion of girls returning home from armed forces or groups. The discussion deals with why social reintegration is so hard to achieve and identifies individual-level determinants as well as two major flaws apparent in reintegration programmes. The article highlights prioritization of economic reintegration over social reintegration as particularly problematic, and calls for a shift towards a deeper commitment to facilitate social acceptance and social inclusion of former child soldiers.

**Social support and stigmatization, a social perspective on psychological consequences of sexual violence in Eastern Congo**

AN VERELST, BELGIUM

This contribution addresses the intertwining psychological and social consequences lived by adolescent survivors of sexual violence in Eastern Congo and presents related implications for their psychosocial rehabilitation. Based on a large-scale mixed-method study, the contribution discusses social protective and risk factors associated with psychosocial well-being in girls that experienced sexual violence. In a school-based study (n=1340), self report questionnaires on posttraumatic stress symptoms, externalizing and internalizing psychological problems, war-related traumatic events, daily stressors, coping,

social support, and rape myth acceptance were administered. Enriched by qualitative findings this study shows that adolescent victims of sexual violence face a myriad of psychological and social sequelae. Negative social reactions, social support, seem to be strongly associated with the psychological impact lived by these adolescent survivors. Implications for psychological treatment of the diverse responses to traumatic stress in adolescent survivors within the specific context of Eastern Congo are formulated.

**War exposures, daily stressors and mental health outcomes conceptualized as a network of dynamical systems: implications for researchers and psychosocial practitioners**

MAARTEN DE SCHRYVER, BELGIUM

Inspired by a Western trauma-focused framework, the main focus of studies on PTSD in war effected countries was on the direct relation of war exposure on levels of PTSD. Although a strong relation between exposure to armed conflict and symptom severity level of PTSD could be expected, a large amount of variance remains unexplained. According to Miller and Rasmussen (2010), the rather unexpected small amount of variance explained, inspired researches to investigate the role of daily stressors in understanding the mental distress.

The debate between Miller and Rasmussen (2010) and Neuner (2010) illustrates the importance of model specification. Miller and Rasmussen proposed a model in which some daily stressors partially mediate the effect of



war exposures on mental health outcomes. Besides this indirect effect of war exposures through war related daily stressors on mental health outcomes, direct effects are defined for war exposures, war related daily stressors and unrelated to war daily stressors on mental health. As Neuner (2010) argues, some daily stressors directly or indirectly defined as independent variables could be the result of the mental health outcome.

We extend these ideas by defining direct effects between war exposures, between daily stressors and between symptoms of a specific mental health outcome. In other words, each exposure, each stressor and each symptom may have an influence on other exposure, stressors and or symptom. The idea that indicators may cause indicators contrasts with how psychological constructs are actually conceptualized. Nor a reflective model, nor a formative model encounter possible causal relations between indicators. Interestingly, Schmittmann et al., (2011) proposed a network perspective as a possible third conceptualization.

We will illustrate that the application of a network conceptualization will lead to more insight into the complex relations that exist between war exposure, daily stressors and PTSD. We therefore make use of a cross-sectional of 445 adolescents gathered in Northern Uganda.

## **Post-war Environment and Long-Term Mental Health Problems in Veteran Child Soldiers in Northern Uganda: The WAYS Study**

KENNEDY AMONE-P'OLAK, UGANDA

**Background:** War experiences and post-war environment are related to mental health problems but little is known about the mechanisms. The present study aims to study pathways from war experiences and post-war environment to mental ill-health and to define opportunities for intervention.

**Method:** We used data from the WAYS Study, an on-going longitudinal study of 539 veteran child soldiers in northern Uganda. Mental health, war experiences, and post-war environment were assessed by locally developed measures for use with veteran child soldiers. Structural equation modeling was used to test two hypotheses: (1) the "trauma model" in which war experiences directly influences long-term mental health and (2) the "psychosocial path" in which war experiences influences long-term mental health through post-war environment. Participants in the study were Veteran Child Soldiers (N=539, 61% male; baseline age = 22.39; SD=2.03, 18 - 25). Post-war environment mediated the relations between war experiences and depression/anxiety and conduct problems

**Results:** War experiences are linked to depression/anxiety ( $\beta = .15$  (95% CI: .01, .30)) through post-war environment accounting for 44%, and to conduct problems ( $\beta = .23$  (95% CI: .03, .43)) accounting for 89 %. Direct relation between war experiences and depression/anxiety attenuated but remained

significant. For conduct problems, the direct relationship was no longer significant after including post-war environment.

Conclusion: Post-war environment is a key determinant of continued mental health problems in veteran child soldiers. Findings

support both “trauma” and “psychosocial” models. Interventions to reduce long-term mental ill-health should address both post-war environment and care and consider both models for intervention as complementary.

## Workshop 10: Voices of children in reintegration processes

ROOM: MAJESTIC HALL

**If you prepare the garden, the plants will take care of themselves. Insertion processes of children disengaged from armed groups in Colombia**

JULIA VILLANUEVA, BELGIUM

With this contribution I would like to share my findings on the research on the insertion processes of children disengaged with armed groups in Colombia. Though accuracy of numbers are unattainable, there are estimates of up to 18,000 children engaged with armed groups in Colombia. When children disengage through armed groups a governmental program is set up to support the insertion processes of these children. Though many efforts are invested in these programs, many challenges remain. The engagement of children with armed groups is deeply rooted in societal dynamics. When children insert back into society, these dynamics remain. Our findings suggest the phenomenon of children disengaging from armed groups and inserting into society cannot be understood from an individual focused approach, isolating attention to a

certain group, and there is a need for pulling (research and welfare) attention open to a broader societal level.

**'The future, I start looking into it today to reach tomorrow': Longitudinal exploration of the reintegration process of former abducted youth in post-conflict northern Uganda**

KATHLEEN COPPENS, BELGIUM

For twenty years, Northern Uganda has been the scenery of a brutal war between two warring parties: the rebel group the Lord's Resistance Army and the government troops, or Ugandan People Defence Forces (UPDF), in their search for power and leadership.

Especially the civilian populations in Acholi, Lango and Teso regions have sustained numerous atrocities, of which one of the most notorious was the forced abduction of children and youth to fight in the LRA's ranks.

In my doctoral study I used an ethnographic research design to explore the

resettlement process of war-affected communities, both in a town and rural area in Gulu District, Northern Uganda. For this presentation, I particularly focus on the results of a follow-up study of 12 youth (7 males and 5 females) who had been abducted for over a year. They were followed for a period of 2.5 years to gain insight into their long-term reintegration process, the progress they made and the continued struggles they were confronted with. Also, their relatives and other community members were included in the research to gain a broader view on the reintegration process of these youth.

Although the different trajectories of these youngsters are unique, a number of commonalities can be found that have implications when outlining interventions addressing their individual needs and the needs of their community. Especially, an ecological approach that goes beyond the common call for including local practices such as traditional rituals will be explored.

### **Vulnerability and Agency. Figures of child soldiers within the narratives of child protection practitioners in the Democratic Republic of Congo, and related programs and policies**

SYLVIA BODINEAU, CANADA

Based on an analysis of key documents elaborated by international and national organizations involved in the protection of children associated with armed forces and groups between 1996 and 2011, the research I will present highlights the various figures of childhood to which the stakeholders refer, as well as their related recommended policies

and programs. The exploration of actor's narratives is done on two modes: a synchronic and a diachronic perspective.

The synchronic analysis shows a set of representations and practices that focus on children's vulnerability. First, the representations of childhood are rooted in both the child rights' regime and the humanitarian regime that affirm their immaturity and incompetence, justifying the interventions on behalf of their protection. In addition, the conflicts are described as politically and contextually unfounded, illegitimate fruits of barbarism and greed. Thus any reference to ideology as a reason for voluntary enlistment is discredited by the alleged children and youth's lack of capacity for discernment, and interpreted by humanitarian actors as the result of manipulation by armed groups, rather than a sign of an informed choice and agency, making somehow the children 'voiceless'. Finally, with an "apocalyptic" representation of conflicts, child protection programs are based on emergency and biomedical paradigms that reinforce the victimization and leave very small room for children and youth's agency

But the diachronic analysis shows that challenges faced in implementing reintegration programs, particularly for the youths (girls and boys), have leaved some room for "negotiation" between humanitarian actors, communities, families and children, thus transforming representations of child soldiers among child protection practitioners. By expanding the classical figure of children

as victims, focusing less on their vulnerability and giving greater emphasis to their personal history and their participation, child protection actors have started to put emphasis on their agency. Vulnerability due to "physical and mental immaturity" which was cited as "constitutive" of their being and as a justification for "special safeguards and protection" in the preamble of the UNCRC (1989), can then be understood in a systemic perspective, as the conjunction of the context and their personal history and capacities.

### **Psychosocial intervention. Integrating and strengthening children's participation**

KAIESHA PERRY, GUYANA

Psychosocial interventions for young children and young people require a holistic approach; this is mainly to ensure that the roles and responsibilities of stakeholders particularly family, religious and community groups and social protection services are clearly identified to strengthen the reintegration and rehabilitation process towards protecting vulnerable children. This presentation will highlight:

- the practical role of the child, giving him/her a voice in his/her reintegration and rehabilitation process
- the tools and approaches of the social workers
- the wider network in forming parts of the solution

Learning objectives for the presentation are discussing experiences, challenges and

achievements in a "child lead process" in reintegration and rehabilitation.

