The Crossroads of Child Protection and Education in peacebuilding
Disclaimer

This study was prepared by an external consultant. The content of the report does not necessarily reflect UNICEF’s official position, policies or views.

Acknowledgements

This study was conducted remotely by an external consultant, Lara Scott. An additional external consultant, Catharine Way, further edited the study and incorporated comments, in consultation with UNICEF’s Child Protection in Emergency team and the author. Sincere appreciation is extended to all of the UNICEF staff consulted at the country, regional and headquarters levels for their invaluable contributions, generosity of time and support and enthusiasm to enhance the knowledge and practice of child protection’s contribution to peacebuilding. The study was made possible by funding from the Peacebuilding, Education and Advocacy Programme (PBEA) of the Education Section, UNICEF HQ, New York.

Cover photo: UNICEF©NYHQ2008-0255, Jamaica: Boys walk near a mural promoting peace, at the Eastern Peace Centre in the Mountain View community in the parish of Kingston and St. Andrew. The Centre provides recreational activities, life-skills and conflict-resolution training and safe spaces for young people in violence-affected communities.

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1. BACKGROUND

Over 1 billion children currently live in areas affected by conflict and high levels of violence. Violence has a devastating impact on children physically, psychologically and emotionally, both immediately and in the longer term. It causes post-traumatic stress disorder, depression, antisocial behaviours, substance abuse, problematic peer relations and greater involvement with the criminal justice system. In situations of armed conflict, vulnerabilities are exacerbated and children are exposed to a wide range of new protection risks, hampering their ability to survive and develop.

Against this background, UNICEF has recently emerged as a key partner in peacebuilding. As noted in UNICEF’s ‘Conflict Sensitivity and Peacebuilding Technical Note’, “in countries affected by violence and conflict, UNICEF programmes can either passively reinforce or actively address violence and conflict factors. UNICEF therefore must ensure all programmes avoid exacerbating conflict and violence factors (conflict sensitivity) and, where appropriate, better address the causes of conflict and violence (peacebuilding).” Hence, UNICEF has commenced consolidating and better understanding its role in peacebuilding across sectors and with other UN agencies, NGOs and civil society partners.

Protecting children from violence, abuse and exploitation is integral to peacebuilding and reconciliation at national and community levels in fragile environments. UNICEF has a strong focus on creating a protective environment, particularly by engaging with communities (through local partners) where practices and social norms support peacebuilding efforts. However, there is little documentation of this area of work and a lack of clarity as to how the child protection sector contributes to promoting peace and peacebuilding efforts. It is also acknowledged that, while child protection programming is intrinsically linked to peacebuilding, there is little analysis of child protection programmes through a peacebuilding lens. This study seeks to address that gap.

The Government of the Netherlands is generously supporting UNICEF’s Peace Building Education and Advocacy Programme (PBEA), a four-year inter-sectoral initiative. Led by the education sector, it is being implemented in 12 countries. The PBEA has provided a tremendous opportunity for collaboration among programming sectors, including child protection. It is hoped this collaboration will make a significant contribution to promoting peace.

This study aims to document promising practices on child protection and peacebuilding and on how child protection programming contributes to peacebuilding and education initiatives. This study will contribute specifically to outcomes 3 and 5 of the PBEA project:

- Outcome 3 – Individual capacity development: Increased capacity of children, parents, teachers and community members to prevent, reduce and cope with conflict and promote peace.

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1 Page 1, UNICEF’s Conflict Sensitivity and Peacebuilding Technical Note, June 2012;
3 In situations of armed conflict, significant numbers of children are killed and maimed; abducted and/or recruited and used by armed forces or armed groups; raped or otherwise sexually violated; schools and health facilities are targeted for attack; and essential humanitarian aid is denied to thousands of children. Millions of other children are impacted by the conflict through family separation, the loss of loved ones, sudden and forced dislocation and loss of educational opportunities, affecting their psychological well-being and overall development.
4 Page 1, UNICEF’s Conflict Sensitivity and Peacebuilding Technical Note, June 2012;
The key deliverables include:

- A mapping and overview, consisting of a set of key principles, criteria and pre-conditions for programme design and implementation. It will indicate how child protection programmes are relevant and linked to larger and more structured peacebuilding initiatives. This will be based on evidence from the field or expert opinion, which will be formulated through consultations with practitioners in child protection and peacebuilding.

- A document (the present document) containing a minimum of eight case studies that capture promising practices based on UNICEF’s work around the world on how child protection has contributed effectively to peacebuilding. At least four case studies will emphasize promising practices in relation to child protection, education and peacebuilding.

The methodology involved a literature review and interviews. The literature review assessed programme documents, reports, evaluations and other relevant documents from conflict-affected, emergency or fragile countries where UNICEF has a strong child protection programme, as well as other relevant documentation regarding peacebuilding, child protection and education. Interviews were conducted with key child protection and other programme staff in UNICEF country and regional offices and headquarters. A total of 48 country offices were contacted, including the 12 that are implementing the PBEA programme, and other conflict-affected, emergency or fragile country offices. A total of 62 colleagues were interviewed from 23 country offices, 2 regional offices and UNICEF headquarters (see annex 2 for details).

This study uses the following definitions relating to peacebuilding and child protection:

- **Peacebuilding**: A multidimensional range of measures to reduce the risk of a lapse or relapse into conflict by addressing both the causes and consequences of conflict. Peacebuilding works to strengthen national capacities at all levels for conflict management in order to lay foundations for sustainable peace and development. It occurs at all levels in a society (national to community levels) and includes governments, civil society and the United Nations system, as well as an array of international and national partners.

- **Conflict analysis**: The systematic study of the profile, causes, actors and dynamics of conflict. Conflict analysis should capture the many dimensions (political, social, economic, security, etc.) of a conflict, and can be tailored to any geographic area or programmatic level.

- **Conflict sensitivity**: The capacity of an organization to understand its operating context, understand the interaction between its interventions and the context, and act upon this understand-

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5 As noted on pages 34 and 35, “Outcome 3 - Individual Capacity Development: Increased capacity of children, parents, teachers and community members to prevent, reduce and cope with conflict and promote peace. Outcome 5 – Knowledge, Evidence and Advocacy: Adequate generation and use of evidence and knowledge in policies and programming on linkages between education, conflict and peacebuilding.”

