

Section I: Introduction to the Global Thematic Evaluation and the country specific context

1.0 Introduction to the Global Thematic Evaluation

The Global Thematic Evaluation and Documentation of Children's Participation in Armed Conflict, Post Conflict and peace building is a process-led evaluation which has been carried out over a two year period (2006-2008) in Uganda, Nepal, Guatemala and Bosnia-Herzegovina. This Summary Report shares information on the process and findings from Uganda (**For the full Report, see the "Uganda National Report: Children's Participation in Armed Conflict, Post Conflict and Peace Building, July 2008"**).

In Uganda the evaluation took place in Gulu District in the North — a region that has suffered conflict for more than twenty years. The whole process has been based around the active involvement of girls and boys who are members of school based peace clubs and out of school associations.

1.1 Purpose

The overall purpose of the Global Thematic Evaluation and Documentation was "to support and improve Save the Children Norway's¹ work to contribute to strengthening children and young people's capacities regarding peace building initiatives, which make up one basis for including children's voices in peace processes and agreements.²

1.2 Main objectives of the Global Thematic Evaluation and Documentation

The main objectives of the Global Thematic Evaluation and Documentation (TE) were to:³

- contribute to learning through documentation and analysis of the process and lessons learnt;
- contribute to improvement of specific country projects or/and programmes through active dialogue and cooperation with children and young people and other stakeholders, facilitating and supporting reflection and learning through the process of evaluation;
- contribute to making documentation of children and young people's experiences and contributions part of their nation's history; and
- provide documentation for possible follow up advocacy work aimed at making children and young people's experiences and contributions part of national agendas, including children and young people's voices in peace processes, agreements and reconstruction.

In Uganda, the TE primarily aimed to use the lessons learnt from children and young people's own documentation, analysis and reflection of the process to contribute to their nation's history as well as to strengthen current projects and improve future country projects, policy and strategies.⁴

¹ Hereinafter referred to as SCN

² Save the Children Norway: Thematic documentation and evaluation of child participation in armed conflict, post-conflict and peace building. Terms of Reference for country studies, version 2, 4th September, 2006

³ Ibid

⁴ Explanation of country studies for children and young people. Prepared for the International Start Up Workshop, Thematic Evaluation on Children's Participation, 6th —10th November 2006, Kampala, Uganda

1.3 The socio-political context: the Northern Uganda conflict and the peace-talks process

Northern Uganda has been affected by conflict for the past two decades. During the course of the Thematic Evaluation process, formal peace talk processes between the Government of Uganda and the Lords Resistance Army (LRA) were underway in Juba Southern Sudan.

Conflicts in Uganda cannot be fully appreciated without an analysis of the country's history. The cycle of armed conflict in the post-independence Uganda has been blamed on the country's deliberate pre-independence socio-political and economic set-up in the formative processes of nation building. These processes were characterised by religious and ethnic divisions as well as socio-economic disparities and marginalisation. This has been, to say the least, a recipe for the successive armed and violent conflicts that have often rallied around the claim to want to liberate Ugandans from these injustices. Like elsewhere in Uganda therefore, the deeper roots of the conflict in Northern Uganda also trace their origin in this past.

For two decades, the military strategy has been unsuccessful in ending insurgency in Northern Uganda. On the other hand, the Juba peace talks process that began in July 2006 has offered the best option to settle the conflict peacefully. One visible and fundamental gain from the painstakingly slow and often disrupted peace-talks process is that it ushered in the relative peace that the people in Northern Uganda have been enjoying.

By March 2008, all the five agenda items of the Comprehensive Peace Agreement — namely, the cessation of hostilities; sustainable solutions; accountability and reconciliation; ceasefire agreement; and disarmament, demobilisation and return — had been signed.⁵

In Mid April 2008, Kony — the LRA leader — however failed to append his signature to the Comprehensive Peace Agreement, claiming that he needed time to study the section of the agreement pertaining to the ICC indictments against him. The rebel leader has since not kept his promise to sign the Agreement as demonstrated in yet another aborted ceremony on the 29th November, 2008. These unprincipled actions on the part of the LRA leadership are a serious threat to regional security and stability — as evidenced by the alleged atrocities committed by the LRA in the neighbouring Democratic Republic of Congo and the Sudan.

Nonetheless, lessons from the two decade long conflict in Northern Uganda show only too well that patience and persistent negotiation in seeking a peaceful resolution are the virtues that all parties to the conflict must be willing to adopt in the interest of the victims, most of whom are children; and who have borne the biggest brunt of this conflict. We all owe this to the children.

⁵ Monthly Activity Report for March, 2008: Global Thematic Evaluation and Documentation of Children's Participation in Armed Conflict, Post Conflict and Peace Building

Section 2: Thematic Evaluation implementation process and methodological framework

2.1 TE implementation process

The implementation process was supported by the global team that was comprised of two global researchers and two Save the Children Norway staff on the steering committee.

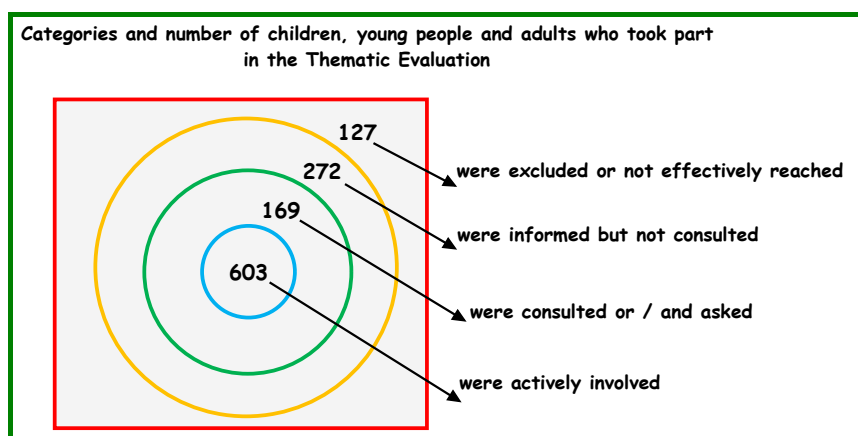
At the country level, the TE was implemented by a research team made of a national lead and assistant researcher, two SCiUG focal persons at the Headquarter and in Gulu; a psychosocial counsellor, children and young people from in-school peace clubs and out of school associations as well as their respective patrons and matrons.

To facilitate children and young people's active participation in decision making on a number of issues affecting them as well as advising and guiding the TE process, there was an Advisory Committee (AC) in place. The AC's membership comprised of 24 children and young people and 6 adults.

To support country processes, a Virtual Interest Group (VIG) was created to link Save the Children Norway Child Participation Adviser to both the global and the country research teams. Through the VIG meetings held every month, updates on significant events in the TE work (e.g., issues raised by children and young people on processes and research) were shared and reflected upon. As well, next steps were proposed and action taken. Overall, the TE was guided by the children's participation principles (**See appendix 1 for the child friendly version of the SC children's participation principles**)

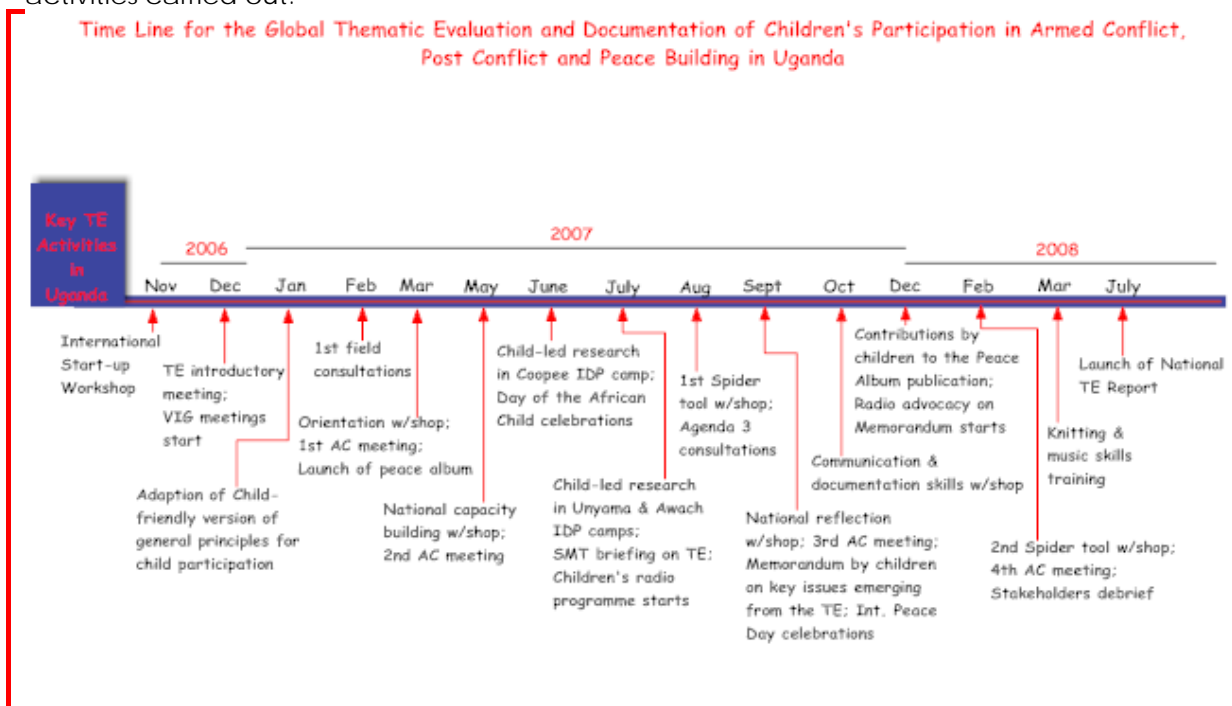
2.11 Who was involved in the TE

The TE actively involved twelve peace clubs and associations in Gulu District, i.e., eight in school primary and secondary peace clubs and four out of school community-based associations. These included: Laliya, Bungatira, Pakwelo and Lakwatomer primary schools; Onono Memorial College; Sir Samuel Baker, Sacred Heart and Lukome secondary schools; and the War Affected Youth Association, Adok Kwene Ki Can, Tam Piwa Child Mothers and Loki Tam Children's Association. 1171 children, young people and adults took part in the research. Most of these were children and young people. They included: in and out of school boys and girls; children living with disabilities; formally abducted children; child mothers; and orphans. This is explained more in the diagram below:



2.12 The TE Timeline

The timeline below is a summary of the Thematic Evaluation process highlighting key activities carried out.