Starting with a case study, the presentation will handle different aspects of psychosocial interventions such as engaging and interacting at the pace set by the child, ascertain a non controlling environment, building a relationship with the child, establishing the child network, challenges in the relationship and involving the child in PR/advocacy activities.

### **De beneficiarios sin voz a sujetos activos del cambio: niños, niñas y jóvenes en el proceso de reintegración en Colombia**

*From voiceless beneficiaries to active subjects of change: children and youth in the process of reintegration in Colombia*

MARIA ALEJANDRA MARTINEZ & ANA MARIA JIMENEZ, COLOMBIA

Este documento pretende analizar de manera crítica los obstáculos y retos que plantea la reintegración de las víctimas de uso y reclutamiento ilícito en Colombia desde la mirada de los principales actores en este proceso: los niños, niñas y jóvenes. Para ello, se realizará una contrastación de la ruta de reintegración de cara a la realidad y necesidades de los niños y niñas, quienes históricamente han sido relegados del proceso de diseño e implementación de los programas de los cuales son beneficiarios. Por ello, este documento es construido de manera conjunta entre dos personas que con experiencias distintas, una como

investigadora en el tema y otra como joven desvinculada del conflicto armado, pretenden rescatar la voz de quienes hoy en día hacen parte de dichos programas de reintegración. Un tema central será el análisis de los obstáculos que enfrentan los niños, niñas y jóvenes para ejercer su derecho a la participación dentro de estos programas. Se analizará también cómo la ruta de desvinculación invisibiliza las historias de vida y fortalezas ganadas por los niños y niñas dentro de los grupos armados. Se explicará cómo son desconocidas aquellas capacidades que los niños y niñas desarrollan en su paso por los grupos armados tales como herramientas organizativas, de supervivencia y de liderazgo que resultan importantes en el proceso de construcción de su proyecto de vida. Se expondrá como las posibilidades de

formación técnica ofrecidas por el programa limitan las expectativas de aquellos que quieren seguir una carrera universitaria o desarrollar habilidades distintas a las definidas por la ruta de reintegración. Especial atención se prestará a la incorporación de la perspectiva de género en estos programas para establecer hasta donde las necesidades particulares de las niñas, las adolescentes y las jóvenes, algunas de ellas madres, son tenidas en cuenta. Finalmente, este documento planteará las posibilidades de participación de los niños, niñas y jóvenes no solo desde su condición de víctima sino desde su condición de sujetos de derechos con una gran capacidad de resiliencia.

*(Translation is provided)*

## Workshop 11: Psychosocial interventions

ROOM: ROYAL HALL

### **Rehabilitation of the youth affected by conflict in Patongo: reflecting on the way forward**

DAVID LAGEN, UGANDA

The community of Patongo, once home to an IDP camp, has seen many challenges, some of which have tested its society to breaking point. In 2008, Jubilee Action, a UK child right organisation, and partners David and Agnes Lagen, now known as 'Passion4 Community Development Organisation', set out to establish the Patongo Youth Centre aimed at providing vocational education and psycho- social support to former child

soldiers, abductees and other young victims of conflict. In 2012, it was time to look back at the interventions over the past four years and prepare for a more thorough evaluation of our future interventions by undertaking an extensive community survey of more than 600 hundreds young people to provide a thorough baseline. More importantly, the survey elevated the voices of the youth, painting a broader picture of their most urgent needs. Echoing an abundant literature on the necessity to shift project programming on the rehabilitation of children affected by

conflict from a strict focus on post-trauma counselling towards a longer-term approach to psychosocial well-being, this paper intends to share the experience of Passion 4 Community Development Organisation in addressing the needs of the youth over the past four years with case studies as well as an account of how the psychosocial interventions have been aligned with the promotion of income generating activities to promote sustainable livelihoods. Looking at the way forward, the paper will share the findings of the community survey and how these findings informed the urgent need to secure sustainable economic opportunities among the community as an integral part of reintegration and the rebuilding of well-being and self-esteem. Rather than recommending the substitution of one approach by the other, the paper aims to share the experience of Passion 4 Community and hopefully ignite a discussion on how to address psychosocial adjustment to both past war experiences and post conflict context and daily challenges.

**Linking rehabilitation and reintegration processes of child soldiers to the community-based child protection systems. A case of TPO in the DRC**

EMMANUEL NGABIRANO, UGANDA

TPO is using a family centered rehabilitation and reintegration model for children associated with armed forces and groups in South and North Kivu in the DRC. The model uses households as transit homes as opposed to the traditional Transit Centers operated by other agencies and governments.

In the model children are demobilized from armed groups, and handed over to community support structures that work with TPO. TPO staff, together with the community child protection systems, identify placement families whose capacity to provide basic care and support to vulnerable children meets expectations of the protection systems. TPO then complements the care given by transit families to the children by providing additional psychosocial support in the Child Friendly Spaces that provide psychosocial support, play, recreational and referral services to general community. At the Child friendly spaces, children with complications are identified for further support in the referral pathway.

This paper presents the potential benefits of this model in the rehabilitation and reintegration of children associated with armed forces by placing responsibility on the community support systems for the reintegration and rehabilitation of children associated with armed conflict. It further discusses how the model reduces stigma and the high running costs of transit facilities through community empowerment approaches, including among others, facilitating the economic, social and protective reinsertions of children in communities.

**“You cannot deceive a small child more than once”: In the wake of child soldiering in North-Western Uganda**

JOANNA BOTH, THE NETHERLANDS

This paper explores the aftermath of child soldiering in the absence of institutional support. The study was undertaken ten years after the ‘reintegration’ into civilian life of the 135 child soldiers of the Uganda National Rescue Front II. Semi-structured interviews with 26 former child soldiers and extensive ethnographic research with 5 of them, form the basis of this paper.

Despite having been promised education by the NGO’s after their removal from the rebel-camp, this never materialized. After a three week psychosocial support training the former child soldiers were sent home and were never called back for education. Interacting with them today indicates that their psycho-social well-being is most affected by the developments that did (and did not) take place after the peace agreement was signed, that is, by post-war experiences, rather than by their experiences in the bush.

Serious grievances are expressed by the former-child soldiers with regards to their feeling of having been abandoned. They feel abandoned by the NGO’s and (local) government with regards to not prioritizing their education and abandoned by the Amnesty Commission that up to now has not been able to hand out their amnesty cards. They also feel abandoned by the former rebel commanders, whom they accuse of misappropriating their government resettlement package: the 4,2 million

Ugandan Shilling that the Ugandan Government offered to the UNRF II for coming out of the bush.

Dealing with the absence of support, endless waiting, feeling powerless, abandoned and deceived, ten years down the road the former UNRF II child soldiers express hurt and have developed mistrust towards various institutions. Whereas most have been able to marry and have been accepted after return to their families, their anger is not diminishing, but rather growing as they grow older, with possibly negative consequences for the region’s stability in the future.

**Building a future for children and young people affected by armed conflict in Colombia**

RAMIN SHAHZAMANI, THE NETHERLANDS/CANADA

From 2010 until now, War Child Holland has worked in the departments of Putumayo and Cauca to improve the wellbeing of children affected by armed conflict (n=1829). A particular problem in these areas has been the recruitment and use of children and youth by armed groups. This presentation will describe the risk factors they faced, the protective factors they developed and the psychosocial methodologies and community interventions which were successful in the prevention of recruitment and use of children and young people in the Colombian conflict.

In a highly militarized context with the presence of armed groups and after decades of conflict, the fabric of communities is tattered. The reach of government

institutions is very limited to respond and uphold the rights of children who find themselves in the midst of this context. Families are stretched and children's rights are violated. The lack of opportunities leaves children with little to look forward to.

War Child's intervention with local partners, included providing psychosocial support to children at high risk of being recruited, through creative and educational

methodologies. The program strengthens the protective support around children by working with parents, teachers, professionals and duty bearers. It helps schools to transform into safe spaces. It strengthens the cultural identities of children from indigenous communities, by working in school gardens. It also strengthens their constitutional right to autonomous governance and practices of a rich cultural heritage.



Workshop 12: **Ecological approaches**

ROOM: REGAL HALL

**Challenges and opportunities of political reintegration of former child soldiers in Colombia**

IRINA MAGO, COLOMBIA

This presentation discusses how the political dimension of reintegration is related to the success and sustainability of the process of reintegrating children that were recruited by illegal armed groups in Colombia. The design and implementation of the public policy that promotes the reintegration of this population should include the political dimension of this process, a factor that is usually overlooked. Otherwise, we might miss the opportunity to strengthen the social and political potential of these young victims and positively impact other aspects (such as economic, psychosocial and community well-being) of a complex human process. The argument is based on the results of the author's Masters thesis in Political Science at Los Andes University (Colombia, 2011).