6 Forty five staff from the following 23 country offices were interviewed: Afghanistan, Bosnia and Herzegovina, Burkina Faso, Burundi, Colombia, Cote d’Ivoire, DRC, Ethiopia, Iraq, Kenya, Kyrgyzstan, Liberia, Nepal, Pakistan, State of Palestine, Philippines, Sierra Leone, Somalia, Sudan, Uganda, Yemen, Zambia and Zimbabwe. The Child Protection Regional Advisers from MENARO and TACRO were also interviewed, as well as 14 Head-quarters staff and consultants from Child Protection, Education, EMOPS and Adolescents sections. See Annex 2 for a list of staff interviewed.

7 Adapted from the Secretary General’s Policy Committee Decision, May 2007. See also Organisation for Economic Cooperation and Development, Development Assistance Committee The DAC Guidelines: Helping Prevent Violent Conflict, Paris, OECD-DAC, 2001, p. 23. For the purposes of this note, conflict prevention, comprising short-term measures to prevent an imminent escalation of a potential conflict and longer-term measures to address underlying causes of a potential conflict, shall be subsumed under peacebuilding. It is important to note, however, that conflict prevention is considered a distinct domain by certain UN actors, such as the Department for Political Affairs (DPA). DPA, for instance, maintains specialized mechanisms, such as mediation teams, which are considered uniquely preventive in nature.


9 Page 12, UNICEF’s Conflict Sensitivity and Peacebuilding Technical Note, June 2012;
ing to avoid negative impacts and maximize positive impacts on conflict factors.¹⁰

- **Peace dividend**: A visible, tangible result of peace, delivered ideally by the state but also by international partners, and accessible beyond the political elite to communities throughout the state and in an equitable manner.¹¹ Peace dividends may not necessarily address the underlying causes of conflict but are nonetheless vital actions that address the consequences of conflict. They help create incentives for non-violent behaviour, reduce fear and begin instilling confidence among affected populations in their communities and in the legitimacy of their institutions.¹²

- **Child protection system**: The set of laws, policies, regulations and services needed across all social sectors — especially social welfare, education, health, security and justice — to support prevention and response to protection-related risks. These systems are part of social protection, and extend beyond it. At the level of prevention, their aim includes supporting and strengthening families to reduce social exclusion, and to lower the risk of separation, violence and exploitation.¹³

UNICEF’s mandate and responsibilities in child protection have increased over the past decade, particularly concerning children affected by armed conflict and violence. UNICEF’s child protection programmes are implemented within the framework of its Child Protection Strategy (2008). It sets out approaches to systems strengthening; promotion of positive social change; emergency preparedness and response; coordination; monitoring and reporting of grave violations against children; evidence-building and knowledge management; and convening and catalysing agents of change, including in relation to peacebuilding. The operational framework for peacebuilding is also informed by UNICEF’s Core Commitments for Children in Humanitarian Action. Both the Child Protection Strategy and the Core Commitments address the protection needs of children at various levels and in diverse situations, including in conflict, post-conflict and other fragile situations.

### 3. CRITERIA FOR PEACEBUILDING PROGRAMMES

To contribute to peacebuilding, child protection programmes should:

- Be informed by a robust conflict analysis
- Be conflict sensitive
- Address the root causes of conflict.¹⁴

An important distinction is made between humanitarian assistance and peacebuilding. Humanitarian assistance “is planned and implemented according to humanitarian principles – among them to address the consequences of violence and conflict by saving lives… Peacebuilding, however, is distinct from humanitarian action in that its objective is to address the causes of conflict and violence. Humanitarian action, including the early recovery approach, can provide indirect contributions to peacebuilding through the provision of services that serve as peace dividends.”¹⁵

In terms of context, “peacebuilding processes and interventions can take place prior to the outbreak of violence or conflict, during conflict, or long after hostilities have ended.”¹⁶ Hence peacebuilding is an important priority in situations of political violence or fragility in order to prevent or mitigate the impact of escalating violence on children, as well as in situations of armed conflict and post-conflict.
4. IMPORTANCE OF CHILD PROTECTION’S CONTRIBUTION TO PEACEBUILDING

Children make up almost half the population in situations affected by high levels of violence or conflict, so protection and security issues for children are paramount. Protecting children from violence, abuse and exploitation in these contexts is a sound investment not only in realizing their rights but also in reducing the lifelong harmful effects on children’s well-being and development. It is also critical for the success and sustainability of peacebuilding and reconciliation efforts.

Violence, abuse and exploitation amplify conflict drivers and can be conflict drivers in themselves. Conflict drivers specific to child protection include weak or failed social welfare systems; violence, including gender-based violence against children in the home, school and community; potentially harmful social norms and ‘cultures of violence’; lack of knowledge or capacity to address the psychosocial impacts of conflict; and widespread availability of small arms and weapons. Child protection risks can also interact with and compound other conflict drivers, such as urbanization, injustice and lack of access to education and livelihoods.\(^{17}\) As such, child protection can make a significant contribution to peacebuilding, when specific peacebuilding activities are incorporated into child protection programming at the community level, involving the participation of community-based groups, as well as by integrating child protection considerations into other programming.\(^{18}\)

Violence, abuse and exploitation also make important contributions to peacebuilding through its systems-based approach. Strengthening systems and links between informal mechanisms at the community level, such as linking community-based child protection networks and formal national systems, is crucial to enhance the protective environment for children and the resilience of children and communities.\(^{20}\) Such work necessitates an approach that encompasses education, social welfare, health, law enforcement and justice-related interventions, such as ensuring justice for children. A systems approach also requires contextual analysis and recognition of broader conditions that affect children’s vulnerabilities. It also importantly recognizes the primary protective role of families and communities and capitalises on their inherent resilience and strengths to protect children.