While the official TE Timeline ended with the launching of the National Report in July 2008, post launch TE activities have been ongoing; and are expected to end during the closing workshop in January 2009.

2.2 Formative Dialogue Research: framework for the Thematic Evaluation

SCN has been promoting the use of the Formative Dialogue Research (FDR) — a framework that guided the TE process. FDR is formative because the researcher can influence the process — but only by giving information or supporting information sharing between the people involved. FDR is therefore an ongoing dialogue with different groups of people interested in the same cause. FDR facilitates information sharing; a deeper and better understanding of issues and meaningful exchange between groups with the objective of reaching a final settlement acceptable to all.

In FDR, both the process and research findings are documented and analysed. Research findings are necessary to plan the next course of action for improvement or for change. FDR facilitates improvement of the process for even better results as we go along. Crucial to the FDR process is feedback to all groups at all stages to allow stakeholders have further input into the process along the way.

FDR was used with a number of child friendly participatory tools to promote meaningful participation of children and young people in the TE process.

The child-friendly tools used included:

<ul style="list-style-type: none"> • tree analysis, • visioning tree, • body mapping, • group discussions, • circle analysis, • risk mapping, • timeline, 	<ul style="list-style-type: none"> • H-Assessment, • peace building balloon, • spider tool, • partnership mapping, • peace album, • story of most significant change.
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Children and young people learnt how to use these tools in workshops. Each club and association elected its own representatives to attend the workshops. And these representatives would share and teach what they have learnt to other members in their clubs and associations. Everyone who wanted participated. Children and young people listened attentively to each other and respected each other's view. Children and young people did research in their peace clubs and associations. They also went out into the communities to get the views of other children, young people and adults. In the communities, they were accompanied by adult researchers, patrons, matrons and a psychosocial counsellor.

FDR was useful in addressing process related issues resulting into settlements acceptable to all (**For more details on lessons learnt, see Section 7 of this Summary Report**).

For example:

- Children and young people demanded for and succeeded in having rotational representation during workshops/ trainings to ensure an all inclusive and ethical process.
- Through FDR, patrons and matrons raised critical issues —in regard to their entitlements when accompanying or/and supporting children in outreach activities— with stakeholders, including the Senior Management Team (SMT) of SCiUG. This led to the establishment of the Association of Patrons and Matrons during the Thematic Evaluation.

Section 3: Children's participation in general

3.1 SCN's understanding and application of children's participation (in country)⁶

SCN's understanding of child participation comes from experiences gained within its country programmes. Child Participation is seen as an inherent human need, fundamental to a person's socialisation and self-realisation, aligned to decision-making, self-esteem and self-determination.⁷

It is also seen as a right to be heard, express oneself, associate and assemble, to freedom of thought and religion⁸ as well as a working principle entailing a philosophical approach rather than simply a set of mechanical steps.⁹ Child participation has also been viewed as a political tool. In this regard, powers are developed through interaction, responsibility towards self and others through political and not psychosocial influence.¹⁰

Save the Children in Uganda (SCiUG), while watching and learning from the experiences of counterparts within the SC family and particularly using the SCN Framework to improve quality work on child participation, is building up a contextual understanding of child participation as it moves progressively towards practicing this working principle.

3.2 Contributions from the Thematic Evaluation in improving quality, mainstreaming, accountability, and sustainability

In improving the conceptualisation and practice of children's participation in SCiUG, the Thematic Evaluation has enabled the thought processes and the practices to be tried out simultaneously. The result has been the confirmation through empirical evidence of the feasibility of meaningful child participation as opposed to merely 'participating children'¹¹ which is often the case. Profound examples of this new understanding of participation within SCiUG include:

- Use of the Child Protection checklists prior to engaging in an activity with the children / young people. Although SCiUG took seriously the protection of children during engagement with them in whatever activity, the level of preparedness to address any violations or risks has been enhanced through pre-planned and known measures of prevention and / or mitigation.
- Approaches, such as, the Story of Most Significant Change (SMSC) have been used to understand changes a particular programme has made in the children's lives. The process of reflection on the different changes and identification of what is thought to be most significant is not only participatory; but it also provides a credible view of performance from key stakeholders' perspectives. SMSC was found to be simple and interesting for children. Based on the five (5) dimensions that SCiUG seeks to achieve, this approach could yield credible information on measuring programme performance. Other tools have been relevantly applied by children and young

⁶ This Section was contributed by the SCiUG TE Focal Person based at the Headquarters in Kampala. For more details and insights on the SCN/SCiUG's understanding and application of children's participation, see Section III of the National Report.

⁷ Save the Children in Nicaragua: Participation by children and adolescents – February 2004.

⁸ 1989 United Nations Conventions on the rights of the Child.

⁹ Concerned for Working Children: A Journey in Children's Participation.

¹⁰ Save the Children in Nicaragua: Participation by Children and Adolescents – February 2004.

¹¹ Terminology coined in our discussions to show the difference between the proactive involvement of children in the processes of participation and the adult-led dictation of what, when, how children are involved in events, etc.

people supported by SCiUG in their child-led activities, in their researches and assessments, and in training conducted by SCiUG staff on various subjects.

- The Peace Album came out of the need to find a child-friendly and child-led method of documenting children's involvement in armed conflict, post conflict and peace building. It is a powerful Advocacy tool on children's participation; but also on involvement of children in war and in peace building. And it has raised interest in many corners — including inspiring the making of a Global Peace Album by the Global Thematic Evaluation Team.
- From the many capacity building workshops conducted during the Thematic Evaluation, the children drew up a memorandum with the support of the advocacy and communications department. The memorandum has been shared in many fora — including the Commonwealth Heads of Government Meeting hosted by the Queen of England in Uganda in November 2007; the Juba Peace talks through the Government Peace Delegation which organised for consultations with children.
- The successes of the children and young people in drastically improving the impact of their activities attracted other programme sectors in the SCiUG/SCN country programme — such as, the Rewrite the Future (RtF) Campaign and the Child Rights Programming (CRP) sector. To this end, there is now a strong technical collaboration between the TE children and young people and the RtF beneficiaries and implementers; and even more profound is the consideration by the CRP sector of piloting a partnership with some of the child-led organisations that have been part of the evaluation.

3.3 Improvements in strengthening children's participation

The following have been the visible achievements gained in various activities involving children as a result of the thematic evaluation:

- Rotational representation of children invited to participate / attend various activities and events. This system has addressed the potential discrimination that may have been experienced by some children being left out by ensuring that the children always engage themselves in democratically electing which children from amongst themselves participate or attend which activity.
- Strengthening psycho-social support to children — the needs of children particularly those who have lived through armed conflict are very diverse and sometimes complex. Providing a psychosocial facilitator (counselor or other) during interaction with children proved to be a critical measure for child protection. And for Northern Uganda, this is even more critical because of the limited support that children have had in addressing their psychosocial needs.
- The collaboration between children / young people and adults in the advisory committee meetings provided a sounding board for acceptance by adults of children's ideas, criticisms and recommendations. It also illustrated the need to establish platforms whereby children and adult representatives (for example from local government, school management, NGO management) come together on a regular basis in order to support children's meaningful participation in practice and policy decision making on various matters that affect them.
- And finally, children who have been a part of the TE in any one of its activities have learned how to communicate - verbally and orally to audiences and influence political decision-making.

Section 4: Children and young people's experiences of violent conflict

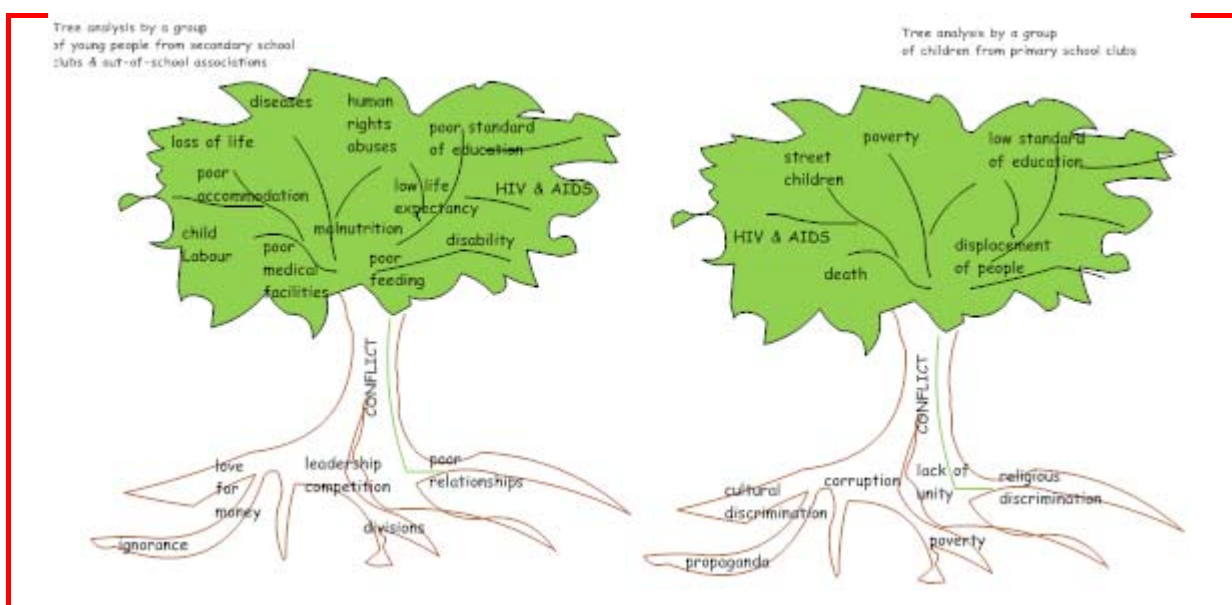
4.1 Root causes of conflict in Northern Uganda

The genesis of the conflict in Northern Uganda, to a great extent, traces its roots in the history, politics and economy of pre- and post independent Uganda. This has been validated through the findings from and by children and young people who participated at different stages of the Thematic Evaluation.