**Eschewing child soldiering in post-cold war Africa: A humanitarian response**

DAVID-NGENDO TSHIMBA, UGANDA

This paper begins with searching into the phenomenon of child soldiering in post-Cold War Africa and so endeavours to propose an expected humanitarian role to be played by both local (national governments and civil

society organisations) and international (intergovernmental organisations) actors to safeguard the otherwise doomed future of many an African child. Although it has not been easy—more so on the African continent—to prevent or contain these new forms of war in the aftermath of the Cold War, enormous efforts are being made by the international community including the United Nations, the European Union, the African Union as well as other international organisations and national governments to provide care for refugees, internally displaced people, war affected vulnerable groups as well as ex-combatants, a good number of them being children. Drawing from an array of existing literature on challenges and prospects for child protection and post-war community reintegration, the paper scrutinises by way of secondary data analysis current mechanisms being established at different stages and in various scenarios to ensure either protection from devastating war experiences affecting children and youths or their post-war community reintegration. In a bid to contribute towards the already manifested efforts, the paper suggests both top-down and bottom-up approaches to protection against the odds of child soldiering in today's Africa.

## **Crossing the bridge: Linking peace to rehabilitation and reintegration processes and international assistance**

ANITA KIAMBA, KENYA

The following paper identifies a number of issues which can make the process of rehabilitation and reintegration of children affected by war and armed conflict in Africa more sustainable and result-orientated. The paper argues that the gaps between different perspectives can be bridged through a framework which includes international and development cooperation, and the rehabilitation and reintegration process. Rather than approach rehabilitation and reintegration as a separate conflict and post conflict reconstruction issue, it is identified as an issue during peace processes. In view of the fact that armed groups have grievances, it is certain that they have been engaged in negotiations with governments. Negotiations often focus on the grievances and may also go as far as including the reintegration of armed groups into the national army. In retrospect, negotiations do not identify as major the rehabilitation and reintegration of children affected by armed conflict. In addition, development partners and international parties who have a prominent role in the peace process through funding and monitoring the implementation of agreements fail to identify and promote the need to protect children affected by armed conflict. Consequently, there is a disjuncture in the role of development partners and international parties in supporting peace processes and rehabilitation and reintegration

of children affected by armed conflict. The paper concludes with policy recommendations geared at bridging the role of post conflict reconstruction and development aid in the process of rehabilitation and reintegration.

## **Ecological and systemic approaches**

ALBERTA SANTINI, DENMARK

The Danish Refugee Council (DRC) fulfils its mandate by providing direct assistance to conflict-affected populations – refugees, internally displaced people (IDPs) and host communities in the conflict areas of the world, and by advocating on behalf of conflict-affected populations internationally, on the basis of humanitarian principles and the Human Rights Declaration. As of nature of conflicts has changed, DRC has been focusing its work on the protection of children, youth and women who are more exposed to the risks and consequences of conflicts including recruitment and association to armed forces and groups. In Central Africa Republic, Syria, Guinea, DRC has been designing integrated interventions (livelihood and protection) to enabling an environment that encourages a recovery and reintegration process for children and youth who have in any way been involved with armed groups or affected by their presence.

The acquired experience and different impact evaluations for these different country programmes have shown that the quality of a DDR process is built on protection oriented assessment of the needs, and in depth

analysis of skills and interests of the child in order to design personal itinerary of reintegration. Linking personal desires, aspirations with limited and almost unilateral options become in reality the major challenge to make the process durable. It is therefore essential for DDR projects to find creative and effective ways to bridge the gap between the individual and the community, the existing legal framework, and the economic and educational opportunities starting from its inception phase: the assessment of what children and youth want. This fundamental

phase should aliment and have the possibility to nurture as well as guide the overall process.

#### **Questions to be addressed:**

- How to advocate to donors and to move to a systemic approach?
- How to design economic opportunity in a post conflict scenario, where the situation is difficult for all and options are limited?
- How to link person itinerary with packaged solutions?

## **Workshop 13: Transitional Justice**

ROOM: MAJESTIC HALL

### **Mental health conditions and attitudes towards reconciliation among war-affected adolescents (Northern Uganda)**

BENJAMIN ALIPANGA, UGANDA/BELGIUM

The study aimed at observing the association between mental health conditions and reconciliation attitudes of war affected adolescents. Four hundred and forty five adolescents aged between 13 and 21 years inclusive were involved in the study. They were assessed on the level of exposure to war-related experiences (Stressful War Events Questionnaire), the level of daily stressors experienced (Adolescent Complex Emergency Daily Stressors Scale) and on their reconciliation attitudes (The Openness to Reconciliation Questionnaire). The Youth Self Report – YSR, the Hopkins Symptoms Checklist – HSCL-37A and the Impact of

Events Scale, Revised - IES-R were used to collect data on externalizing (aggressive and rule-breaking) behaviours, internalizing problems (anxiety and depression) and exposure to traumatic stress respectively. Preliminary results indicate that the more daily stressors and higher symptoms of depression & anxiety, higher scores on externalizing behavior as well as more rule breaking behavior reported, all were indicative of more avoidant attitudes. Revenge attitudes were however comparatively seen more among formerly abducted adolescents than non-abducted adolescents. When more rule breaking behaviors were reported, more revenge attitudes were seen. However no impact was seen for depression and anxiety on revenge attitudes. It is recommended that programs

aimed at peace building and reconciliation among war affected adolescents should a) seek to address their mental health needs alongside other activities and, b) target changing revenge attitudes specifically among formerly abducted adolescents. Therefore, mental health conditions have generally negative impact on reconciliation attitudes. It is imperative to address the mental health conditions of adolescents living in post conflict societies if they are to benefit from other processes, and be able to enjoy psychosocial wellbeing once again.

### **Children and youth: Necessary transitional justice mechanisms, processes and outcomes in Uganda**

TEDDY ATIM, UGANDA/US

Children and youth are disproportionately affected by armed conflict, often caught in the middle as victims and perpetrators. Despite this reality, and some attempts in recent Truth and Reconciliation Commissions, for the most part, children's and youths' experiences of grave and serious human rights violations and crimes suffered during periods of war and conflict are often not sufficiently addressed by transitional justice policies, programmes and mechanisms. This has a significant impact on their recovery and ability to confront the future. The gap is severe for girls and female youth who due to stigma and structural injustices may be among the most violated and marginalized, and yet have the least ability to reach out to engage with, inform or benefit from transitional justice measures. Our paper will

focus on the rights of Ugandan child and youth victims of serious crimes to effective and prompt remedy and reparation under national and international law, as well as outline child-focused principles within the Juba Peace Protocols. The right of child victims of serious crimes to participate in processes of remedy and reparation is well developed, and we'll examine specific ways children and youth have participated in the on-going transitional justice process, and in what ways their participation has been neglected. The paper will then document and discuss the key areas within transitional justice process where a youth or child's rights perspective should be brought to bear to ensure that these process uphold the rights of child and youth victims. The paper will use gender analyses to bring out the key areas where there is a need for gender awareness to ensure gender-just processes and outcomes for girls and young women.

### **Life after the camps: The Truth Commission, Children and youth rehabilitation in Kenya**

BABERE KERATA CHACHA, KENYA

Children and youth are among the most vulnerable groups affected by violence in conflict or massive abuses of repressive regimes. If breaches of basic human rights become the norm in a society, a child's daily experience of education, family, and play can be torn apart, leaving them acutely vulnerable to physical harm, psychological trauma, displacement, recruitment by armed factions or other forms of exploitation. In the

aftermath of societal upheaval, the voices of children and youth are often absent from peace negotiations and subsequent transitional processes. In Kenya, after the post-election violence of 2007–08, a truth commission was established to examine not only the immediate violence but its root causes as well. It has made a conscious effort to address the experiences of children and give them voice in the proceedings. Through their focus on the testimony of victims of atrocity, truth commissions provide acknowledgement and recognition of suffering and survival to those most affected. This paper is therefore an analysis of the children and youth narratives on how they feel about what happened to them and how they state has treated their pleas and how the truth commission plans to address their narratives. I use the case of children and youth groups and their treatment regarding potential reparations benefits to explore the challenges involved in combining a human rights agenda with issues of historical interpretation. The data will be obtained from TJRC offices in Nairobi and analysis done to establish the experiences of the youth and children in post-conflict situations.

**Young people's voice: Exploring safe and meaningful engagement methods for post-conflict truth-telling with young people in Northern Uganda**

CHERYL HEYKOOP, UGANDA

Children and youth who are highly affected by armed conflict have few opportunities to share and express their

experiences and perspectives of the conflict during processes of peace building and recovery. In recent years, transitional justice mechanisms, such as truth commissions, have begun to include children in truth-telling, yet limited empirical research has explored the relevance, appropriateness, and impact of truth-telling methods, and impact of young people.

In an effort to inform the development of safe, meaningful, contextually appropriate truth-telling methods for young people who have experienced armed conflict, this doctoral research explores how young people in Northern Uganda choose to share their experiences via post-conflict truth-telling processes. Specifically, this paper explains how the research team applied participatory action research with young males and females, aged 11-17, from a variety of life experiences (formerly abducted, internally displaced, born in captivity, and disabled as a result of the conflict): to develop the research process; to identify desired methods, contexts and conditions for young people to meaningfully participate in truth-telling; and to create opportunities to inform the involvement of young people in Uganda's proposed truth commission. The paper also highlights preliminary research findings outlining how young people in Northern Uganda wish to engage in truth telling about the past.