Violence occurs in various forms, including physical, emotional, sexual and gender-based. The criticality of addressing violence against children and its paramount importance for peacebuilding were recently recognized by the High Level Panel of Eminent Persons on the Post-2015 Development Agenda. As part of its work recommending targets for the universal goal of ensuring stable and peaceful societies in the post-Millennium Development Goal framework, the panel recommended a target of reducing violent deaths and eliminating all forms of violence against children.\(^{19}\)

\(^{18}\) Action research on the role of community based groups in social cohesion including positive outcomes for education in a protective environment, Child Protection Section-wide proposal for the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, UNICEF, 2012;  
5. PRIORITY CHILD PROTECTION CONTRIBUTIONS TO PEACEBUILDING

Prevention of Violence against Children and Promotion of Positive Social Norms

Reducing armed violence and weapons

Addressing the high prevalence and impact of small arms and armed violence prevention and reduction is integral to building peace. The widespread availability of small arms following conflict often results in the continuation of armed violence long after the end of hostilities. It can also be a conflict driver, reigniting ethnic and other conflict, especially at community level. Actions to respond include promoting non-violent conflict resolution and tolerance; preventing and mitigating the participation of children and adolescents in armed violence; addressing social norms and ‘cultures of violence’ that celebrate guns and equate power, violence and weapons with masculinity.

Mine action is closely linked with post-conflict recovery and peacebuilding. Explosive remnants of war including landmines are an especially harmful legacy of war. They continue to kill and maim civilians, limit livelihoods and prevent the return of displaced populations long after the cessation of hostilities. Landmine clearance by the government is a key confidence-building measure among affected communities, enhancing their respect and trust of the government. Mine action delivers clear peace dividends to communities, as it removes barriers and opens up social and economic activities, such as enabling the return of displaced people, clearance of farmlands and recommencement of traditional livelihoods.

UNICEF is the lead agency in mine risk education, which focuses on engaging communities in raising awareness, such as on how to continue to live and behave safely in contaminated areas. Mine risk education collaborates closely with the education sector, as lessons are integrated into formal and informal education curricula and activities, such as life skills education. The victim assistance pillar in mine action concentrates on physical and socioeconomic reintegration of survivors of mine incidents. UNICEF supports victim assistance by strengthening case management for survivors and referral mechanisms for affected children, including by ensuring access to education for children with disabilities as part of their social reintegration. Effectively promoting the rights and addressing the needs of victims and survivors of conflict is critical to building a lasting peace.

- Some of the countries implementing programmes:
  - Armed violence reduction: Belize, Bosnia and Herzegovina (see case study 1), Brazil, Colombia, Costa Rica, El Salvador, Guatemala, Honduras, Jamaica, Libya, Mexico, Nepal, Nicaragua and Panama.

Reducing gender-based violence

Addressing gender-based violence, inequity and discrimination is essential to achieving sustainable peace. Reconstruction and peacebuilding programmes that fail to target the needs of girls and women can raise their risk of exposure to gender-based violence. It raises insecurity among vulnerable community members, with physical, emotional, economic and social consequences, such as discouraging girls from attending school. Gender-based violence perpetuated on communal and ethnic lines also drives conflict. In addition it is important to consider the forms of gender-based violence to which boys may be particularly vulnerable, such as peer-on-peer violence, homicide and recruitment into armed groups or criminal gangs.

UNICEF provides safe spaces for women and girls by

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21 This list of countries with experience in this programmatic area does not necessarily reflect all relevant countries.
22 Action research on the role of community-based groups in social cohesion including positive outcomes for education in a protective environment, Child Protection Section-wide proposal for the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, UNICEF December 2012;
Reducing violence in schools

The UN Study on Violence against Children (2006) recognized schools as one of the five major settings for violence among and against children. Preventing violence in schools and ensuring children’s safe attendance at school are intrinsically linked to sustainable peacebuilding effort. They also play a vital role in enhancing the protective environment for children and contribute to their psychosocial well-being by offering a sense of normalcy, especially in the chaos surrounding armed conflict. Effective education gives children the skills and competence to meet their needs, protect themselves and build hope for a peaceful future. As such, it is extremely important to ensure that schools are inclusive, protective and participatory environments and are accessible to all children at all times, including in situations of fragility, conflict and post-conflict.

UNICEF’s education and child protection sectors closely collaborate on school-based violence prevention projects. These include the ‘School without Violence’ programme in Kyrgyzstan, which includes an inter-school mediation programme that fosters dialogue, tolerance and mutual respect to reduce ethnic tensions; and the ‘Safer Environment for Children’ programme in Bosnia and Herzegovina, which addresses the problem of arms and ammunition (see case study 1). In Uganda, police child protection and family units are being supported to visit schools to educate students and teachers on prevention of violence against children and on reporting channels.

Improved monitoring and reporting of attacks on schools has also been effective in protecting schools and preventing violence against children. Of particular note is the strong engagement of the child protection and education clusters with the Monitoring and Reporting Mechanism (MRM) in the Democratic Republic of the Congo and Yemen and the Children Affected by Armed Conflict Working Group in the State of Palestine. Codes of conduct to protect schools from violence and attacks have also been negotiated at community level in Nepal, Philippines (see case study 5) and Sierra Leone.

• Some of the countries implementing programmes: Burundi, Central African Republic, Côte d’Ivoire, Democratic Republic of the Congo, Kenya, Kyrgyzstan, Liberia, Sierra Leone, Somalia and South Sudan (see case study 2).

Justice for Children

“True peace is not merely the absence of tension: it is the presence of justice,” said Martin Luther King, Jr.27

Sustainable peacebuilding and the prevention of conflict and reconstruction, requires justice – including justice for children, in order to avoid the recurrence of

23 Comprehensive Strategy on Combating Sexual Violence in DRC: Executive Summary, 18 March 2009;
25 Established in accordance with UN Security Council resolutions 1612, 1882, 1998 and 2068, to monitor and report on six grave violations against children, including attacks on schools, in situations of armed conflict.
27 As quoted by Stephen B. Oates, Let the Trumpet Sound: A Life of Martin Luther King, Jr. (1982);
For transitional justice measures to have positive, lasting effects on social transformation in peacebuilding settings, their processes and findings need to be understood and broadly supported by the societies in which they operate, including by children and young people. Reform of the school curriculum and the education sector in general is an important way to make this connection, particularly in contexts where education or exclusion from it drives conflict. The design of transitional justice measures is increasingly incorporating consultation mechanisms, and more resources are being invested in developing outreach programmes.

As children and young people are often excluded from these processes, UNICEF is working with the International Centre for Transitional Justice’s Children and Youth Program and its Research Unit in a global programme supported by the PBEA. The objective is to explore linkages between the peacebuilding, child protection, education, and transitional justice sectors and identify more effective ways of engaging children and young people as a social group (not only as victims) in peacebuilding efforts, safely and effectively.