To respond to the question, "what are the root causes of the conflict in Northern Uganda?," children and young people used a variety of tools – including the tree analysis.

Below are examples of two tree analyses by children and young people of the root causes and effects of the Northern Uganda conflict. On large flip charts, children and young people drew pictures of trees with roots. After discussions and consensus building on the root causes of the conflict, children and young people wrote them down at the roots of the tree. The effects of the conflict are indicated on the leaves as depicted below.

Figure 1: Example of tree analysis of the root causes and effects of the Northern Uganda Conflict by two groups of children and young people¹²



A number of root causes of the Northern Uganda conflict were generated from various outreach research processes and analysed by groups of children belonging to primary school peace clubs, young people belonging to secondary school peace clubs and out of school associations, as well as children and young people who participated as respondents in child-led research in IDP communities.¹³ Their responses, generated using the tree analysis tool and focus group discussions, are categorised and presented in Figure 2 below.

¹² Tree analysis done during the Orientation Workshop on Safe, Meaningful Participation of Children in Thematic Evaluation in Gulu, March 08 -09, 2007.

¹³ Child-led field research in Coope IDP Camp (16 – 17, June 2007); Youth-led field research in Unyama IDP Camp (07 – 08, July 2007); Youth-led field research in Awach IDP Camp (21 – 22, July 2007).

Figure 2: Perspectives of children and young people on the root causes of conflict in Northern Uganda



As shown, the tree analyses were done separately by different groups of children and young people. In spite of this, the roots of the different trees indicate similar findings of roots causes. All the groups generally agreed that poverty, poor leadership, disunity, struggle for power, discrimination, poor relationships, ignorance, greed and corruption were some of the major root causes of the conflict in Northern Uganda.

The views of children and young people and those of adults interviewed by children and young people involved in the Thematic Evaluation have been supported by earlier studies that have examined the root causes of the conflict in Northern Uganda.

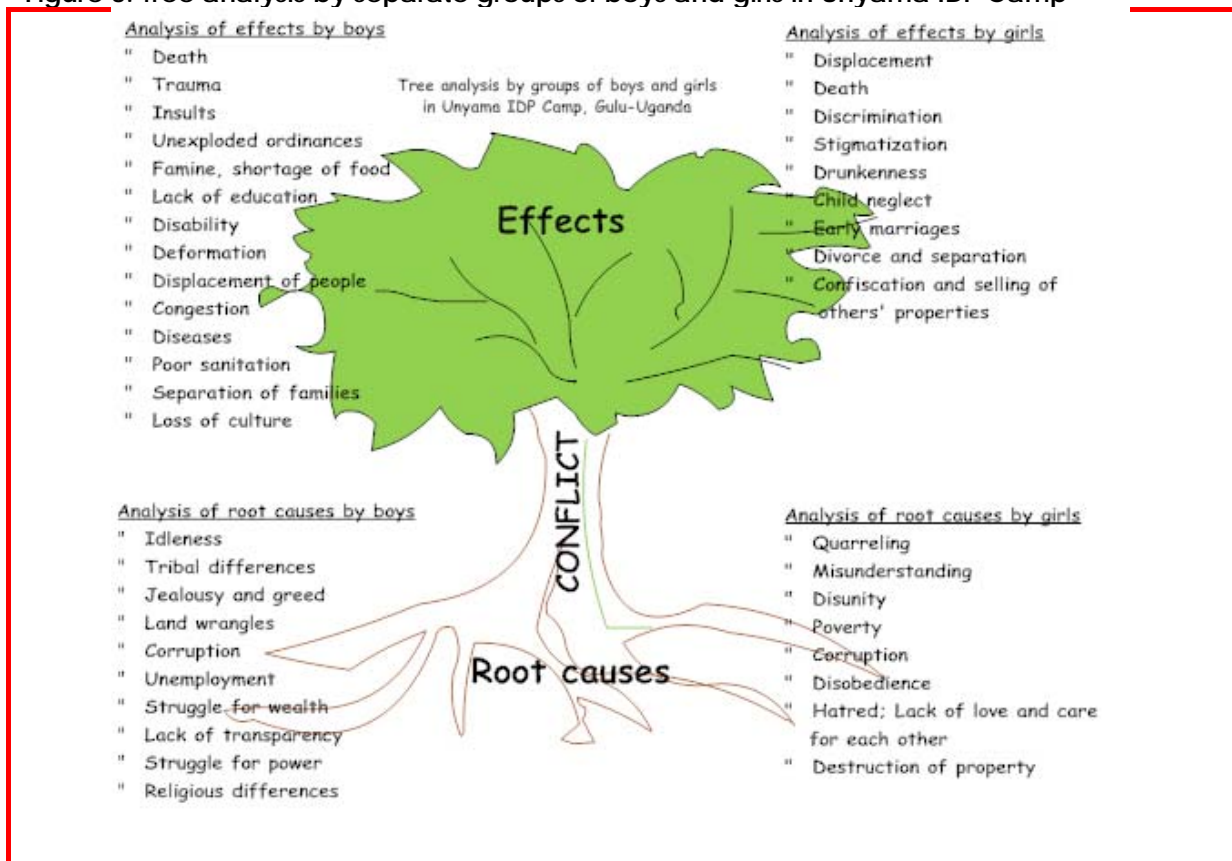
Key issue to note:

- **Winners in the economy of conflict:** Children and young people pointed out that there were individuals who were benefiting from the conflict; and therefore, they did not want it to end. Such people did not want peace and reconciliation to prevail; but instead, they encouraged the war to go on. This way, they hoped to gain more and more.

4.2 The impact of the Northern Uganda conflict on children

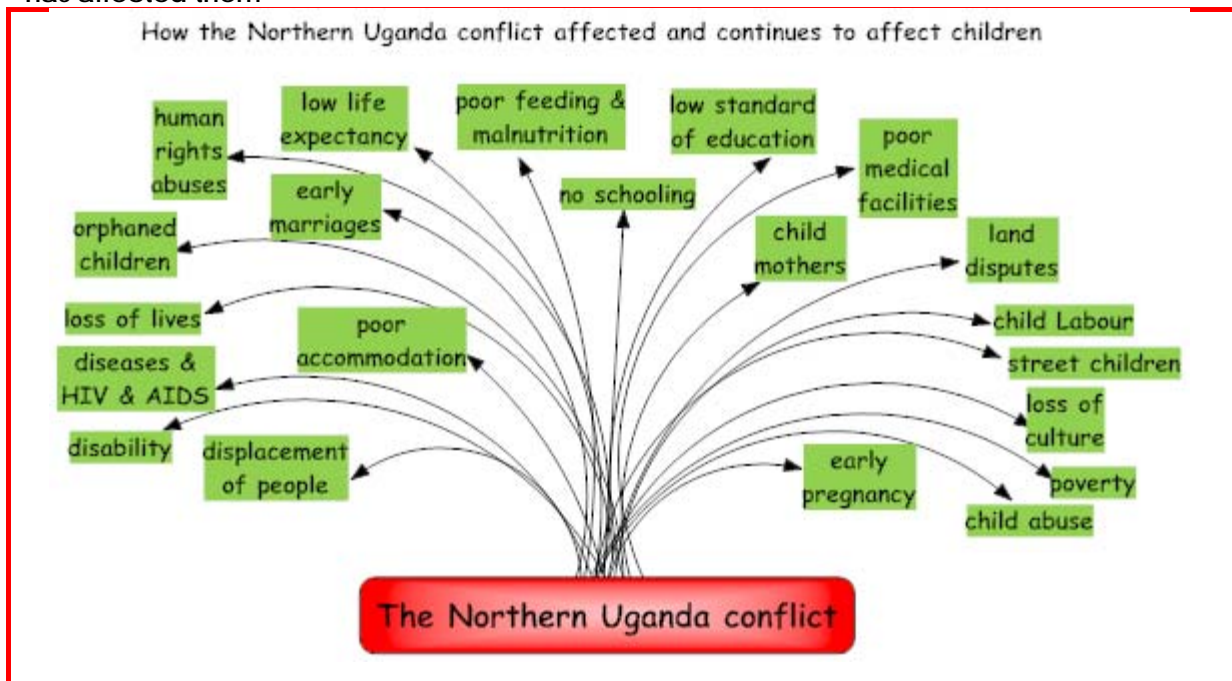
Children and young people generally agreed that the twenty-one year old conflict had affected all aspects of children's lives as shown in Figure 3 below.

Figure 3: Tree analysis by separate groups of boys and girls in Unyama IDP Camp¹⁴



The findings from various tree analyses are combined in Figure 4 below.

Figure 4: Perspectives of children and young people on how the Northern Uganda conflict has affected them



¹⁴ A Youth-led outreach field research in Unyama IDP Camp, July 2008

Figure 4 shows that the Northern Uganda conflict has had a negative impact on children and young people's growth and development as well as on protection of children and young people's rights.