Despite the challenges that may emerge with applying participatory action research with young people, this research supports the notion that the active engagement of young

people affected by armed conflict is quintessential to designing and implementing appropriate mechanisms for them to meaningfully engage as citizens in post-conflict healing and recovery. Such mechanisms include: exploring the benefits and constraints of individual and collective

truth-telling processes; using creative modalities of self-expression; applying a rights based lens informed by young people themselves; and examining the harmonization and potential disparities between culturally grounded approaches and initiatives led by young people.

## Workshop 14: Child protection

ROOM: ROYAL HALL

### **Strengthening the linkage between Community Based Child Protection Mechanisms (CBCPMs) and national systems to improve child protection programming**

TIMOTHY OPOBO, UGANDA

**Background.** The PLG (program learning group) in Uganda has implemented an innovative pilot project titled: “Linking Communities and Strengthening Responses” to address the problem of childhood sexual violence in Ugandan schools and communities in northern Uganda. This was in response to the fact that there was limited effort focused on building the capacities of the Community Based Child Protection Mechanisms (CMCPMs)

**Methods.** At inception the project conducted a community mapping exercise using ethnographic research methods of participant observation, childhood timelines, focus group discussions, in-depth interviews and key informant interviews, the project conducted a community mapping exercise to document current community-based and formal child protection systems that respond

to incidents of child protection violations, including sexual violence, in rural locations of northern Uganda. The project also piloted different approaches aimed at improving the linkage between the formal and informal systems.

**Results.** One noteworthy finding of the community-based system mapping exercise is that 85% of child abuse cases are handled informally, meaning that only 15% of child protection violations cases in locations that were mapped are referred to social services and/or law enforcement. This finding illustrates the disconnection between the needs of children in communities and the accessibility and perhaps relevance of public services to meet these needs.

**Conclusion.** CMCPMs are foundational of a national child protection system for reasons of scale, sustainability, and systems building. CBCPMs offer a means of prevention response on a large scale to diverse child protection issues that arise at community level. In addition, they are potentially sustainable means of protecting children and

promoting their wellbeing. Many CBCPMs are indigenous, developed solely by local people who own and manage them and work to insure their effectiveness over time. They are also important in building national child protection systems.

### **Successful social and legal protection of vulnerable children in post-conflict and indigent communities**

ANSLEM WANDEGA, UGANDA

ANPPCAN undertook a three-year project in Apac, Mukono, and Kitgum districts in Uganda to ensure effective social and legal protection of children and women from abuse and gender based violence. The project focused on the protection of both children and women after a growing realization that since the mothers (women) are primary caregivers and key agents of socialization, ensuring effective protection of children would mean that their mothers (women) were also protected from abuse and gender-based violence.

The project sought to address three inter-related and mutually reinforcing problems that threaten effective protection of children and women from abuse and gender-based violence including: limited awareness on what constituted abuse and violence, inadequate mechanism for identification, reporting and responding to cases of abuse and violence against women, and children, as well as limitations in the legal, policy and institutional framework for protecting women and children from abuse and neglect – based violence.

This paper shares good practices that emerged from the 3 years project implemented to address the gaps identified in pre- project situation analysis.

### **Child protection systems and conflict: How systems might or might not protect children in conflict**

TRISH HIDDLESTON, UK

In recent years, international child protection actors including UNICEF, non-governmental organisations, donors and academics have been promoting the strengthening of systems to further and better protect children. More recently, the discussion has expanded to address the role of systems in the protection of children during emergencies such as in the run up to conflict, during conflict, as conflict subsides and in post conflict settings.

This paper examines how child protection systems in existence before a conflict might impact on how children are protected as conflict threatens, during conflict, as conflict subsides and in post conflict situations. An assumption prevails that pre-existing systems result in the better protection of children during conflict, but is this always the case? How child protection systems are affected both positively and negatively by crises is discussed - and how this in turn impacts positively and negatively on the protection of children.

In the paper I examine systems theory as it applies to holistic child protection through a desk review of available relevant literature and draw on examples from experience in

various conflict-affected countries. Recognising the inter-connections of child protection with other systems, such as education, health and social protection, a literature review will also be conducted to identify lessons that can be drawn from systems strengthening and crises in these areas. Aspects of building resilience and disaster risk reduction will also be addressed. Formal systems involving state and non-governmental institutions as well as community and family protection systems will be explored.

Finally the paper addresses the opportunities that crises may present to further strengthen child protection systems and to better protect children in the short, medium and longer term through, for example, increased available funding, increased attention to risks children face, and strengthened capacity.

### **Engaging a reverse gear in the processes of stigmatization, discrimination and exclusion of orphans and vulnerable children in Arua District – Uganda**

MARGARET ATIMANGO, UGANDA

This paper presents the experience of a 4 years project that was designed and implemented to address the gaps in the provision of services for Orphans and vulnerable children (OVCs) in Arua District, Uganda. The purpose of the project was to contribute to the reduction in the vulnerability

of orphans and other vulnerable children to abuse and exploitation.

The project impact on the lives of the children included among others; establishment and sharing of a functional data base for the identified OVC detailing information about their households, location, needs, service providers, type and quality of services being received. Establishment /Strengthening of Child Protection Committees; Strengthening capacity of relevant government and Non-government structures in responding to the needs of OVC; establishing and Supporting to Child Rights Clubs; and enhancing access and retention of OVC in schools.

The project further led to improvement in OVC household income earning capacity; provision of recreational materials; improved access to services by at least 2000 OVC; improve child protection mechanisms that respond to the needs of OVC and child rights abuses.

The paper will firmly conclude that at the project closure, some fruits of the project have already been noticed including improvement in reporting and follow up of cases and the subsequent access to appropriate services. Although cases of child abuse still prevailed in the district, they were registered in declining trend and they were not committed with same impunity as it was in the recent past.



**Workshop 15: Peacebuilding, storytelling and memories**

ROOM: REGAL HALL

**Narrating war in African fiction:  
Devising memory, historical re-  
construction and re-telling**

OLUWOLE COKER, NIGERIA

The vulnerability of children and women during, and in the aftermath of crisis has been debated for a long time. Scholars from across major humanities and social sciences disciplines continue to emphasize this reality with the deserved passion. In African literature, the corpus of war literatures depicts the pangs of pain and the challenges of managing the trauma of war on the vulnerable population. There is however the absence of conscious psychological re-absorption of the child victims with a view to forestalling future disasters. Drawing textual references from Chimamanda Adichie's *Half of a Yellow Son* and Akachi Ezeigbo's *Roses and Bullets*, this paper examines how reconstruction and refraction of memory can serve as the needed balm on the children victims. Through New Historicist and psychoanalytical approaches, the paper foregrounds memory as an agent of psychological repositioning which is adequately expressed in the purposively selected female writers' works. Furthermore, the paper interrogates the need to deconstruct war as needless through conscious reconstructions and objective historical insights. This implies that, the fate

of children and victims of war generally lie in the use of memory and creative imagination to denounce war.

**Processes of remembrance and  
forgetfulness in war-affected areas**

RUTH KEVERS, BELGIUM

Ethnic conflict, political violence and wars presently shape many parts of the world. Collective suffering and trauma caused by these conflicts have often been individualized and medicalized throughout dominant models of posttraumatic stress in both assessment and clinical trauma care, reflecting a poor understanding of the social, political and cultural determinants affecting how trauma survivors deal with the consequences of organized violence.

In this paper, we aim to explore processes of remembrance and forgetfulness in war-affected areas. First, we will critique the Western trauma-focused approach which ascribes a central role to disclosure (and thus remembrance) of traumatic events. While restoring remembrance can certainly be ameliorative, research shows that silencing and forgetfulness can equally be essential to stability and adaptive functioning. In addition, the individualized approach of the dominant trauma perspective does not take social,

political and cultural aspects of remembrance and forgetfulness into account. Drawing from this critique, we will propose a perspective on remembering and forgetting beyond symptoms. Remembering will be presented as an embodied, political, moral, and symbolic practice in which individual and collective processes are inextricably connected. It will moreover be argued that forgetting is necessarily a part of remembering. In a second part of this paper, we will focus on the transgenerational transmission of memories in (post-)conflict contexts. We will discuss the various ways in which memories are transmitted from parent to child, arguing that next to narratives, also non-verbal modes (such as person-object interaction and embodied practices) can function as vehicles for lived memory. It will become clear that children demonstrate active roles in the transmission and renegotiation of collective memories.

### **Peace Education through Storytelling: Social Reconciliation and Intercultural Dialogue among Children in Southern Thailand**

ERNA ANJARWATI, AUSTRALIA

This study synthesises my field research conducted from 2009 to 2010 that focused on the use of storytelling as a medium for the transformative learning of peace education aimed at promoting reconciliation and intercultural dialogue between children of Thai-Buddhists and Malay-Muslims in the ongoing intra-state ethno-religious conflict in Southern Thailand. Senehi (2002) argues that

storytelling is an instrument for socialisation and education that is the key to conflict resolution and peace building, to motivate people to undergo a self-transformation. Through interviews and focus group as well as art workshops with children of the conflicting parties, this case study demonstrates that peace education through storytelling can be used as a form of narrative truth-telling aimed at restoring inter-personal relationships, healing children's traumatic experiences and promoting social coexistence amongst youth and children from the two conflicting parties. Such a method fosters intercultural dialogue and contributes to the development of a culture of peace in which the practice of storytelling with a child from "the other" group can be interpreted as the child's desire to proclaim their "unheard" voices and feelings to be shared to "the other" as a way of practicing active listening. Through the use of storytelling opportunities are given for participants to share their lived experiences, affirm each other, and internalize new possibilities for expressing and working through both conscious and repressed thoughts and feelings together to transform a culture of violence into a culture of peace. Storytelling is, therefore, an apparatus for conflict transformation and an act of art leading toward social change through nonviolent means.