Traditional and informal justice mechanisms within communities are also being supported to aid dispute resolution, and address violence against children. Examples include research in Iraq to better understand traditional conflict resolution mechanisms in communities and the role and influence of tribal leaders; promotion of community-based diversion programmes in Ethiopia; and linkages between the formal and informal (Jirga) justice systems in Pakistan. In Uganda, earlier peacebuilding efforts demonstrated the usefulness of supporting links between semi-formal conflict resolution mechanisms, traditional leaders and the formal justice system, as communities often prefer traditional and informal justice systems to resolve disputes.


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28 Transitional justice seeks to ensure that egregious human rights abuses are not forgotten when repressive regimes fall, or warring parties negotiate peace. Key elements of transitional justice include criminal prosecution, truth-telling, memorialization, reparations and institutional reform. For more information see “What is Transitional Justice?” at https://ictj.org/about/transitional-justice.


31 Such as the International Criminal Court’s conviction of Thomas Lubanga, in March 2012, for the recruitment and use of children in the DRC.


33 ICTJ and UNICEF Peacebuilding and Education Proposal, November 19 2012;

34 Ibid.

35 Ibid; on consultations, see Rule of Law Tool for Post-Conflict States on National Justice28 and child-related justice provides an essential contribution to peacebuilding, helping to strengthen the rule of law and democracy while helping victims and communities to heal. Various structures have dealt with crimes against children and involved children as victims and witnesses, including truth commissions in Guatemala, Kenya, Peru, Sierra Leone, South Africa and Timor-Leste, as well as mixed tribunals such as the Special Court for Sierra Leone and the International Criminal Court.

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38 See Case Study 3: Uganda: Peace Building through Justice for all and Human Rights;
The MRM and Reintegration of Children Affected by Armed Conflict

Implementing the MRM and action plans

Implementation of the MRM and the associated action plans directly contributes to peacebuilding and reconciliation on multiple levels. The goal of the MRM is protection of children through prevention of grave violations against them, by holding perpetrators to account. MRM country task forces have been established in 17 countries to date, and similar working groups on children and armed conflict are being established in other contexts, most notably in the Palestinian State. Data emerging from implementation of the MRM inform conflict analysis and identify important trends and patterns for broader UN early warning mechanisms, indicating changes in levels of violence and conflict, such as in Afghanistan. Data also inform and improve targeted prevention and response programming.

In addition the MRM promotes accountability of parties to the conflict, by publicly ‘naming and shaming’ perpetrating parties by listing them in the annexes of the UN Secretary General’s annual report to the Security Council on children and armed conflict; and by requiring listed parties to sign and implement action plans. Consequently, the UN engages with parties to develop and implement action plans to end grave violations against children and to take measures to prevent and respond to those violations. This includes issuance of military orders to this effect, which enhances stability. Every action plan, whether directed at the military or at armed groups, has an important component of building knowledge on child rights and child protection. They also include large-scale community sensitization activities on protecting children, which promotes transformation of social norms. As of June 2013, 24 action plans with 28 parties have been signed (15 with governments and 9 with non-state actors), resulting in the release and community-based reintegration of thousands of children.

The MRM has also raised the profile of children and armed conflict issues on the political agenda at all levels. The leverage of the Security Council and Member States has provided a strong political motivation for both State and non-State parties to address and prevent violations against children. The MRM often provides a critical strategic entry point for engagement on children’s issues in peacebuilding. For example, in the Philippines it has facilitated the strategic partnership with the Office of the Presidential Adviser on the Peace Process, providing unique opportunities for child protection engagement in the peace process.

- Countries with experience in implementing the MRM: Afghanistan, Burundi, Central African Republic, Chad, Colombia, Côte d’Ivoire, Democratic Republic of the Congo, Iraq, Nepal, Myanmar, Philippines (see case study 5), Somalia, South Sudan, Sri Lanka, Sudan, Syrian Arab Republic, Uganda and Yemen.

Reintegrating children affected by armed conflict

In 2012 alone, UNICEF supported the release of more than 5,300 children associated with armed forces or armed groups and their reintegration into their families and communities. These children came from at least nine countries, including Central African Republic, Colombia, Democratic Republic of Congo, Myanmar, Nepal, Philippines, Somalia, South Sudan and Sudan.

As noted in UNICEF’s ‘Conflict Sensitivity and Peacebuilding Technical Note’, “UNICEF adopts a holistic approach to caring for boys and girls who have been released from or left armed forces or groups, including ensuring access to appropriate health services, psychosocial support, life skills training, recreational activities, catch-up classes, information about reintegration support packages, family tracing, mediation and transitory care if required. Girls may have special needs, particularly if they have been sexually violated, are pregnant or have young children. Reintegration packages support children to return to school (formal or informal), vocational training and income generating activities and include other vulnerable children from the same community.”

UNICEF’s release and reintegration programming directly contributes to peacebuilding and involves conflict sensitivity and peacebuilding strategies, in line with the ‘Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups’. For example, reintegration must also address the underlying causes of child recruitment to prevent re-recruitment. Reintegration programmes should also be sustainable and inclusive of other vulnerable children in the same

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40 Parties from Burundi, Côte D’Ivoire, Nepal, Sri Lanka and Uganda (except Lord’s Resistance Army), had been de-listed as of May 2013;
41 UNICEF’s Conflict Sensitivity and Peacebuilding Technical Note, June 2012, page 26;
conflict-affected communities to promote peacebuilding and reduce conflict factors. The Paris Principles also recommend supporting children in finding their role in their community. They recognize, “the need to redirect the potential of children and young people in developing leadership and conflict resolution skills and taking responsibility for their actions, including through participation in the rebuilding of their communities and in peace building activities. Programmes that involve women’s organizations can be particularly useful in this regard with girls who need both positive role models and a supportive environment.”

The Paris Principles also call for encouraging formation of youth groups that bring young people together, especially those from opposing communities. Sports, music or drama or work on conflict resolution or peace studies provide children with a positive alternative to taking up arms and can also promote reconciliation. Communities are also encouraged, “to realize that an investment in young people will support the long-term peace and security of the community, which may otherwise suffer problems if reintegration is not achieved.”