As shown, the effects of the war are connected to one another — one effect leading to the other or reinforcing one another. These initial findings have been validated through other research processes by children and young people throughout the Thematic Evaluation.¹⁵

4.3 Children and young people's analysis of their experiences of conflict and post conflict in relation to their bodies

To consolidate their findings from earlier processes children and young people used large body maps to analyse their experiences of conflict and post-conflict in relation to their body parts. Table 1 below consolidates children and young people's analysis. The information from the body maps is presented in a way that highlights differences in experiences among girls (♀) and boys (♂); children who had been abducted; children living in IDP camps and children who had returned to their villages.¹⁶

¹⁵ See A Child-led Field Research in Coope IDP Camp; A Youth-led Field Research in Unyama IDP Camp, July 7th — 8th 2007; A Youth-led Field Research in Awach IDP camp, July 21st —22nd 2007

¹⁶ Uganda National Reflection Workshop: Save the Children Norway Global Thematic Evaluation on Children's Participation in Armed Conflict, Post Conflict and peace Building. Held in September 4th — 8th 2007, Kampala, Uganda

Table 1: Consolidated findings from reflections on various body maps by children and young people

Key: ♀♂ — formerly abducted; ♀♂ — IDP; ♀♂ — returned to villages; * — all children [<5 yrs], [6-10], [11-14], [15-18], [>18], including CWD

BODY PART	EXPERIENCES DURING CONFLICT	CATEGORIES OF CHILDREN
HEAD	Carrying heavy loads Hair (dread locks) used to scare people; Thinking of: <ul style="list-style-type: none"> war / peace death and killing revenge or forgiveness Trauma	♀♂ ♀♂ *[6-18] ♀♂ *[>18] *
EYES	Seeing bad things, e.g., fighting, death of loved ones, poverty; Crying (lots of tears)	* ♀♂
EARS	Hearing bad things, e.g., gun shots, bombs, insults, crying ; Ears cut off by rebels	* — — ♀♂ ♀♂
NOSE	Smelling e.g., bad smell, stench of corpses, bad sanitation	* — —
MOUTH	Drunk (human)blood Cursing, insulting, bullying, quarrelling, laughing, gossiping, shouting, ordering people to kill	♀♂ ♀♂ *[older child
HEART	<ul style="list-style-type: none"> bad feelings; revenge/ forgiveness; Pierced by a knife Depressed Desire for peace and decision making to end conflict 	♀♂ *[6-18] ♀♂ [6-18] *
STOMACH	<ul style="list-style-type: none"> Early pregnancies Hunger Eating wild fruits and drunk stagnant water 	♀ ♀ ♀ * * — —
SHOULDER	Supporting; carrying heavy loads; carrying sick people and luggage	♀♂
HANDS / ARMS	<ul style="list-style-type: none"> Maiming innocent people; carrying weapons; killing; torturing; abducting Stealing 	♀♂ ♀♂
SEXUAL PARTS	male organ leading to defilement; spread of HIV/AIDS; sexual harassment; rape; defilement; organs cut; early sex and marriage	♀♂[>18] ♀♂ ♀♂
FEET / LEGS	<ul style="list-style-type: none"> destroyed/ injured by gun shots, landmines running; travelling long distances; kicking people truancy standing firm kneeling to pray (praying to God for peace and to get us out of this situation) 	♀♂ ♀♂ ♀♂ ♀♂ ♀♂ *

From the table above different categories of children and young people with different abilities, and ages ranging from as young as 6 to 18, experienced conflict in various ways.

Key point to note:

- **Psychosocial effects:** The brutal effects of the twenty-one year old conflict that children, young people and adults alike have had to endure have left large numbers of the population in Northern Uganda overtly distressed and some traumatised and in need of psychosocial support.

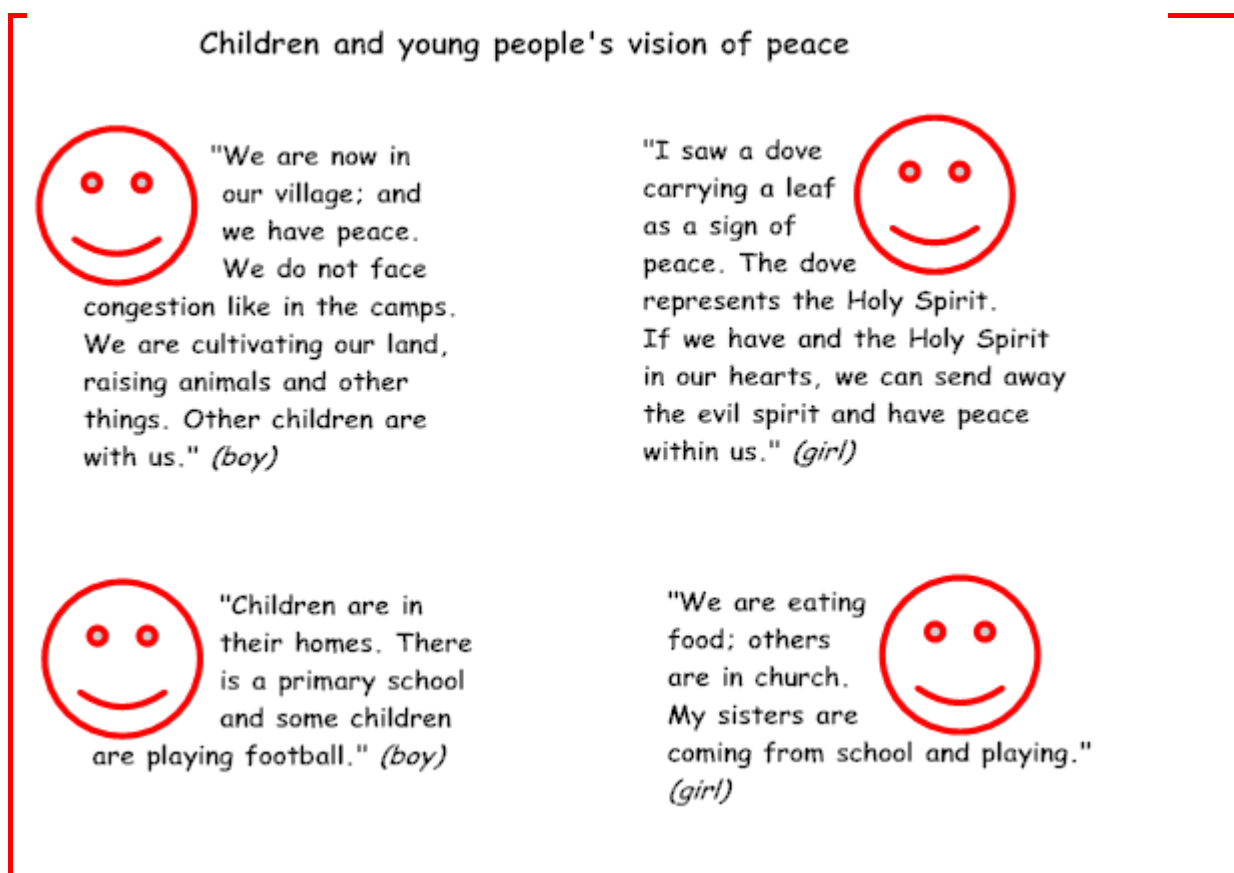
Section 5: Children and young people's vision of peace, their understanding and opinions of peace building, and their roles as peace agents

5.1 Children and young people's vision of peace

The vision of peace by children and young people in Figure 5 shows a return to their homes and villages, a return to normalcy with everyone going about with their daily lives. Adults are once more engaging in gainful activities to provide for their families. Children are now seen to once again enjoy their basic rights to education, play and food; while performing their responsibilities as children. Children and their families are living in their homes — and are no longer squeezed together in a hut found in the squalid and congested conditions of the IDP camps.

This is a contrast to the life in the camps where people's livelihood was completely destroyed due to conflict. People lost their animals and were unable to engage in farming. As part of counter-insurgency measures, people were forced from their homesteads and trading centers which were bases of their livelihood. In camps, they depended on food rationing.

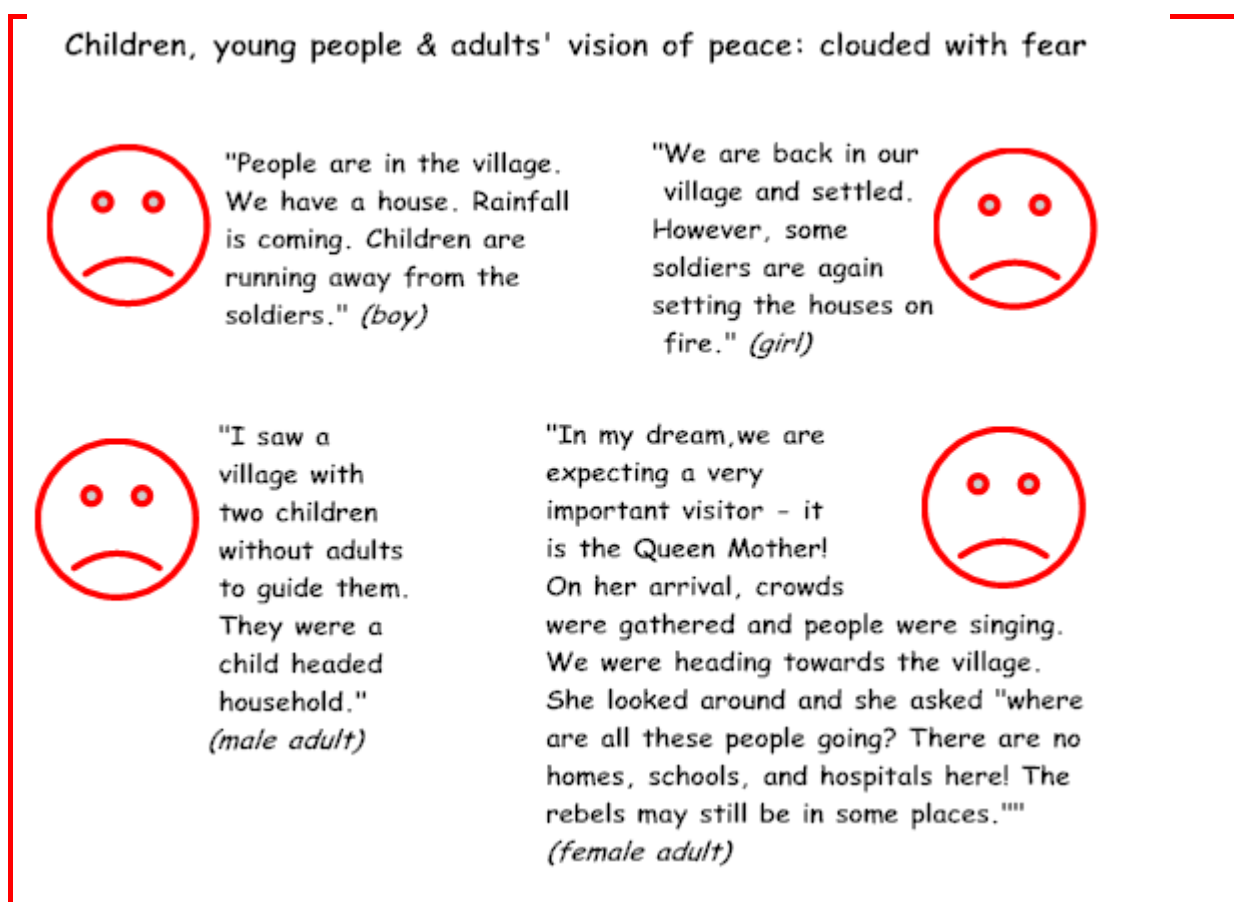
Figure 5: Children and young people's vision of peace



However while the visioning for the most part illustrates a return to peace and normal life there were fears as well — as shown in Figure 6 below¹⁷:

In their visions of peace, the boy and the girl foresee an interruption in their lives after they have resettled back in their villages. In both cases, this disruption of peace is caused by soldiers. Even among children and young people, it is not completely lost to them that even where there is a semblance of stability and peace in Uganda it may still be fragile. And the most likely source of this disruption is the gun or those with the power to use it.