**Building Peace and Stability: Engaging children and youth as agents of change, healing and peace in their community**

ERICA HALL

In *The Impacts of Armed Conflict on Children*, Graça Machel stated: "Children are both our reason to struggle to eliminate the worst aspects of warfare, and our best hope for succeeding at it."

Children do not start wars. And yet, they suffer disproportionately from them. Children and youth constitute more than 50% of the populations of conflict-affected countries, with over 1 billion children living in areas affected by armed conflict. Of these, an estimated 250,000 are being used by armed forces or groups – 40% of them girls.

How and to what extent the impacts of conflict on children are addressed impacts the stability of a country. Violence and conflict cycles can perpetuate across generations as a

result of low aspirations, a lack of educational opportunities, the fear that conflict will return and a lack of understanding of how to build relationships of peace. Active participation in building peace is central to rebuilding the lives of children affected by conflict – and achieving long-term reconciliation and reconstruction in communities.

This paper is framed around two research questions: How can children and youth be engaged as positive agents of change, healing and peace in their communities? What impact does this engagement have, both on the children and youth and on their wider communities? It draws on broad experiences from community-based programmes in Cambodia, Uganda, Rwanda and Kosovo

**Workshop 16: Family and social support**

ROOM: MAJESTIC HALL

**What do we know about economic strengthening for family reintegration of separated children?**

JOSH CHAFFIN, US

Household poverty is a well-known cause of family separation among vulnerable households in resource-poor environments. Economic strengthening approaches (microcredit, skills training, cash transfers, etc.) are thus seen as crucial components of successful family reintegration programs for many categories of vulnerable children: those

who were separated from their families in armed conflict or disaster; children living/working on the streets; migrant or trafficked children; children with disabilities; etc. Where the household has adequate resources to provide for basic needs, families will be at reduced risk of separation, leaving children at reduced risk of deprivation, exploitation, abuse, poor health, and emotional distress. However, efforts to intervene with economic programming for

these populations have often been confounded by program cost and a lack of evidence of what works.

This paper highlights innovative approaches for successful family reintegration that take into account the specific needs of groups such as older adolescents and children who have been institutionalized, while ensuring that programs do not create dependence on short-term assistance, reinforce victimization or create tensions with other community members. As academic literature on this topic is scarce, best practices are drawn from a systematic literature review of program documents, and key-informant interviews with practitioners across several programmatic areas. The paper lays out practical steps for successful economic interventions in family reintegration programming, including a graduated, case-specific package of interventions that often starts with consumption support, followed by financial education, savings, cash/asset transfers, credit, etc., to reduce household poverty and the risk of re-separation. The paper also highlights the current methods of evaluation and presents recommendations for evaluating long-term impact of such programming.

### **Applying lessons learnt from the reintegration of street children to children and youth affected by armed conflict**

JOANNA WAKIA, KENYA

There are many similarities between children and youth who have been separated

from their families due to the affects of armed conflict or because they have lived on the streets. Most of these children come from fragile rural communities and have been pushed away due to poverty and family breakdown. Their rights have been violated, including the right to bodily security, play, justice and self-expression. They have lived away from their communities and on return they are viewed as outsiders and are stigmatised. In addition, they have developed new roles and taken on new responsibilities: becoming active agents in their lives, gaining power and status amongst their peers.

Therefore, family reintegration often appears to be extremely challenging for these children. However, Retrak has helped over 1200 street children return to their families, with over 70% remaining at home after 6 months. Drawing on this experience Retrak has developed a set of family reintegration standard operating procedures.

Successful family reintegration programmes must see family as the first priority; be child-centred; (re)build positive attachments between child and care-givers; and involve community in providing support.

Key steps in the reintegration process are:

- building trusting relationships with children and working with them individually to determine their best interests;
- assessing the family's situation, providing support, and building understanding of the child's experiences;

- supporting the child and family through placement;
- regularly following-up and assessing needs and well-being, and taking swift action if a child is at risk; and
- gradually phasing out support.

Retrak's recent analysis of children's well-being has shown that street children who return to family care experience a substantial improvement in their well-being across all domains: food, care, protection, health, psycho-social and education, and that this level of well-being can be maintained by families.

### **Enabling support groups among highly traumatised refugee children**

DAVID ONEN OGWECH, UGANDA

Refugee regimes tend to focus on support to individual refugees children, and in the process further disable the relationships between individuals and broader communities of interest. Given this overarching dynamic, the formation of support groups for refugee children offers an important counter-balance and offers prospects of (re)-establishing community and social relationships, fighting exclusion and stigmatization and challenging the conventional individualization of refugee children.

Nonetheless, group formation and consolidation poses numerous challenges to conventional practice. This paper is based on extensive experience of interacting with support groups for refugee children among urban based refugees in Kampala, Uganda. It

explores from an Organizational Psychology perspective, the challenges of group formation in a context where support group members are dealing with very high level of individual trauma that each went through before, during and after flight.

The paper will explore two case studies from Child Rights Club hosted by Refugee Law;

- Manchester United Child Rights Group comprising of refugee children between 8-12yrs
- Freedom Child Rights Group comprising of refugee children between the age of 13-17yrs

The paper will particularly look at how highly traumatised individual refugee children come together to work for a common goal to express their ideas and support each other. It will explore how refugee children of different nationalities, backgrounds, experiences and levels of trauma try to maintain a group of more than 50 people under structured leadership, and what role external actors can best play in this process, without co-opting it.

The paper will draw examples from the experiences of both accompanied and unaccompanied refugee minors. The paper will further elucidate how group dynamic impacts on socialization and team building among highly traumatised refugee children and how individual members deploy different responses and defence mechanisms to cope with the existing conflicts and how this impacts on the sustainability of the group.

## **Social spaces: Exploring the fit for Children Born Of War (CBOW) in Northern Uganda**

EUNICE APIO OTUKO, UK

Social spaces, specifically family and immediate environment are crucial for the survival, proper growth and development of any child in the world. Since October 2012, Social spaces in Lango sub region have been part of the focus in an on-going study aimed at suggesting a theoretical framework for social integration of children born of war (CBOW). The hope is to enlighten processes for policies and practices on CBOW within Uganda and beyond. Part of the in-depth study hinges on the character and behavior of social spaces with respect to internal and external stresses, in this case, the emergence of CBOW, whose birth status remain a constant variable.

With practical examples of real life situations in Lango sub region, the paper will build its case on the guiding principles of the UNCRC (Non Discrimination, Best Interest of the Child, Survival and Development, Participation), which, the paper argues, can only derive meaning within the context of a social space in most African communities. For it is within such social spaces that resources and opportunities abound. And further, it is within the context of resources and opportunities that rights and their guiding principles derive meanings and intentions. In other words claims to opportunities and resources within a given social space can only be legitimized in some kind of “membership”. For social spaces are only responsible over members. The paper will explore both the elasticity of these social spaces for absorption of CBOW and the pathway(s) for their membership.

## **Workshop 17: Psychological interventions**

ROOM: ROYAL HALL

### **A practical example of locally trained counsellors providing trauma-focussed treatment in Northern Uganda**

ANETT PFEIFFER, GERMANY

Since April 2011, **vivo** provides through the “**vivo** Outpatient Clinic for Survivors of Violence and Trauma”, sustainable therapeutic support to survivors of traumatic experiences. In addition to the mental health treatments provided in other **vivo** projects, this outpatient clinic enables **vivo** to take in and treat clients who have been referred by

partner organizations, who are seeking help on their own initiative or that **vivo** finds in the communities through outreach work within the districts of Gulu, Amuru and Nwoya in Northern Uganda. A total number of 13 Ugandan therapists are working for the outpatient clinic. The majority of clients seeking help at the outpatient clinic are former child soldiers and formerly abducted persons. Most of our clients have been abducted as children and even though they

have grown up over the past years, in many ways their experiences as children is still haunting them – making their childhood, their abduction and the traumatic experiences they survived the main focus of our work.

Also an increasing number of children and women who survived sexual violence during the war and/or sexual and physical violence within their families are seeking psychological treatment at our counselling centre.

The mental health rehabilitation services offered by the outpatient clinic comprise a thorough psycho-diagnostic interview, trauma-focused talk-therapy (Narrative Exposure Therapy - NET), emergency interventions for acute familial or sexual violence as well as supportive counselling and family mediation. Since its establishment, a total number of more than 450 clients (up to today: July 2013) have been benefiting from the services of the outpatient clinic. Standard evaluations carried out by **vivo** six to eight months after ending the therapies show significant reduction of trauma-related mental health symptoms.