- Some of the countries with experience in implementing reintegration programmes: Burundi, Central African Republic, Chad, Colombia, Côte d’Ivoire, Democratic Republic of the Congo, Myanmar, Nepal (see case study 4), Philippines, South Sudan, Somalia, Sri Lanka, Sudan and Uganda.

Promotion of Resilience among Children and Communities

UNICEF’s ‘Conflict Sensitivity and Peacebuilding Technical Note’ makes the point that resilience is underpinned by the community’s ability to understand and manage multiple risks and uncertainty. Peacebuilding can help communities understand and manage conflict and violence risks. Interventions that build capacities for dialogue, reconciliation and collaboration, support a community’s social cohesion and collective action, which are key dimensions of resilience. Community-based child protection mechanisms, networks and safe spaces for children and adolescents bring together families, communities and children in providing protection, psychosocial and peer support, strengthening the resilience and well-being of children. These networks, which usually have a history of wielding influence over how communities function, may include children’s clubs, women’s and youth groups, traditional community groups, religious committees and government-mandated committees, as well as community and religious leaders.

In fragile situations lacking formal systems, families and communities are often the primary actors in protecting children and young people against violence, exploitation and abuse. Hence, strengthening community-based child protection mechanisms and networks has been recognized as an important way of mobilizing communities to prevent and respond to child protection

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43 Ibid at paragraph 7.49;
44 Ibid at paragraph 6.27.5
45 Ibid at paragraph 7.41.7;
47 Action research on the role of community based groups in social cohesion including positive outcomes for education in a protective environment, Child Protection Section-wide proposal for the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, UNICEF December 2012;
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To complement these networks, UNICEF provides vital system perspective. Child protection mechanisms from a child protection

context, support positive social change and enhance the protective environment for children. Supporting community-based child protection groups can be an important driver of peace, as the groups are fully integrated into community life and exert significant power and influence over it. As such, they may play an important role in promoting reconciliation, non-violent conflict resolution and community care of children, enhancing social cohesion.

For example, in Afghanistan the BBC World Service Trust and UNICEF developed a community dialogue training handbook as a tool to strengthen local child protection networks and build the capacity of community leaders, such as mullahs. They are being trained as community mediators to negotiate solutions for children affected by conflict, based on Islamic principles and international standards.

To enhance our understanding of the role that community-based child protection networks play in promoting social cohesion in communities and the role they have in influencing children’s psychosocial behaviour in a protective environment, UNICEF is undertaking action research with support from the Netherlands’ PBEA programme. The research will build on lessons learned from related research, including studies undertaken in Sierra Leone and Kenya on the role of community-based child protection mechanisms from a child protection system perspective.

To complement these networks, UNICEF provides vital psychosocial support by establishing child-friendly and adolescent-friendly spaces. These are typically used as temporary supports to mobilize communities around the protection and wellbeing of children while also providing recreational, psychosocial and educational support for children. These spaces enable children to quickly establish a routine and restore a sense of normalcy, which supports their psychosocial well-being. They also provide an important entry point for raising awareness and undertaking other peacebuilding activities with affected communities. For example, in the Democratic Republic of the Congo, child-friendly spaces run by village committees are credited with providing a vital entry point to initiate dialogue that brought together community leaders and children. Similarly in Pakistan, the Protective Learning and Community Emergency Services initiative has provided important opportunities for the community to engage on child protection issues.

UNICEF also undertakes many other psychosocial interventions to support the psychosocial well-being and resilience of children and communities. These include psychosocial training of teachers; mobilization of youth and other community members for recreational activities, peer-to-peer support and mentoring; strengthening the participation of children, caregivers and community members in community decision-making; capacity-building on psychosocial support for humanitarian and social workers; support to build the resilience of parents and caretakers; awareness campaigns to support parents’ and children’s coping mechanisms; and establishment of coordination and referral mechanisms to provide specialized mental health care.

- Some of the countries implementing programmes: Afghanistan, Colombia, Democratic Republic of the Congo, Haiti, Kenya, Kyrgyzstan, Nepal, Pakistan, Philippines (see case study 5), Somalia, Sri Lanka, State of Palestine (see case study 6), Sudan, Uganda and Yemen.

Empowering Youth, Adolescents and Children through Participation

Implementing participatory mechanisms

Today’s generation of youth is the largest in history: one person in four, or 1.8 billion people, aged between 15

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48 See What Are We Learning About Protecting Children in the Community? An inter-agency review of the evidence on community-based child protection mechanisms in humanitarian and development settings, Mike Wessells, November 2009;
50 Action research on the role of community based groups in social cohesion including positive outcomes for education in a protective environment, Child Protection Section-wide proposal for the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, UNICEF December 2012;
51 Community Dialogue Training Handbook by Hayatullah Niaz and Mohammad Ishaq Haider (BBC World Service Trust) and Barbara Ammirati, (UNICEF) July, 2011;
52 Action research on the role of community-based groups in social cohesion including positive outcomes for education in a protective environment, Child Protection Section-wide proposal for the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, UNICEF December 2012;
53 UNICEF’s Conflict Sensitivity and Peacebuilding Technical Note, June 2012
54 For further reading on UNICEF case studies on adolescent participation from Albania, Angola, Colombia, Indonesia, Occupied Palestinian Territory, Sierra Leone, Somalia, Uganda and Sierra Leone, see: Adolescent participation in programme activities during situations of conflict and post-conflict: Case studies, UNICEF, June 2004; at www.unicef.org/emergencies/files/adolescent_conflict.pdf
and 24 years. Of the countries receiving funds from the United Nations Peace Building Fund, children represent 46 per cent of the total population and adolescents are 22 per cent. Yet despite these enormous numbers, the significance of children to the peacebuilding environment has not been fully recognized or reflected in actions. If the protection and psychosocial needs of children and young people are overlooked, they will remain vulnerable to violence, exploitation and abuse. Adolescents in particular are highly vulnerable to grave violations in situations of armed conflict, such as abduction, sexual violence and recruitment.