Figure 6: Children, young people and adult's vision of peace: clouded with fear



The fears expressed in the visioning for peace could be related to the various failed attempts in the past to end the war in Acholi land. The fears expressed demonstrate how fragile peace can be. Post-conflict is usually that phase when conflict between hostile parties is supposed to have come to an end. However, tensions may flare up again and a fragile peace may relapse into conflict again.

Key point to note:

- **Protection and support to vulnerable children:** Visioning of peace by adults has raised important issues about the emerging reality in the post-conflict phase in Northern

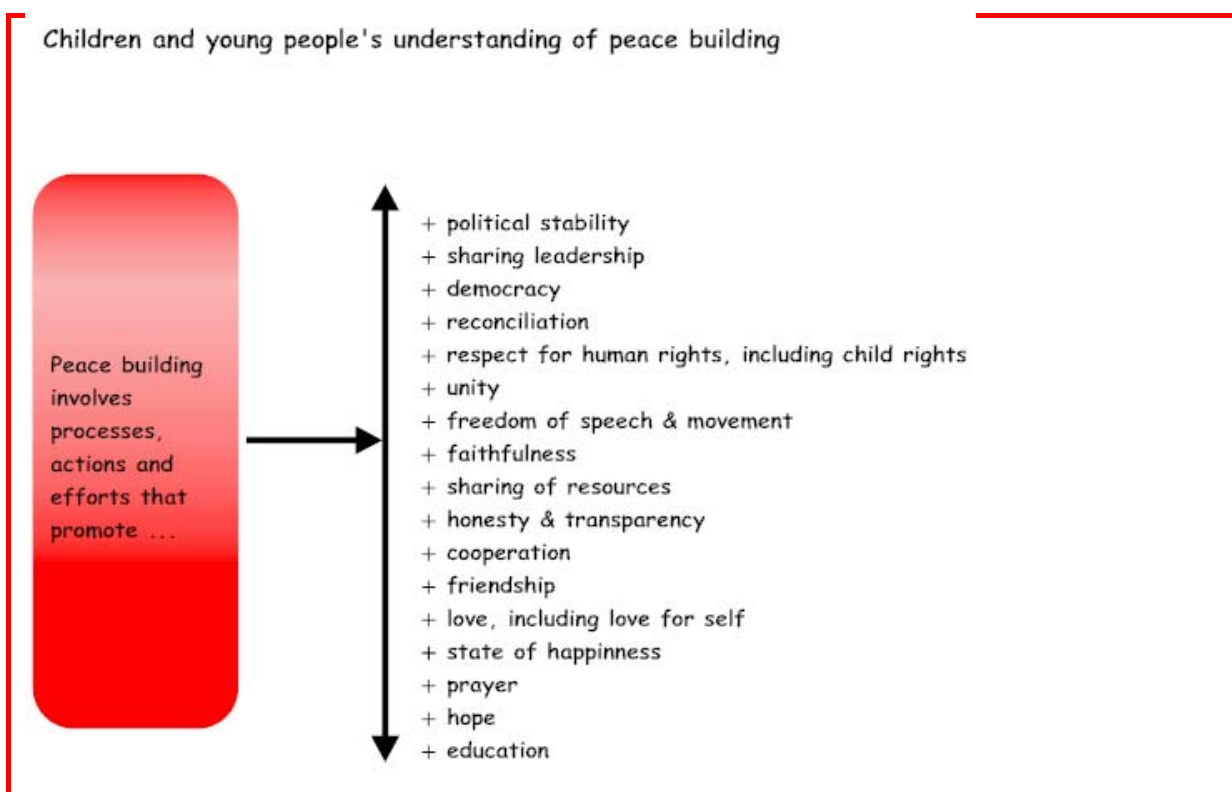
¹⁷ National Capacity Building Workshop, May 2007 and Uganda National Reflection Workshop, September, 2007

Uganda. Protection and support to vulnerable groups— such as child-headed families, formally abducted children and orphans — are some of the most pressing issues in the post-conflict phase that deserve the attention of all relevant stakeholders.

5.2 Children and young people's understanding of peace building

Children and young people have explored the concept of peace building as shown in Figure 7 below. For them, peace building involves a number of processes, actions and efforts that can singly or collectively increase tolerance and promote peaceful co-existence with others; or those that can bring about peace within oneself or/and with others.

Figure 7: Children and young people's understanding of peace building



In their understanding of peace building, children and young people have attempted to explore what can address the structural causes of conflict within their own context. For peace to last, issues of injustice must be addressed. Therefore efforts towards creating positive relationships among different people are important.

Key points to note:

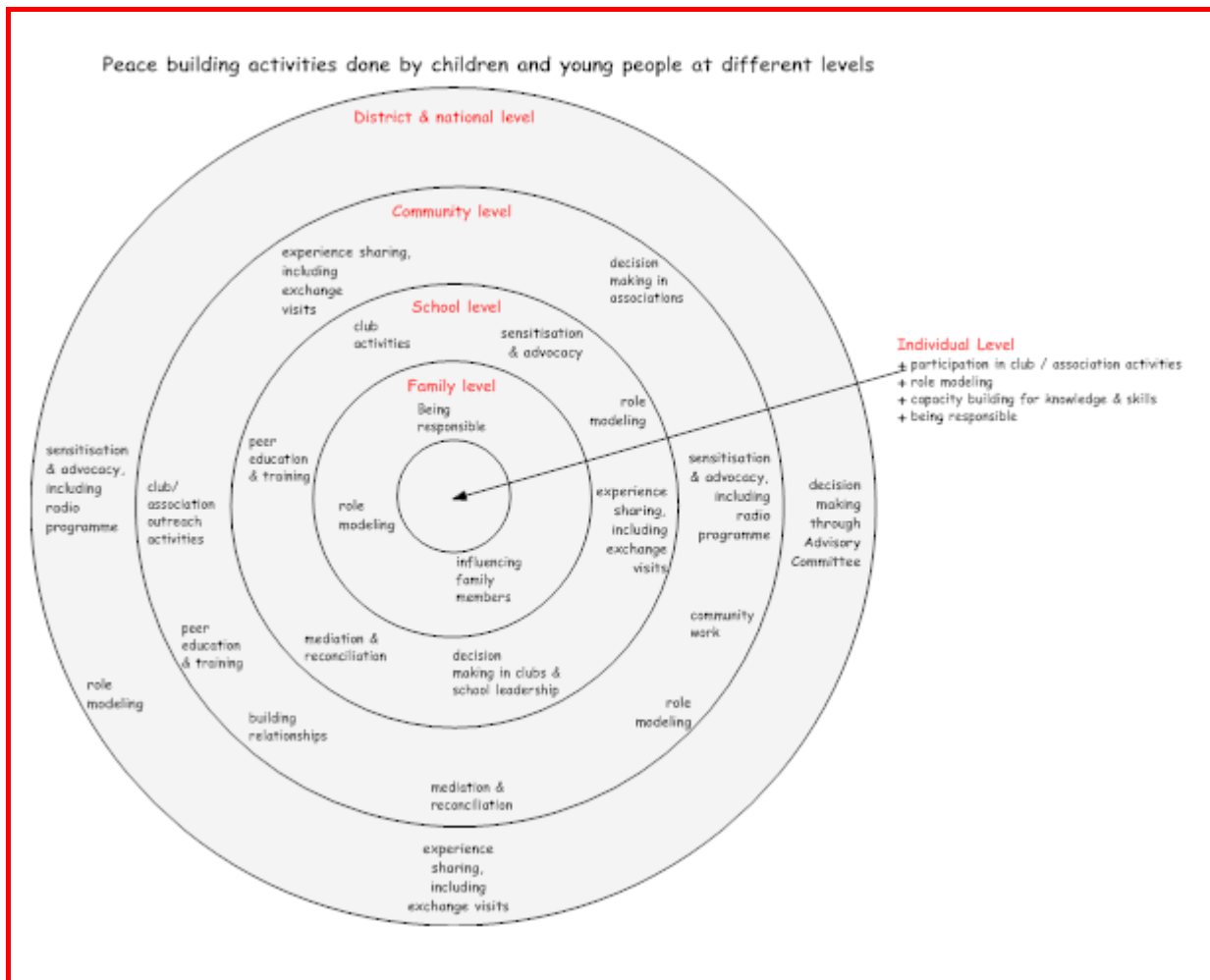
- **Search for stable and peaceful communities:** Children and young people are also looking for lasting ways to build peace and stable communities that are safe for them to live in and grow to realise their full potentials as citizens.
- **Reconciliation and accountability:** For children and young people, reconciliation should involve other stakeholders, such as, the army, political and other leaders. They have expressed the need for accountability as understood in the Acholi traditional system. Children and young people overwhelmingly preferred restorative justice.¹⁸

¹⁸ Uganda National Reflection Workshop, September, 2007

5.3 Children and young people's participation in peace building

Children and young people have engaged in a variety of activities and processes in an effort to promote peace at different levels as shown below in Figure 8.

Figure 8: Peace building activities done by children and young people at different levels



Key points to note:

- **Sensitisation and advocacy:** children and young people have been preparing peace messages through music, dance and drama.¹⁹ In the Acholi traditional culture, music, dance and drumming play a very significant role as a medium of communicating as well as a way of gathering people together to share important messages.