### **Psychological support for children and adolescents in post-conflict Northern Uganda**

PATRICK KOMAKECK, JENNIFER ATENGA,  
DENIS EYALU, LIEVE MILISSEN,  
UGANDA/BELGIUM

Since January 2012 the *Centre for Children in Vulnerable Situations* (CCVS) in Lira, has been providing free counselling for children, adolescents, youth in general and their caretakers in the post-war environment of Lira town and surrounding. During these years

CCVS has experienced how counselling on longer term or therapy can be instrumental, in a post-war society, in the creation of more hopeful stories, the re-stimulation of creativity, the restoration of broken social tissue, in bringing an altered, positive change and attitude, not only in the lives of the individuals concerned, but also in the lives of their caretakers, their communities and society at large. A presentation of the functioning of CCVS-Lira, challenges met, lessons learned.

### **CCVS in the Democratic Republic of Congo – offering psychosocial support to children affected by war**

NANCY SAY KANA & AN VERELST,  
DRCONGO/BELGIUM

Centre for Children in Vulnerable Situations (CCVS), with the support of the Belgian government, started up a centre offering psychotherapeutic support to children and youths affected by war in 2010. Aiming to promote psychosocial well-being of children and youths in a sustainable way CCVS RDC implemented 4 main activities in the Eastern region of Congo. CCVS RDC offers psychotherapeutic support to children, youths, vulnerable groups and their families from a systemic approach. Through training of community-based and international organizations in the psychosocial support of children and youths CCVS has built the capacities of dozens of organizations and hundreds of mental health care professionals. By offering sensitization on the psychosocial consequences of violence on children CCVS reaches a large population in Eastern Congo.

Lastly CCVS has implemented a strong practice-oriented research component where all activities and practices are supported by scientific research in collaboration with local academics. We describe the methodology,

results and evaluation of CCVS activities and formulate lessons learnt and tentative guidelines for offering psychosocial support to children affected by war.



**Workshop 18: Education and reintegration**

ROOM: REGAL HALL

**The Challenges and Strategies for Rehabilitating and Reintegrating Children Affected by War**

MARK CHINGONO, SWAZILAND

Children are affected by war in many different ways, as victims or villains, refugees or combatants. Not only is each child's experience of war unique, but also every war is unique in terms of its causes, dynamics and outcomes. The variations in children's wartime experiences means that, it is not possible to generalize and that, a one size fits all strategy may be ineffective in rehabilitating and re-integrating them. Such a strategy would most probably create more problems than it solves. Instead, what is perhaps needed is a more nuanced approach in which rehabilitation and integration strategies are tailored to the specific needs of different categories of children affected by war. A long term approach should aim at addressing and eliminating the underlying causes of violent conflict, while a medium term one should seek to strengthen conflict early warning systems and skills for conflict prevention and management. In short, this paper identifies some of the challenges and strategies for effectively rehabilitating and integrating children affected war by into post-war society. It concludes that, in the short term, counseling, education and skilling are

the most effective tools for personal transformation and re-integration into post war society of children affected by war.

**Formal education as a strategy for facilitating reintegration of ex-child soldiers in Northern Uganda**

TOM OGWAL, UGANDA

Wars between countries, civil wars between tribes or rebels and government forces have given birth to child soldiers, majority of whom are found in developing countries such as Cambodia, Colombia, DRC, Somalia, Sudan, Uganda, among others. When these child soldiers are demobilized following peace agreements, lobbying for their freedom by international organisations, rescued, rarely released from rebel forces, or escaped from captivity, they become ex-child soldiers (ECSs). These ex-child soldiers return home either as children or youth who need to be reintegrated back into the community where they were forcefully uprooted from in the case of Northern Uganda. Article 39 of the UN-CRC of 1989 affirms the right to rehabilitation and reintegration of the ECSs, and formal education is one of the strategies for facilitating their reintegration. The specific objectives of the study include; role of formal education in giving of life-skills and values

that facilitate reintegration of ex-child soldiers in the community, effects it has in reintegration of ECSs in the community and challenges faced within study area in using the strategy. Key findings of the study include; ex-child soldiers learn respect, games and sports, drama, dances, leadership, praying, debating, dressing, and gain hope among others. Effects of formal education in reintegration of ECSs manifests in the skills and values learnt from schools such as; tolerance, empathy, and peer resistance, among others. Challenges faced in using the strategy range from; socio-cultural, economic, political, and technological, and others outside these categories.

### **Life skills for peace in the 21st century**

TITILAYO SOREMI, NIGERIA

As globalization envelopes the world, location and identity have taken on new meanings as these two words are now being set free to represent less repressive and limiting terms. Technological advances catalysed by the internet have led to generational barriers been pulled down, threatened voices finding avenues for expression and economic freedom.

Living and/or working in a multicultural environment will mean inescapable interactions with other religious and cultural beliefs. People who hold a certain belief or

truth will have to face and relate with others who hold opposing views. The concept of acceptance has been proposed in some quarters as the panacea for this internal conflict. However, to accept an opposing truth may also infer a denial of the truth one originally holds.

With the unsuitability of acceptance as the bedrock for fostering peaceful coexistence, two critical elements of humanity; tolerance and respect hold the key to peaceful interrelations that rise above the differences of religion and culture. Tolerance indicates acknowledgement of the existing differences and an internal agreement to live with the status quo while respect signifies a choice not to abuse the other person's belief despite a personal non-accreditation of them. In today's rapidly evolving multicultural workplace and society, it is clear those individuals who are yet to develop the skills of tolerance and respect will encounter difficulty integrating into settings that differ from their secured mono-cultural environment and may therefore experience limited success in life. As a result, it is imperative that young people receive appropriate education that equips them with these life skills so that they can achieve a fulfilled life, lavish the world with peace and ultimately reduce incidence of children being caught in war and armed conflicts globally.

## Workshop 19: **Healing Processes**

ROOM: MAJESTIC HALL

### **Voiceless Victims: War trauma through the lens of children's art**

JAN ARNOW, US

Play is the way children practice for the adult world. Anyone who has watched a small child lift a wooden aircraft into the air while making airplane noises or intensely color with crayons knows how a toy or drawing stimulates a child's imagination. These are the turnstiles through which a child enters later life. For many children, however, war and conflict are the prevailing reality. There, an aircraft toy takes on another meaning entirely. We can learn much by studying realities of children in war through their artwork. It's impressive for its realism and the veracity of keenly observed details. Intensity of emotional response is characteristic of this art. Their creative processes, as well as critical analytic judgment, are of an order far removed from what's possible for children living in safe and loving environments. In these paintings and drawings from children of war, reality takes tangible form as children gain a measure of mastery over violent forces that govern their lives.

Words tell stories, but art bears witness to them. While many famous artists have painted the horrors of war, the art of these children is compelling, raw, and honest about the terror inherent to human conflict. This presentation/paper will show some of these images, and will discuss the project, Voiceless Victims, which will be a comprehensive

collection that documents, presents and interprets powerful artwork from children facing war and conflict throughout the world. We'll witness through the Voiceless Victims project the true cost of war – the loss of childhood and the reality of damaged lives. These drawings and paintings can provide a critical and fundamental service to humanity: the bridge to understanding the genesis of the next war. And the next.

### **Transpoesis – Healing power of poetic creativity**

ANDREA GRIEDER, SWISS

#### **Healing through poetic creativity**

Spaces of creativity are vital to recover from traumatic past and to foster resilience in dealing the suffering. Rwanda has a long and rich tradition of poetry that goes back to monarchic times of the 16th century. While other therapeutic forms implicate social stigmatisation, poetic creativity is a socioculturally valorised way of dealing with emotion and suffering. In present-day Rwanda, poetic creativity can enable children and youth of Rwanda to be conscious of, to be proud of and feel valued for their individual capacities within the society – symbolised and performed in a poem, that is like the expression of its identity. The poetic work enables the individual to reconfigure the inner traumatic being through processes of abstraction, of imagination and through the work of intuition.

### **Reflexions on the Transpoesis workshop**

The first Transpoesis workshop on the well-being among youth in Rwanda took place in August 2013. The group work with the Rwandan youth responds to a double objective: re-establish the social fabric according to Rwandan culture and give the youth the possibilities to express themselves in respect with cultural values. In our presentation, we discuss how the poetic work and creativity influence the well-being among the participants. Particular interest is given to transformations on the level of the perception of time, of the body and its place within the collectivity.

### **Harnessing traditional practises to the reintegration of child soldiers in post-conflict states: The Liberia and Burundi examples**

ABOSEDE BABATUNDE, NIGERIA

The changing nature of armed conflict has been characterised by the use of children as soldiers, and the disarmament, demobilization and reintegration (DDR) of these children back into society has become a matter of primary concern for post-conflict African countries seeking to achieve sustainable peace, security and development. Studies have emphasised the crucial role of a participatory approach involving ex-combatants, receiving communities, local implementing partners, and newly established national structures as a factor in ensuring success in a DDR programme. However, limited attention has been given to the traditional cultural practises such as ritual and cleansing ceremonies for child soldiers in

addressing psychosocial problems as essential components of reintegration programmes. This paper, therefore, focuses on the crucial role and effectiveness of the traditional cultural practises in the reintegration of child soldiers in Post-conflict Liberia and Burundi. Data is derived from content analysis of studies on the DDR programmes in Liberia and Burundi. It argues that traditional cultural practises are integral to the success of the reintegration of child soldiers in Post conflict Liberia and Burundi. How was the traditional cultural practises utilised in the reintegration of child soldiers and how effective was such practises in Post conflict Liberia and Burundi? What are the major challenges to an effective reintegration in Liberia, Burundi and other post-conflict states in Africa? In conclusion, apart from the need for international and domestic policy makers to modify what constitute DDR, it is equally important to examine the social context of a society before adopting particular reintegration measures, ensure the incorporation of viable traditional cultural practises and encourage collaboration between relevant stakeholders so as to ensure qualitative reintegration.