Adolescents and youth represent both unique risks and unique capacities. They have tremendous potential for creative engagement, but if they are not appropriately supported and provided with opportunities to voice their concerns and interests, young people may feel isolated, marginalized, disengaged, frustrated and angry. Such feelings put them at greater risk of being manipulated and perpetrating criminal acts, violence and conflict themselves. The events of the Arab Spring demonstrate the power of young people for social change in the face of social exclusion and dissatisfaction. For peace to be sustainable, it is essential for young people to be the central actors in all peacebuilding approaches.

Children’s right to participate in decisions and processes that will have an impact on their lives is enshrined in the Convention on the Rights of the Child. As political agents, young people have a fundamental role to play in how relationships to violence are formed in the post-conflict period. Young people demonstrate great resourcefulness in coping with adversity for their own survival and protection. They are also able to clearly and often frankly articulate their own needs and concerns and are innovative in solving problems. Their knowledge is useful in conflict analyses and informs prevention and response strategies. For example, adolescents contributed to the conflict analysis of the PBEA programmes in Pakistan, Uganda and Sierra Leone. Yet across all sectors there is insufficient peacebuilding programming specifically focusing on youth and adolescents, though the child protection sector had made some important headway. Notable examples include:

- Colombia: Participation of Adolescents and Youths from the (Indigenous) Awá People to Prevent Recruitment by Illegal Armed Groups: Works to strengthen the cultural identity and autonomy of Awá children and young people by establishing peacebuilding leaders and indigenous youth networks

- Liberia: National Youth Service Programme for Peace and Development: Supported by the PBEA, it promotes youth empowerment and social cohesion (see case study 7).

- Pakistan: Promoting Co-existence and Increasing Resilience among the most Marginalized Adolescents in KP: Supported by the PBEA, it aids social mobilization using adolescent committees, enhancing community-based resilience and social cohesion through arts and sports

- Somalia: Promoting Community Security through Engagement with at-Risk Youth: Engages at-risk youth in (see case study 8)

- Uganda: The ‘U-report’, a free instant messaging service currently being used by 180,000 U-reporters, aims to give young people a chance to voice their opinions on issues they care about. UNICEF has used U-report for advocacy, emergency response and bottleneck analysis with over 250,000 participants

- Zimbabwe: Four thousand children participated in Zimbabwe’s constitutional reform process, resulting in a very child-friendly Constitution,

56 Children include all persons under 18 years in accordance with the United Nations Convention on the Rights of the Child. Adolescents include all persons aged between 10 – 19 years. See Annex 4: Proportion of Children and Adolescents as per Total Populations of the UN Peace Building Fund Priority Countries;
57 Seen, but not Heard: Placing Children and Youth on the Security Governance Agenda, edited by David Nosworthy, 2009;
58 Ibid;
59 UNICEF’s Conflict Sensitivity and Peacebuilding Technical Note, June 2012;
60 Adolescent Engagement in Peacebuilding, UNICEF Guidance Note, Claudia Seymour, first draft - 21 March 2013;
62 Annex 1, Adolescent-Friendly Information About the PBEA, Adolescent Engagement in Peacebuilding, UNICEF Guidance Note, Claudia Seymour, first draft - 21 March 2013;
63 See page 22 regarding the experiences in Sierra Leone and Uganda, Adolescent Engagement in Peacebuilding, UNICEF Guidance Note, Claudia Seymour, first draft - 21 March 2013;
64 U-report: Community-led Development through Social SMS Technology, UNICEF Uganda;
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including a children’s bill of rights.65

Other countries implementing programmes include Bosnia and Herzegovina, Burkina Faso, Burundi, Kyrgyzstan, Nepal, Philippines, State of Palestine and Yemen.

Inclusion of children’s issues in peace negotiations

Among the 35 comprehensive peace accords signed since 1989, only 5 have contained provisions relating to children, according to the Kroc Institute for International Peace Studies.66 It is impossible to overstate the importance of including child-related provisions in peace agreements, both for the benefit of children and for broader peacebuilding. It provides an important entry point for high-level advocacy, establishing children as a national priority during the peace process; influences country-specific plans as well as UN and inter-agency strategies, policies and frameworks; and results in commitments and action to address the situation of children. Child-related provisions also serve as a form of capacity-building for policymakers, as they learn about how to address children’s issues from a different perspective.67 It can also lead to key peace dividends: the release and community-based reintegration of children from armed forces and groups. The Paris Principles recommends inclusion of the issue of the release and reintegration of children in all stages of any peace process where children have participated in armed conflict. However, their release and funding for their reintegration should not be dependent upon the peace process.68

- Some of the countries with experience in advocating for the inclusion of provisions relating to children in peace negotiations: Burundi, Liberia, Nepal, South Africa and Sudan (see case study 9); and Sri Lanka, regarding peace talks.

6. STRENGTHS AND CHALLENGES

Current strengths and challenges in child protection’s contribution to peacebuilding include the following:

Strengths

- Equity focus: In every context, child protection programming is guided by the commitment to equity. The objective of this approach is to ensure that the most vulnerable, socially excluded and least visible groups in society are reached by child protection systems. UNICEF also strives to promote attitudes, behaviours and practices that are gender sensitive, respectful and inclusive of girls and boys, particularly those who are most marginalized.

- Systems approach and inter-sectoral partnerships: Child protection’s systems-based approach integrates multiple sectors – such as education, social welfare, health, law enforcement and justice – and stakeholders at all levels, which strengthens social cohesion and resilience of children and communities. Child protection has collaborated mostly with the education sector, engaging in numerous joint programmes over many years that have contributed to peacebuilding. However, this collaboration has been relatively ad hoc. The current PBEA programme partnership has improved the collaboration, technical expertise, analysis and opportunities to make a significant joint impact on peacebuilding.

- Improved protective role of communities: Communities are generally a source of protection and solidarity for children. Community-based child protection mechanisms and networks mobilize communities to monitor child rights, promote behaviour change, provide psychosocial support and provide protection services and support to victims

65 See UNICEF Zimbabwe’s story on this initiative at: www.unicef.org/zimbabwe/children_6610.html
66 See Annex for details of the five peace agreements with provisions relating to children from the Peace Accords Matrix (Date of retrieval: 04/30/2013), <https://peaceaccords.nd.edu/matrix/matrix/?topics=children> Kroc Institute for International Peace Studies, University of Notre Dame.
of violence and harmful practices. As youth and adolescents are at particular risk of certain grave violations in situations of armed conflict – such as sexual violence and recruitment or use by armed forces, groups and criminal gangs – they have been specifically targeted by prevention and empowerment strategies.