Children and young people reported that they have been involved in a variety of other peace promoting activities in their schools as well as in their communities.²⁰ An association member shared,²¹

¹⁹ Uganda National Reflection Workshop, September 2007

²⁰ Ibid

²¹ Loki Tam, Follow-up visit, 15th April, 2008

"When we got involved in the Thematic Evaluation we started doing sensitisation work in the communities. We do peer counselling and sensitise people about the rights of formally abducted children and children living with disabilities in Coope, Awach and Lukodi IDP camps. Some of the children in these camps are formally abducted; and others are living with different kinds of disabilities."

Because of their peace promoting activities in schools, there are now fewer incidences of strikes in schools. One Patron noted, *"Peace clubs have reduced violence in schools in general. Schools with peace clubs are calmer as opposed to those without them."*²²

At the district and national level, children and young people have taken part in peace walks and attended peace workshops. Through such workshops, children and young people have for instance: shared their views and experiences on conflict, peace building and conflict resolution; and drawn a memorandum that has been used for advocacy (**For the Children's Memorandum, see Appendix 2**).

Also, children and young people in September 2007 elected their own representatives to participate in the Pre-CHOGM meeting for young people.

Children and young people have also had opportunity to raise the issue of children's involvement and representation in the Juba peace talks. While children's direct representation at the peace talks did not materialise during the peace process that is currently stalled, children and young people involved in the TE have had opportunity to contribute their views to Agenda 3 (Accountability and Reconciliation) of the Comprehensive Peace Agreement.²³

- **Children's participation in radio shows:** children and young people have also participated in various children's radio programmes to talk and sensitise people about child rights as well as about what children are doing to promote peace.²⁴

For example, during the month of May 2008, children and young people have discussed a number of topics during the children's radio programme on Radio King. These included: *"How can we as children/ young people in peace clubs liaise with other stakeholders (including other children) to ensure that we have a common vision for peace?," "Experiences of children and young people in solving conflicts in their communities;"* and *"How children and young people in peace clubs can build peace in schools and in communities."*²⁵

- **Community / charity work:** children and young people have done other charitable work in the camps for the internally displaced people as well as in their communities.²⁶

One peace club stated, *"We share the little that we have with those who do not have basic things, such as washing soap. We clean up in the communities around us. We visit the [Lacor] hospital and pray for the sick and encourage them through positive living."*²⁷

²² Sir Samuel Baker, follow-up visit, 16th April, 2008

²³ Experiences with Children in Research, Thematic Evaluation and Documentation, March 2008

²⁴ Uganda National Reflection Workshop, September, 2008

²⁵ Monthly Activity Report for May 2008

²⁶ Uganda National Reflection Workshop, September 2007

²⁷ Sacred Heart Secondary School, 2nd Spider Tool Workshop, February 2008

Another association reported, *"As part of our charity work, we do maintenance work on our community roads and paths."*²⁸ Yet another peace club noted, *"We clean our school and fetch water for the elderly in our community."*²⁹

- **Role modelling:** acting as positive role models and living by example, children and young people have also carried out democratic practices as well as followed rules and regulations in their schools.³⁰ This has been demonstrated by almost all in-school peace clubs participating in the Thematic Evaluation as shown in the voices below:

"Most of the prefects in our school are members of the peace club. Pupils have elected them because of their exemplary behaviour." (Matron, Bungatira Primary School)

"The prefect-ship body is full of members from peace clubs. For example, the head prefect is a member of the peace club. Also in our school feeding programme, Peace Club members help other children to line up in a cue when food is being served. This has

- **Mediation and reconciliation:** To contribute to community peace and peace within their schools, children and young people shared that they have engaged in reconciliation, by helping to mediate between different people. They have carried out focus group discussions with various groups, including holding discussions with elders.³¹

One association working to promote peace in the community shared: *"We used to have two groups of young people — very hostile to one another. One group would not dare go into the territory of the other. Whenever they met, they would start fighting. With sensitisation, they now no longer fight. They even have friendly matches together."*³²

- **Sharing experiences:** Children and young people have organised and participated in exchange visits with other schools both locally and outside their district.³³ Through exchange visits, children and young people have shared and learnt from each other's experiences about their successes, challenges and how to address such challenges.
- **Participation in decision-making and leadership:** Children and young people have also engaged periodically in the Advisory Committee at the district level. The role of the Advisory Committee is to advise and guide the Thematic Evaluation. Children and young people have taken advantage of their interactions with adults including the District Speaker to freely articulate their views on pertinent issues affecting them during the Advisory Committee meetings. Outside the Advisory Committee forum, they have also been able to follow up with the Speaker on issues he had pledged to tackle.

²⁸ Adok Kwene Ki Can, 2nd Spider Tool Workshop, February 2008

²⁹ Bungatira Primary School, follow-up visit, 16th April, 2008

³⁰ Uganda National Reflection Workshop, September 2007

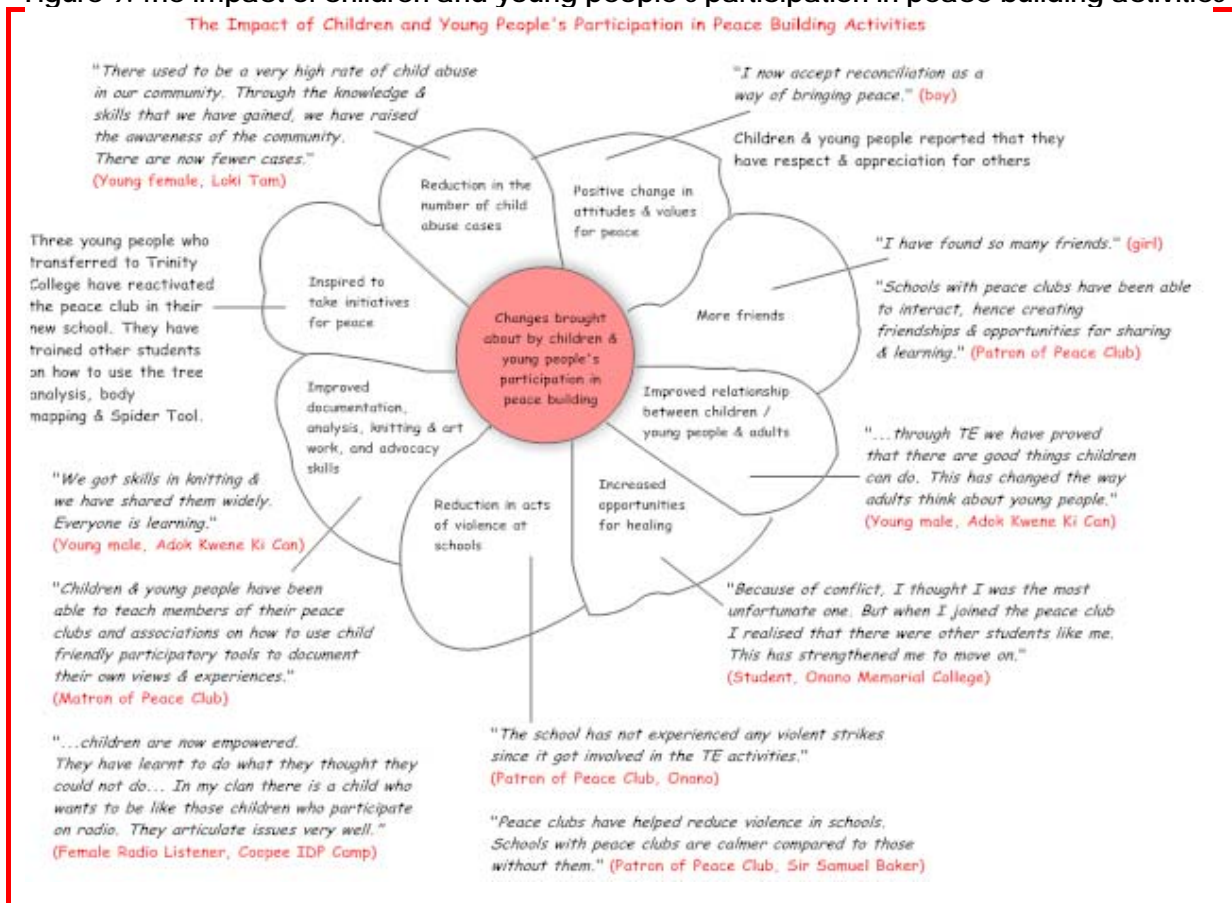
³¹ Ibid.

³² Loki Tam, follow-up visit, 15th April, 2008

³³ Uganda National Reflection Workshop, September, 2007

5.4 The impact of children and young people's participation in peace building activities

Figure 9: The impact of children and young people's participation in peace building activities



Section 6: Children's participation in and opportunities for peace building

6.1 Factor that enable and hinder peace building

Building on their earlier research work in peace clubs and associations, children and young people in September 2007 reflected together on factors that help and inhibit children's participation in peace initiatives using the peace balloon below:³⁴



The segments of the hot air balloon: components of peace-building.

The basket: which people are involved in peace building.

The sign by the basket: which children should be given the opportunity to participate in peace building (age, gender, ethnicity, background etc).

The pegs (blue): Factors which prevent or hinder peace-building.

The pegs (red): Factors which prevent or hinder children's participation in peace building.

The arrows (blue): Factors which enable peace building

The arrows (red): Factors which enable children's participation in peace building.

Key points: What has enabled children's participation in peace building

- **Establishing peace clubs and associations**

Establishing peace clubs and associations in schools and communities has been seen as a key enabling factor in children's participation in peace building.³⁵ During all outreach research activities in the IDP camps for example, children and young people in the camps expressed great desire to have peace clubs in their schools and communities— as this would provide them with the opportunity to participate in peace-building activities.

- **Prompt feedback**

Providing feedback to children's views was seen as very key. By doing this, children and young people felt that their views are being heard; and that they are taken seriously and accorded the same respect as those from adults.

³⁴ Uganda National Reflection Workshop, September, 2007

³⁵ Uganda National Reflection Workshop, September 2007

- **Inclusive, fair representation**

Through a democratic process, children and young people have been able to elect their own representatives to participate in various activities. This has not only boosted enrolments; but, it has also increased participation of children and young people in club and association activities.

- **Support and encouragement from adults**

Support and encouragement from adults, such as, leaders, teachers (patrons and matrons), parents/guardians and elders, were also identified as important enabling factors that help in peace building initiatives involving children and young people. This has led to increased and meaningful participation of children and young people.