### **Culture and traditional based therapeutic approaches: the role of rituals in the healing process of children and youth affected by armed conflict**

SARAH KAMYA, UGANDA

This study considers the role of rituals in the healing process of war affected children and youth. Several atrocities were committed by these children and to them, which renders

them both victims and perpetrators respectively. Besides, most of the children and youth witnessed horrific acts of killing, rape and some touched and stepped on dead bodies which rendered them unclean and traumatised. One cultural resource used by the people of northern Uganda is rituals. Some of which are believed to cleanse and consequently promote healing. The paper will be based on an ethnographic study carried out in 2008-2009 respectively, in which in-depth interviews were carried out with formerly recruited girl soldiers, community elders, religious leaders and social workers in Gulu district. Observations of the real life-situation for the children, including where they lived and how they were coping in the

community, were made, and these provided the most salient information that could not be obtained by only narratives. The opinions, perceptions and feelings of the interviewed categories were fundamentally important in understanding the place of ritual in the healing process of war affected children. Consequently, a thematic analysis was performed on the narrative data and findings reveal that rituals are an integral part of the Acholi culture and do play a great role in the healing process. This study recommends that the healing of children and youth affected by war can best be enhanced by a combination of traditional rituals with faith-based and contemporary approaches.

## Workshop 20: **Training programmes**

ROOM: ROYAL HALL

### **The development of a training curriculum in Family Therapy for therapeutic interventions in post-war Northern Uganda**

BENJAMIN ALIPANGA & LIEVE MILISSEN,  
UGANDA/BELGIUM

Since February 2013 the *Centre for Children in Vulnerable Situations (CCVS)* has been training 25 trainees from established psychosocial organisations and institutes in Lira and Gulu in the basic attitudes, principles and techniques of family psychotherapy. This training approaches counselling or therapeutic interventions from a practice-based, family-oriented, collaborative approach. The trainings are facilitated by

certified psychotherapist-trainers in family therapy. Each training module is followed by weeks of training-on-the-job and one individual supervision session in the field. Additional comments and feedback from all trainees and an expert-committee are permanently and systematically taken into account to adapt the theory taught in function of the applicability in the field. In the future CCVS will look into the possibility to incorporate this curriculum into existing training curricula of established Ugandan training institutes. The (hi)story of a training curriculum-in development.

## **Training and capacity building program CVT in Uganda**

GABRIELE MARINI, ITALY

This 20 minute presentation will describe CVT's training and capacity building program, starting with the role of our funder TFV.

Next, our objectives towards consistent training in counseling and some ongoing shift due to learnings on the ground will be discussed. We will address the shortage of skilled counseling services to help psychologically affected war survivors recover and build their lives, and give clarification on the distinction between Psychosocial-Support and Psychosocial-Counseling services, thereby emphasising the client's stated goals.

The presentation will also handle the selection of counselor trainees among selected partner organizations which show willingness and capacity to promote consistent counseling services.

Next, theoretical and practical parts (field activities in the villages) of our training program will be outlined, as well as the program's achievements and challenges, and what is needed for the future.

Lastly, we will talk about the program's impact from our main partner ACTV.

## **Preventing child soldiers: a new paradigm for child protection**

SHELLY WHITMAN, CANADA

It has come to be understood that in war zones, it is crucial to establish a "holistic, multi-level system of child protection" (Kostelney and Wessells, 2008). Yet, when it comes to child soldiers, nearly all

programming is DDR programming, established in reaction to the presence of child soldiers. While these are undoubtedly an integral component to the response to child soldiering, they are costly – in both human and material resources – and generally last for a very limited period of time (usually on account of donor fatigue). If we want to end the use of child soldier, we must shift our attention towards prevention. This would be a much needed innovation in the humanitarian sector. Ramalingam, Scriver and Foley (2009) argue that "In the medical sector, illness is seen as a normal part of life, and both preventing and treating illness is regarded as a continuous work in progress. By contrast, humanitarian disasters, whether natural or not, are somehow seen as abnormal despite their regular occurrence, which frames the response to them in purely reactive terms." We suggest that increased capacity must be created within two key actors – the security sector and children themselves. Security sector actors (both, military or police) are not trained for their role in preventing the use of child soldiers or on their interaction with children in conflict, nor are children educated on the risk of recruitment as a child soldiers. The Roméo Dallaire Child Soldiers Initiative, working together with the UK – based Child – to – Child Trust and key stakeholders had launched an innovative programme in Sierra Leone that introduces the notion that preventing the recruitment and use of child soldiers through precursory training of security sector actors and children themselves is more effective than reactive programming

that is only established once child soldiers have already been deployed. This intervention will integrate a regularized, preventative training on child soldiers into the security apparatus that will change attitudes and

behaviours; while brining awareness and education on the risk and ways on mitigating recruitment, to school-aged children in future armed conflicts.





## DAY 3: Friday 27 September 2013

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**8:00 am**     **Registration**

**9:00 am**     **Plenary Session 3: Ways forward**

“The daughters of the sun in the land of the jaguars”. An ethnic perspective of the impact of collective violence on girls, boys, adolescents and young people, with an emphasis on the situation of women, family and children in the municipality of Mitú-Vaupés (Colombia’s North Amazonia) - VILMA AMPARA GOMEZ

The future of psychosocial programming: From implementing treatment programs to developing mental health sectors - PROF. DR. A. RASMUSSEN

**10:45 am**     **Health break**

**11:15 am**     **Plenary Session 4: Ways forward**

Developing transcultural and participative approaches to well-being - PROF. DR. CHARLES WATERS

Promoting collective capacities for recovery in the aftermath of disaster - DR. JACK SAUL

**01:00 pm**     **Lunch**

**02:00 pm**     **Plenary Session 5: Ways forward**

Engaging children and youth in transitional justice: an interdisciplinary approach - VIRGINIE LADISCH

**03:00 pm**     **Ways forward**

Outcomes and endorsement of Kampala Conference resolutions - DR. EAMONN HANSON

**03:30 pm**     **Overall conclusions** - PROF. DR. GERRIT LOOTS

**03:50 pm**     **Closing ceremony**



**“The daughters of the sun in the land of the jaguars”. An ethnic perspective of the impact of collective violence on girls, boys, adolescents and young people, with an emphasis on the situation of women, family and children in the municipality of Mitú–Vaupés (Colombia’s North Amazonia)**

VILMA AMPARA GOMEZ – DNI, Colombia

#### BIOGRAPHY

*Vilma Amparo Gómez Pava, BA in Philology and Languages from the National University of Colombia. Specialist in Children, Culture and Development at the “Francisco José de Caldas” District University-Bogotá. Books and Literature Master for Children and Youth of the “Universidad Autónoma de Barcelona –UAB”, Spain. Current Vice-President DNI-Colombia. Member of the Research Committee of Coalition Against the Involvement of Children and Youth in the Armed Conflict in Colombia-COALICO. More than 15 years of work among different indigenous tribes in Colombia.*

#### ABSTRACT

In the context of Colombian indigenous populations, and focusing on situations of collective violence that affect indigenous children, adolescence and youth, the report will look closely at the lives of indigenous girls and women in the municipality of Mitú, Vaupés in the northeastern Amazonia. DNI Colombia, as a member organization of the Coalition Against the Involvement of Children

and Youth in the Armed Conflict in Colombia, has been in direct and constant dialogue with indigenous girls and women. This allows updates on structural conditions, as well as those related to the internal armed conflict, that infringe the rights of indigenous children in the midst of the ethnic, linguistic, cultural and territorial diversity of Colombia.

Colombia’s indigenous girls and women of the country in general, and in particular the inhabitants of Mitú, Vaupés, live the impacts of the conflict in a silent, invisible and deep manner. Hearing at first hand the damage, changes in their identity, culture, family and social relationships allows us to identify the ancestral and non-ancestral mechanisms of protection that help them to face their lives in these realities on a daily basis.

From a human rights perspective and with a differential approach, the various situations that lead to disruption, and the changes that are observed and verified, are described with the consensus of indigenous women and girls themselves, accompanied by a Cubeo elder.

We present recommendations for makers of regional and national public policy in order to open platforms for local, national and international social and political advocacy.

These would visibilise the situations and proactive build indigenous citizenship, even amid the continuing Colombian armed conflict.