- **Partnerships with diverse stakeholders:** Child protection leverages partnerships from a diverse array of stakeholders at all levels, spanning multiple government ministries and departments (e.g. education, social welfare, justice, human rights, health, foreign affairs and defence, as well as the president’s/prime minister’s office), UN agencies, NGOs, civil society organizations, religious and community leaders and community at large, donors and research and academic institutions. This diverse range of potential partners in building peace and tolerance supports flexibility and adaptability to change.

- **Experience with parties to conflict:** Child protection staff working in conflict, post-conflict or other fragile situations have knowledge and experience in conflict and risk analysis, risk mitigation and political engagement on sensitive issues with a diverse range of stakeholders, including parties to conflict. Over the past several years, many UNICEF child protection staff have worked with all parties to conflict (both state forces and non-state armed groups) in developing action plans to address grave violations against children in situations of armed conflict and post-conflict settings.

### Challenges

- **Limited experience in developing programmes focused on peacebuilding:** Few child protection programmes have been specifically designed with peacebuilding as its overarching goal. Yet the quality, breadth and relevance of child protection programming that is informed by conflict analysis, is conflict sensitive, addresses the root causes of the conflict and substantially contributes to peacebuilding is impressive, especially considering the limited resources available to the sector.

- **Insufficient indicators:** Some effective monitoring and evaluation indicators have been developed that can demonstrate results contributing to peacebuilding, such as increased resilience of children and caregivers. However, it is important to further develop monitoring and evaluation indicators that are particular to peacebuilding outcomes.

- **Limited understanding of the peacebuilding concept:** Peacebuilding is often associated with post-conflict situations, so it is not always clear to all staff that it also applies in other situations of violence or fragility that do not meet the definition of armed conflict under international law. Child protection staff would benefit from specialized peacebuilding capacity-building opportunities.

- **Lack of resources:** Many child protection specialists noted the serious lack of human and financial resources for child protection programmes. Some child protection programmes have received funds from the UN Peacebuilding Fund, such as for the MRM and reintegration of children in the Central African Republic and Nepal; for mine action in Sri Lanka; and for justice for all and GBV in Uganda. But many other child protection programmes have relied on limited short-term emergency funds or specific donor support for particular projects. Once the emergency ends, funding declines sharply. This forces many partners, particularly NGOs, to stop their work, despite the importance of continuing programming to aid peacebuilding and prevent the return of conflict.

### 7. RECOMMENDATIONS

1. **More explicit peacebuilding approach and capacity:** Child protection could take a more explicit and systematic approach to peacebuilding by (a) expanding integration of peacebuilding into child protection programmes and (b) developing additional monitoring and evaluation indicators particular to peacebuilding outcomes. To support these efforts, all child protection staff, particularly in conflict, post-conflict and fragile countries, should have access to comprehensive training on conflict sensitivity and peacebuilding. This allows them to undertake their work through a peacebuilding lens.

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which will enhance their understanding of the key concepts, the relevance of child protection work and measures to improve the impact and sustainability of child programming.

2. **Engagement in negotiation of peace agreements:** From the limited lessons learned to date, it is absolutely vital for UNICEF to be involved from the very beginning in the negotiations of peace agreements in conflict-affected countries.\(^{76}\) Coherent guidelines should be developed by UNICEF and the Special Representative of the Secretary-General on children and armed conflict on how to integrate children’s issues into peace agreements.\(^{77}\)

3. **Engagement of children, adolescents and youth in peacebuilding:** Comprehensive guidance and a practical toolkit on ways to constructively and safely consult and engage with children, adolescents and youth in peacebuilding are needed and could be developed by the child protection, adolescents and communications for development sections, using existing guidance\(^{78}\) and promising global practices. The toolkit should take into consideration security and conflict sensitivities in the three contexts (highly volatile situations before armed conflict arises, as well as armed conflict and post-conflict situations).

4. **Community engagement in prevention of violence against children:** To complement the action research on the role of community-based groups in social cohesion and encourage community dialogue, development of a practical toolkit is recommended on ways to consult and engage with communities on peacebuilding. It should have a specific focus on preventing violence against children and justice for children and could be developed by the child protection and the communication for development sections. The toolkit should encourage safe and effective dialogue based on traditional and community ethics and values. It should include promising local examples that demonstrate how parents and communities are already protecting children, along with international human rights standards and principles. The target audience for the community dialogue could include community-based child protection networks,\(^ {80}\) ethnic groups, indigenous peoples and traditional community and religious leaders in fragile, conflict and post-conflict situations. This area of work also draws greater linkages between peacebuilding and psychosocial support.

5. **Expansion of inter-sectoral collaboration.** The collaboration between child protection and other sectors to date has been largely ad hoc, sometimes based on personal relationships between staff in different sectors. Such collaboration should be formalized by writing it into project plans and funding it.

6. **More resources:** Donor investment in a diverse array of child protection programmes is making a substantial positive impact on peacebuilding for children. Given that children, adolescents and youth represent more than half of the population in relevant countries, it is critical to take priority programmes to scale, to maximize their impact and sustainability for generations of children to come. This cannot be done with existing resources. It requires substantial investment that is timely, flexible and sustainable, in accordance with United Nations Security Council resolution 1882\(^ {81}\) and the Paris Principles and Commitments.\(^ {82}\) Additional

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### Footnotes

76 UNICEF Child Protection Work in Practice – A Debrief, Bo Viktor Nylund, Florence, January 2009; see also Case Study 9: Sudan: Inclusion of child related provisions in Peace Agreement;


78 The guidance must be conflict sensitive and adhere to the “do no harm” principles, to ensure that children and adolescents are not endangered or put at heightened risk by participating in peacebuilding initiatives. For example, if it is not safe to say the words “peace” or “conflict” in a particular setting, it may not be appropriate to launch children and adolescents participating in peacebuilding initiatives. For example, if it is not safe to say the words “peace” or “conflict” in a particular setting, it may not be appropriate to launch children and adolescents participating in peacebuilding initiatives.