- **Support from organisations**

Support from Save the Children was also seen to enable children's participation and organisations in peace building. As well, partners of Save the Children —such as, EPPOVHA, CPA and GUSCO — have provided an important entry point to link in-school and out of school children and young people. This has enabled their participation in peace building initiatives.

EPPOVHA and CPA have for instance supported peace clubs and associations with basic trainings; facilitation for exchange visits; small income generation activities (such as, school gardens and poultry keeping) and equipment for sports and games. On the other hand, GUSCO has provided peace clubs and associations with psychosocial support during child-led outreach field research activities.

- **Awareness-raising for adults**

Awareness of supporting adults about the importance of child participation in peace building has been raised along the way. This has met some of the hopes that children and young people had in participating in the Thematic Evaluation. Through the Evaluation for instance, children and young people hoped that sharing information with adults would help them understand their problems; and how they feel about them; and what they as children can do to solve them.³⁶

- **Participation in decision-making processes**

Further more, young members of the Advisory Committee have always interacted and shared freely their views on various issues with adults due to the moral support they have received from them. This has created more child-friendly spaces and advocacy opportunities for children and young people during their peace building initiatives.

Key points: What hindered effective children's participation in peace-building

- **Fears and concerns**

Some fears and concerns that were shared during consultations by children and young people are shown below:³⁷

- Some parents, especially stepfathers and stepmothers, out of envy may not allow their [step]children to take part in this research
- We fear that some government people, like soldiers and politicians, may not like what we say
- We don't want Joseph Kony and his rebels as well as ex-rebels to know that we took part in this research

Many children and young people who were consulted shared that they have been deliberately denied freedom of expression or/and participation — right from their own homes. Reasons have been given for denying children and young people their fundamental right to expression and association — namely, the power relations between adults and children; and ignorance about child rights.

- **Negative effects of conflict**

Due to war and its effects, many children and young people have not been involved in peace building initiatives. During the period of intense conflict, conditions in the IDP camps were not as favourable for such initiatives— as people feared to engage in any activity that could easily be misunderstood.

- **ICC arrest warrants**

Children and young people were of the view that arrest warrants by the International Criminal Court against the LRA leadership were a significant obstacle to securing peace. They felt that the arrest warrants served as a disincentive to the rebels who may not come out of the bush for fear of arrest. This means that the conflict would continue and peace builders, including efforts by children would be unsuccessful in securing peace.

6.2 **Children and young people's views: How to increase children's participation in peace building**

Children and young people have developed their own strategies on how to further increase their participation in peace building — using a how? how? how? tool as shown below.³⁸

Table 2: Strategies for children's participation: a focus on the trunk of the visioning tree — asking, how? how? how?

How? how? how? can children participate in peace building? (from May 07)

→ **Unity and Cooperation among ourselves** → Love for one another → Fear of God → Forgiveness → Sharing feelings and being understanding
→ Working together → Joining hands among children → being faithful.

→ **Sensitise others about Peace** → Through radio/ newspaper/ drama/ music and songs/ poetry → Make messages/ adverts → Get support from NGO/ SCIUG to access radio station/ newspapers etc → Contact SCIUG Gulu office (e.g. Alice for access to radio programme)
→ Use internet website → Use computers in GUSCO → Make sure SCIUG give computers to GUSCO.

→ Develop drama/ song/ poetry etc collectively in our Clubs/ Associations → Show drama in communities and schools → Get support for costumes, drums → Request funds from CPA/ EPPHOVA / SCIUG or raise funds through income generation activities.

→ **Advocate for Children's Participation in the Peace Talks** → Through our Thematic Evaluation Advisory Committee → Elected representatives discuss with district officials → District officials should advocate for space for child representatives
→ Use radio/ newspaper/ drama/ music etc – *as above*.

³⁸ Uganda National Reflection Workshop, September 2007

→ Adults should listen to children's views → Encourage cultural leaders to get advice from community → Counsel/ support religious leaders to listen to children's views
 → Raise awareness on the rights and responsibilities of children, including children's rights to participate.

→ **Campaigns on Peace** → Organise demonstrations → organise a Peace Walk through involvement of Clubs, Associations, parents, community members → Through cooperation and information-sharing
 → Use radio/ newspaper/ drama/ music etc – *as above*

→ **Amnesty** → Freedom of speech and movement → Respect for human rights → Unity among people → Good civilisation → Good religion → Have hope → Access to all services (education, health, water); Get government assistance → advocacy with NGO, UN, World Bank
 → Forgiveness → Love one another

→ **Democratic election of peers** (in Clubs/ Associations) → Allow children to freely participate
 → Elect leaders of their choice → Rotational representation

→ **Reconciliation among tribes** → Forgiveness → Unity among different tribes → Respect for one another, love for one another → Fair distribution of resources → Advocacy with leaders to share resources fairly → Encourage farming and good agriculture → specialisations

Key points: Other opportunities for children's participation in peace building initiatives

- **Involving children in the implementation process of the Comprehensive Peace Agreement**

Should the Government and the LRA return back to the negotiating table to sign the Comprehensive Peace Agreement, it would be very important to involve children and young people in the implementation process of the Agreement.

With regards to the implementation of the Agreement, Section 12 of the Agreement on Accountability and Reconciliation agrees for example to: *"recognise and consider the experiences, views and concerns of children"* as well as *"encourage the participation of children in processes for implementing the Agreement."*³⁹ For an all inclusive and meaningful political process, children and young people must be part of the post conflict reconstruction phase.

- **Involving children in the Peace, Recovery and Development Plan processes**

Taking the views of children and young people into account as well as involving them in the implementation processes of various programmes under the National Peace, Recovery and Development Plan for Northern Uganda (PRDP)⁴⁰ is of paramount importance.

Mine Risk Education is one such programme of the PRDP where children and young people can be involved through their in-school and out of school child-led organisations and initiatives— by providing them with appropriate skills and facilitating them to carry out sensitisation and awareness campaigns in the communities.

- **Involving children in District-based and lower level children's parliament**

³⁹ Agreement on Accountability and Reconciliation between the Government of the Republic of Uganda and the Lord's Resistance Army/ Movement, signed on 29th June, 2007, in Juba Southern Sudan

⁴⁰ Republic of Uganda. National Peace, Recovery and Development Plan for Northern Uganda (PRDP), 2006—2009

Children's parliaments can be constituted both at the district and lower levels of the local government as fora where children from in-school and out of school child-led organisations can articulate and make recommendations for action on a range of issues affecting them.

Children's parliament can be linked to the district council as well as to the Uganda Parliamentary Forum for Children (UPFC) of the Parliament of Uganda as a channel through which children and young people can forward their output into the adult decision making processes.

Section 7: Key lessons learnt from the Thematic Evaluation process

7.1 Formative Dialogue Research as a methodological framework

- Because of the awareness about ethical guidelines and child participation principles, children and young people participating in the Thematic Evaluation have been demanding for minimum standards of child participation from other Save the Children programs as well. Whenever an opportunity arose they would raise the issue for follow up.
- Follow-up activities during the FDR allow for monitoring and supervision of what is happening on the ground and enables on-spot correction to what is not going well.
- Through the FDR process that requires regular and repeated dialogue, trust and confidence is built between the researcher or implementer and the stakeholders. And consequently, people open up more; and are willing to share more information and become more involved.

7.2 Child-friendly participatory research tools

- A diversity of child friendly participatory tools at the disposal of children and young people creates opportunities for them to independently explore together and generate ideas from their own perspectives on issues directly affecting them and how these can be overcome.
- A triangulation of findings from research activities by different groups of children and young people using child friendly participatory tools offer easily verifiable and reliable data that can from very early on inform project planning and design — hence avoiding mistakes often made at the design level. Such findings are also useful at the different stages of design, monitoring and evaluation. For instance, preliminary consultations in February 2007 with children and young people using among other tools the H-assessment generated very useful information that informed and guided the in country TE research processes.
- Most of the tools are suitable for all groups of children from the age of eight and young people and even adults — albeit a few of them require support from adults. The tools can be variously adapted in other situations, such as in schools and organisations to facilitate analysis of situations and decision making.

7.3 Research findings by children and young people

- As a category uniquely affected by conflict, children and young people have raised key issues and proposed recommendations which — if acted upon — are vital to conflict and post conflict reconstruction processes. But genuine efforts must be made to provide children and young people a platform and space to engage in advocacy with various decision makers for positive change.
- National TE products, such as the National Report and its child friendly version, Children's Memorandum, the Peace Album and the TE visual documentary are very insightful resources for programming and further research on /with children and their work as well as for forming direct partnership with child-led organisations. They are also vital tools of

advocacy on a range of issues affecting children in conflict, post conflict and peace building.

7.4 Children's participation in the Advisory Committee (AC) and media (radio)

Decision making bodies that give children and young people opportunities to meaningfully participate have great potential to positively impact processes and children and young people's decision making skills.

- The Advisory Committee designed to advise and guide the TE process provided children and young people a platform to: voice out critical issues about protection of their rights as well as their participation; and to develop their communication and leadership skills.
- The AC composition (made up of young and adult membership) increased interactions between children/young people and adults; and in the process built their confidence to share information as well as raise issues openly with adults without fear. Equally, adults learnt to work more transparently with children by being more accountable to them.
- Children's participation in the children's radio programmes provided them with an opportunity to share firsthand and raise awareness about critical issues affecting them directly as well as to advocate for change in programmes and policies at different levels to make them responsive to the real needs of children.

Section 8: Key messages from children and young people

- **Land disputes**

There are a lot of land disputes as people return back to their homes after more than 20 years of conflict. This issue needs to be given immediate attention.

Recommendation on land disputes: Government should put in place better laws to guide ownership and distribution of land in Northern Uganda.

- **International Criminal Court (ICC)**

The arrest warrants against the LRA stand in the way to peace in Northern Uganda.

Recommendation on ICC: The arrest warrants should be completely withdrawn to bring back peace in Northern Uganda.

- **Corruption**

Corruption is one of the root causes of conflict in Uganda. This is one of the reasons why the conflict in Northern Uganda has taken longer than it should have. Corruption by officials at all levels of government is still going on.