## **The future of psychosocial programming: From implementing treatment programs to developing mental health sectors**

PROF. DR. A. RASMUSSEN – Associate Professor, Fordham University, US

### **BIOGRAPHY**

*Dr. Rasmussen is an Associate Professor of Psychology at Fordham University. He has worked as an educator and Dean in New York City public schools, a clinical psychologist at Bellevue Hospital, and an evaluator of USAID programs for trauma-affected people around the world. His research on refugee families is supported by the U.S. National Institutes of Health and the Foundation for Child Development's Young Scholars Program.*

### **ABSTRACT**

The past decade has witnessed great changes in the postconflict psychosocial movement. Postconflict treatment programs have given rise to sophisticated research programs in which culturally specific distress constructs are identified and measured, treatments are adapted for local contexts, and protocols subject to rigorous randomized

control trials (RCTs). These developments have taken place across several continents in countries with varying levels of socioeconomic strata. However, these “proof of concept” efforts in the literature tend to be resource-intensive, and done without the coordination of local health services. Where might the field go next? Three scenarios will be proposed: (1) more of the same, (2) decreasing activity as postconflict funding diminishes and separate government mental health sectors grow, and (3) coordinated treatment and health-services research. Examples of developments in the field serve to elucidate how our field might grow or contract, including recent RCTs and efforts to coordinate NGO and government health sector services.

**Ways Forward: Developing transcultural and participative approaches to well-being**

PROF. DR. CHARLES WATTERS – Full Professor, Director, School of Education and Social Work, Sussex University, United Kingdom

**BIOGRAPHY**

*Charles Watters is Professor of Well-Being and Social Care at the University of Sussex and Director of a research center on adult well-being and risk. Professor Watters' international research includes a comparative study into the mental health and social care of refugees in four European countries on behalf of the European Commission and studies of reception arrangements for asylum seekers across Europe. Recent work investigates the condition of asylum seekers and refugees from an equalities and human rights perspective, and the impact of immigration processes on identities. His international activities have resulted in teaching and research collaborations with universities across the globe, including in Brazil, Belgium, Canada, the Netherlands, Norway, Sweden and the USA. Professor Watters has acted as an international expert on migration, health and social care including, in 2007, as Scientific Advisor to the Portuguese Presidency of the European Union on the theme of Migration and Mental Health, and as ongoing international partner to the Nordic Network for Research on Refugee Children. Among his publications is Refugee Children: Towards the Next Horizon*

*(Routledge, 2008). He is founding Editor-in-Chief of the International Journal of Migration, Health and Social Care.*

**ABSTRACT**

In recent decades there has been sustained critique of approaches to health and well-being that are seen as imposing western models on populations around the globe. Instead, many advocate therapeutic programmes that are cognizant of, and engage with, cultural diversity. In doing so, the changing and dynamic nature of cultures may be recognized to avoid superimposing an interpretation of the cultures of particular groups in which scant attention is paid to the ways in which groups themselves perceive their own cultural worlds. In this sense, engagement with cultures implies engagement and participation in which those receiving services have a dynamic role in shaping interventions. In this presentation, there will be examination of the role former child soldiers can play in the development of culturally sensitive and effective therapeutic programmes. Global perspectives on good practice in participation and empowerment will be drawn on in proposing ways forward.

## Promoting collective capacities for recovery in the aftermath of disaster

DR. JACK SAUL – Director International Trauma Studies Program & Assistant Professor Columbia University, US

### BIOGRAPHY

*Jack Saul, Ph.D. directs the International Trauma Studies Program in New York City and is assistant professor of clinical population and family health at Columbia University's Mailman School of Public Health. As a family therapist he has established a number of programs that address the needs of children and families suffering from domestic, urban, and political violence. He is the author of the recently published Collective Trauma, Collective Healing: Promoting Community Resilience in the Aftermath of Disaster.*

### ABSTRACT

An inevitable consequence of natural and human-caused disaster is what we refer to as “collective trauma,” the shared injuries to a population’s social, cultural and physical ecologies. This presentation demonstrates how communities strive to recover from collective trauma and the ways that practitioners both outside the events and within them may recognize and strengthen the adaptive capacities or “resilience” in families and communities to promote collective recovery. Particular emphasis is placed on collective narration utilizing testimony and theatrical performance as collaborative social interventions. The presenter draws on experience working with communities struggling in the aftermath of conflict, terrorism, and migration in Kosovo, post 9/11 Manhattan, and the Liberian immigrant community in New York City.

**Engaging children and youth in transitional justice: an interdisciplinary approach**

VIRGINIE LADISCH – Head Children and Youth Program, International Centre for Transitional Justice, US

**BIOGRAPHY**

*Virginie Ladisch leads the International Center for Transitional Justice's work on children and youth. From the time she joined ICTJ in 2006 until 2009, Virginie worked as part of the Reparations program, and headed the Cyprus and Turkey country programs. Prior to joining ICTJ, Virginie was awarded a Thomas J. Watson Fellowship for independent research, during which she carried out extensive fieldwork on truth commissions and reconciliation in South Africa and Guatemala. The results of her research on the challenges of reconciliation have been published in the Journal of Public and International Affairs and the Cyprus Review. Virginie holds a M.A. in International Affairs from the School of International and Public Affairs (SIPA) at Columbia University and a B.A. in Political Science from Haverford College.*

**ABSTRACT**

The impact of conflict and human rights violations have long been felt by children and youth, however, it is only in the past decade that this segment of the population has risen into focus in transitional justice processes. Many questions remain regarding how to provide redress for conflict affected children and youth, particularly for those associated with armed forces or armed groups. There is much to learn from rehabilitation and reintegration processes, yet common challenges remain which can best be overcome through interdisciplinary exchange. With guidance from psychosocial and child rights experts, transitional justice processes have the potential to consider a broader category of children affected by conflict and can provide avenues to help dignify children by acknowledging their victim status without denying their agency, both in terms of the choices they made in the past and their ideas for how they want to shape their future.

3:00 pm

## WAYS FORWARD: OUTCOMES AND ENDORSEMENT OF KAMPALA CONFERENCE RESOLUTIONS

ROOM: SHEENA HALL

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### **Children and Youth Affected by Armed Conflict: where to go from here? Conference Recommendations.**

DR. EAMONN HANSON – Advocacy & Campaigning Advisor, War Child Holland

#### **BIOGRAPHY**

*Eamonn Hanson (Sierra Leonean/Netherlands dual nationality) started work with War Child Holland in Sierra Leone in August 2008 as "project manager advocacy and communications". He has worked in post-conflict Sierra Leone for 7 years, as a human rights advisor and communications specialist and currently is coordinating in War Child Holland's Strategic Advocacy and Campaigning Activities from the head office in Amsterdam. Eamonn has a PhD in Psychology and is specialized in international as well as community based child led advocacy in post conflict situations.*

#### **ABSTRACT**

Considering the urgent need for stakeholders to act on the situation of reintegrating children affected by armed conflict, the conference organisers started an extensive recommendations drafting process. The aim of this process has been to formulate the 'Kampala Recommendations on

Reintegration', outlining best practices for reintegration and recovery interventions. This presentation by Dr. Eamonn Hanson will introduce the recommendations and explain the steps taken to draft them.

This process – which commenced in May – has included an online consultation with conference participants and key experts, and targeted 'mini-conferences' with children and young people from Uganda and Colombia.

Four main themes were addressed:

- 1) Recent Developments and Innovations in Reintegration and Recovery Processes,
- 2) Transitional Justice as an Aid to Reintegration and Recovery,
- 3) The Role of Communities and Societies in Recovery and (Re)integration and
- 4) Supporting the Participation and Protection of Children and Adolescents in their Own Recovery.

These draft recommendations will be provided to participants in the days prior to the conference. At the conference itself a



drafting team consisting of 6 young people from Uganda, War Child Holland and CCVS staff will finalise the Kampala Recommendations. The Chairperson of each workshop will be asked to record any recommendations that emerge from the discussions in their sessions and hand them into the Conference Recommendations Drafting Team. In addition, participants can also make suggestions to the Recommendations by directly approaching members of the Conference Recommendations Drafting Team. The inputs from the conference will be reflected in the final text. By involving key stakeholders in the drafting process both prior and during the

conference the organisers expect to increase the ownership of the recommendations resulting in a greater chance that the recommendations will be implemented.

Directly after the conference, the policy recommendations will be presented to international policy makers at a policy forum held in Kampala. The participants at the policy meeting include representatives from UNICEF, the NGO community, the Government of Uganda and the Colombian Family Welfare Institute ICBF. The outcomes of the policy meeting will be an action plan for the further dissemination and implementation of the Conference Recommendations.

3:30 pm

## OVERALL CONCLUSIONS

ROOM: SHEENA HALL

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PROF. DR. GERRIT LOOTS – Centre for Children in Vulnerable Situations, VUB, Belgium

3:50 pm

## CLOSING CEREMONY

ROOM: SHEENA HALL

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# RECOMMENDATIONS DRAFTING TEAM

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**Prof. dr. Lucia De Haene**

**Prof. dr. Ilse Derluyn**

**Dr. Eamonn Hanson**

**Prof. dr. Gerrit Loots**

**Dr. Julie McBride**

**Prof. dr. Wouter Vandenhoele**

**Agnes Abur**

**Faith Aloyo**

**Kathleen Coppens**

**Herbert Koki**

**Lieve Milissen**

**Denis Ali Nyeko**

**Calvin Ogwang**

**Alex Okello**

**An Verelst**

**Julia Villanueva**

**Dr. Sofie Vindevogel**