Recommendation on corruption: The Inspector General of Government (IGG) should open up branch offices in the sub-counties to fight corruption in the communities.

- **Ignoring children's views**

Children and young people's views have been ignored — right from their own homes, at school and at other levels. Girls are mostly left out in decision making in homes. Fathers and their sons often have more say. Children and young people feel that adults do not represent their views in decision making processes. That is why some of their real needs as children and young people are not addressed.

Recommendation on children's views: Children and young people's ideas should be taken very seriously. They need to have their own representation at the district level. They also need to have their own representation in peace processes.

- **Child rights abuse and negligence**

There is a lot of child rights abuse and negligence in the communities.

Recommendation on child rights abuse and neglect: Children and young people need child care and protection programmes in all sub-counties.

- **Stigmatisation of children, especially the formally abducted**

Formally abducted children are often stigmatised. This has made some of them to become very violent. Some have even returned to the bush. Others have simply disappeared.

Recommendation on stigma: Children and young people propose that a bye-law should be put in place to deal with those who stigmatise returnees. Communities and families need to be well prepared to receive returnees.

- **Schedule for children's radio programme**

More and more children are getting interested in the children's radio programme. It is hosted on Radio King in Gulu; and takes place every Saturday, from 9 — 10 AM.

Recommendation on children's radio programme: Children and young people would like to see radio stations run children's programmes during hours and days that are appropriate for all of them. This way they can all take part as talk show guests or as listeners.

- **Support for child-led initiatives and organisations**

Income generation activities are important for child led organisations because they will not only increase children and young people's participation; but they will also help them to carry out activities in their clubs and associations.

Recommendation on support for Child-led initiatives / Child-led organisations: Child-led organisations need to be supported with income generation activities. Children and young people also need to be facilitated with transport to engage in outreach activities in communities.

Section 9: How to help children participate better in peace building

9.1 Children and young people need more training...

- **Life skills training**

Children and young people need more life skills training. This can be facilitated by the Association of Patrons and Matrons that has been working closely with them.

- **Skills for resource mobilisation and income generation**

Children and young people need to be supported with skills on how to mobilise resources and generate income.

- **Reconciliation and mediation skills**

Some of the clubs and associations are already carrying out mediation in the communities. Children and young people need support from SCiUG to strengthen their reconciliation and mediation skills. They would like to be effective in managing conflicts in their communities, schools and families.

- **Theatre for development**

Children and young people are engaging in music, dance and drama as a way to communicate key messages as well as to mobilise their audiences. They need skills in theatre for development to enable them to involve and engage their audience in dialogue and action on issues that affect them.

- **Psychosocial skills training**

The need for psychosocial support in Northern Uganda is big. Children and young people need to be trained in psychosocial skills to enable them to cope as well as to provide support to others. They also need training in peer counselling in order to support their peers more effectively.

9.2 Children and young people need more support...

- **Mainstreaming peace clubs into the school co-curricular activities**

Peace clubs especially in schools need to be recognised and made part of the school system and the co-curricula timetable.

- **Support from the school administration**

Children and young people need the school administration to give them more time to carry out their activities. They would also like to be supported in food and income generation activities.

- **More knitting skills**

Children and young people need to be supported with more knitting skills training to enable them generate income.

- **Sensitisation of the school adult community and parents**

There is need to sensitise head teachers, the school administration, teachers and parents on the purpose and benefits of peace clubs/ associations, on child rights and responsibilities and on the benefits of involving children in peace building and decision-making.

- **Support for patrons and matrons**

As supporting adults, patrons and matrons have supported children and young people in peace clubs and associations. There is need to ensure that their support to children and young people is kept up and improved.

- **Storage facilities for materials**

Most peace clubs and associations lack storage facilities for materials. There is need to support them with plywood boxes for safe and proper storage of their materials.

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Appendix 1

GENERAL PRINCIPLES ON CHILD PARTICIPATION: A Summary Version for Children

- **Avoiding harm to participants**

Children and young people should not be put at any risk because of saying what they think or because of speaking out on their own behalf or on behalf of others.

- **Child protection**

Children must be supervised. Care must be taken at all times to keep children from any risk or danger. Children's identities, such as, their names, photographs and where they live, must not be given out in situations where this may put them at risk. Permission must be got in order to use children's photographs or any information given by them.

- **Informed consent**

Children should be given enough information about what they are going to do. The information given to children should be easy to read and understand. Then, children may choose to take part or not. It is necessary for children to fill out and sign a simple form.

- **Confidentiality**

Information from children must be presented in ways that will not put their lives at risk or in danger. Children's names and photographs, and where they live, must not be given out in situations where this may put them at risk.

- **An ethical approach**

Care must be taken to make sure that researchers do not force their ideas or views on children. Ideas and views from children of different ages, abilities and backgrounds are very important and useful. Therefore, their ideas and views must be respected and used.

- **An inclusive approach**

Girls and boys of all ages, abilities and backgrounds must be given an equal chance to take part in activities.

- **Motivation for research**

Children will be given transport, meals and soft drinks. This will depend on how long the activities take, the type of activities and where the activities take place. Children will also be given materials for use during research. By taking part in the activities, children will also gain more knowledge and skills.

- **Wider accountability**

Children and others, who take part in the activities, will be given final information from the research at all stages. All concerns and suggestions from children will be looked into. Every idea, view, game, song or any other thing children bring into the research will be acknowledged.

Appendix 2

MEMORANDUM FROM CHILDREN AND YOUNG REPRESENTATIVES OF IN SCHOOL PEACE CLUBS AND OUT OF SCHOOL ASSOCIATIONS

Over the last year children and young people from twelve Peace Clubs (school based) and Associations (out of school children) from Gulu district have actively engaged in a thematic evaluation process on children's participation in armed conflict, post conflict and peace building⁴¹. As part of this process, a 5 day National Reflection Workshop (September 4th-8th 2007) was organised by Save the Children in Uganda with 24 children and young people's representatives

Having discussed important issues affecting the lives of children and young persons in the camps and war affected areas in Northern Uganda, and recognizing their impact on the safety, normal growth and development of particularly children; we the children of peace clubs and associations resolved on the following issues in our communities and bring them to the attention of government, parents and other duty bearers for urgent attention:

1. IGNORING CHILDREN'S VIEWS

Children's views have not been heard in important decisions that affect us. Children have been excluded from the formal peace talks in Juba. Very few children have been consulted or heard. Yet, children have been badly affected by the conflict and have vital contributions to make to peace building.

Children and young people are already playing an active role in promoting children's rights and peace in their families, communities and schools – especially through their own Peace Clubs and Associations.

We urge all adults to take children seriously and to listen to our voices:

- Children's ideas must be taken into consideration
- Children's voice should be considered in peace-building
- Children should be physically involved (represented) in peace talks
- Sensitization of the community should be undertaken about children's participation in decision making
- Children's capacity building should be supported, including efforts to strengthen our Clubs and Associations

2. CHILD RIGHTS NEGLIGENCE

In camps, there is a lot of child abuse including: rape, defilement, child labour and early and forced marriages. Several children live in homes that are congested and have poor sanitation. Many are unable to attend school. In several instances, children have been forced to join armed forces particularly the Lord's Resistance Army (LRA) and in some cases, the government army (UPDF).

Use of alcohol by parents, and violence in the family has increased child neglect and abandonment. Some children have little choice but to survive through involvement in hazardous work. The lack of a forum for children to express their views makes the situation worse.

To address the problem of child rights violations, children's clubs and associations are carrying out sensitization on child rights violations and protective measures - using drama, songs and dance. Young people are reporting cases of rights violations including defilement

⁴¹ Save the Children Norway Global Thematic Evaluation which is taking place in Uganda, Nepal, Guatemala, and Bosnia-Herzegovina.

and are empowering their peers against immoral activities by encouraging them to join peace clubs and associations and to engage in life skills activities.

Taking into account the on going initiatives to protect children and young people and recognizing the need for more action, we urge:

- Parents to send their children to school; to respect children's rights; to listen to their views; to guide them and to protect children from exposure to alcohol and violence,
- Community and local leaders to respect children's rights and responsibilities; to act to reduce and respond to defilement cases; to support and work together with peace clubs and associations; to involve children in decision making ; and to encourage them to participate in peace building;
- NGOs to support awareness and action on child rights and responsibilities; and strengthen clubs and associations to protect child rights and peace;
- Government to set up strong laws and response to defilement cases; to provide education and vocational skills to children, young people and adults in Northern Uganda; and to act on children's views in law, policy and practice.

3. CORRUPTION

Due to corruption, the standards of living of many people are very poor. People do not get the services they are supposed to get. There is very little development at the grassroots. In the IDP camps, the quality of education is low.

To raise awareness about corruption, clubs and associations use drama, songs and dance. Young people have developed peace albums with messages on the problem of corruption and how to solve it; and have participated in radio talk shows.

To end corruption we therefore urge government to:

- Set up stronger laws against corruption; and follow up all cases of corruption to the end;
- Not to employ anyone with a case of corruption; and anyone found guilty should have his/her academic papers revoked.

4. INTERNATIONAL CRIMINAL COURT

The issue of arrest warrants by the International Criminal Court against the LRA leaders is threatening the peace process. Without revoking the arrest warrants, Kony and his people will not come back home. This may cause the conflict to go on.

The ICC arrest warrants should be dropped so that people can leave the camps and return to their villages to rebuild their lives. We support the Government in exploring and using alternative and traditional forms of justice.

Through our peace clubs and associations, we are sensitising the people/ communities to forgive the war lords, rebels and government forces for the crimes they have committed.

We therefore urge:

- District leaders to persuade the government to withdraw the arrest warrants
- The District Speaker to organise a march against these arrest warrants

1. LAND DISPUTES

Due to land disputes, there is division among people; and people are killing one another as a way of settling such disputes. There is need to end the violence caused by the increasing cases of land disputes in communities.

Through our peace clubs and associations, we intend to carry out outreach programs in the form of drama to educate the communities about land issues.

We therefore urge:

- The Government to educate the communities through community based Development Officers on the land act and land issues;
- Save the Children in Uganda to train more and more children and young people in conflict resolution so that they can also sensitise their peers and adults.