79 This is in addition to the Adolescent Engagement in Peacebuilding, UNICEF Guidance Note, Claudia Seymour, first draft - 21 March 2013 which focused on engagement within the scope of the PBDA; and the Global Mapping of Communication for Development Interventions in Peacebuilding and Conflict Transformation, UNICEF, Beatrice Spadacini, March 2013;

80 The proposed research would complement the current action research on the role of community based groups in social cohesion including positive outcomes for education in a protective environment.

81 United Nations Security Council resolution 1882 (2009), paragraph 13, “Stresses that effective disarmament, demobilization and reintegration programmes for children, building on best practices identified by UNICEF and other relevant child protection actors, are crucial for the well-being of all children who, in contravention of applicable international law, have been recruited or used by armed forces and groups, and are a critical factor for durable peace and security, and urges national Governments and donors to ensure that these community-based programmes receive timely, sustained and adequate resources and funding;” and paragraph 14, “Also stresses the importance of timely, sustained and adequate resources and funding for effective welfare programmes for all children affected by armed conflict.”

82 The Paris Commitments to Protect Children from Unlawful Recruitment or Use by Armed Forces or Armed Groups (2007), paragraph 19: “To ensure that any funding for child protection is made available as early as possible, including in the absence of any
donor investment should be explored with the Peace Building Fund\textsuperscript{83} and other peacebuilding and security sector reform funding channels, as well as unilaterally with individual donors. Given its fundamental linkages with peacebuilding, a specific guidance note on security sector reform and children is also recommended.

83 Upon analysis, the “priority child protection peacebuilding contributing programmes” fall within the scope of the PBF’s funding priority areas 1, 2 and 3. As of 31 October 2011, the PBF provided US$114.6 million for Priority 1 grants, primarily security sector reform / rule of law and disarmament, demobilization and reintegration. Priority 2 received US$66.8 million focused on national reconciliation and good governance, with some support going to projects that promote human rights, end impunity, prevent corruption and strengthen women’s participation in the peacebuilding process. Priority 3 projects received US$51.3 million and are focused heavily on youth employment and projects related to internally displaced persons. See http://www.unpbf.org/what-we-fund/
CRITERIA FOR SELECTION

In selecting candidates for case studies, the emphasis was on finding projects and programmes showing significant evidence in this area of work, and especially those that had been successfully evaluated. However, few child protection programmes have been analysed through a peacebuilding lens by UNICEF or anyone else, so advice was sought from experts and practitioners in the field of child protection and peacebuilding. The criteria for selecting projects and programmes included:

- The programme/intervention addresses one or more drivers of conflict. These include weak or failed social welfare systems or child protection systems; violence, including GBV, against children and women in the home, school or community; potentially harmful social norms and ‘cultures of violence’ that may emerge in the aftermath of conflict; lack of knowledge or capacity to address the psychosocial impacts of conflict; and continued contamination by landmines and widespread availability of small arms and weapons.

- The programme/intervention by design is aligned towards peace. Such programmes should aim to reduce discriminatory and harmful practices; mitigate harm to children and adolescents and risky behaviour among them; address social injustice; help increase tolerance and social cohesion, contributing to a peaceful resolution of conflict; build capacity and skills in negotiation, non-violent conflict resolution, problem solving, critical thinking and communication; promote a process of healing and reconciliation at the individual and community level; enable children’s role in peacebuilding processes; promote accountability for crimes against children; restore children’s sense of justice in society; create a basis for social and political reform; help break the cycle of violence and build children’s capacity for active citizenship.

- The programme/intervention is linked to the more formal systems (education, social welfare, child protection) and less formal community systems and addresses the following: strengthened educational policies and practices to reduce and cope with conflict; access to quality education services that respect rights and build a foundation for recovery, healing and development for all children; teacher training curricula that foster awareness, reconciliation and dialogue in the community; safe formal and informal learning environments; advocacy against violence that impedes learning, development, peace and reconciliation; gender dimensions of violence (girls and boys) and impact on school attendance; community-based child protection mechanisms linked to wider child protection systems, safe spaces and services involving families, communities, children and women in providing psychosocial and peer support, developing resilience and promoting well-being; engagement and empowerment of girls and boys (especially adolescents) and women in informed and active dialogue, and promotion of respect for their views; and access to recovery and social reintegration support for survivors of various forms of violence stemming from conflict.

CASE STUDIES

The following case studies highlight promising practices categorized according to priority child protection contributions to peacebuilding:

Prevention of Violence against Children and Promotion of Social Norms Transformation

- Case study 1. Bosnia and Herzegovina: Preventing Violence against Children in Schools
- Case study 2. Social Norms and Community-based Care Programming in Humanitarian Settings: Building ‘Good Practice’ Approaches for Response to and Primary Prevention of Sexual Violence against Women and Girls Affected by Conflict

Justice for All, including Transitional Justice

- Case study 3. Uganda: Peace Building through Justice for All and Human Rights
The Crossroads of Child Protection and Education in Peacebuilding

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MRM, Action Plans and Reintegration of Children Affected by Armed Conflict

- Case study 4. Nepal: Reintegration and Rehabilitation of Children Affected by Armed Conflict

Promotion of Resilience among Children and Communities

- Case study 5. Philippines: Child Protection Networks and Learning Institutions as Zones of Peace

Empowerment of Youth, Adolescents and Children through Participation in Peace Talks and Agreements

- Case study 7. Liberia: National Youth Service Programme for Peace and Development
- Case study 8. Somalia: Promoting Community Security through Engagement with at-risk Youth
- Case study 9. Sudan: Inclusion of Child-related Provisions in Peace Agreements

Prevention of Violence against Children and Promotion of Social Norms Transformation

Case study 1. Bosnia and Herzegovina: Preventing Violence against Children in Schools

Small arms and ammunition are widely present in Bosnia and Herzegovina (BiH), and violence against children is increasing, including in schools. In response the Ministry of Education implemented in primary schools a holistic violence prevention programme, the Safer Environment for Children initiative, which included a landmine and small arms education component. The programme aimed to enable children, teachers and parents to develop actions to prevent peer violence among children. It also aimed to improve child safety through capacity building and promote youth participation in safety issues. The initiative contributed to peacebuilding by increasing knowledge on how to prevent and respond to violence among children with community participation.

1. Issue

In November 1995, with the signing of the Dayton Peace Agreement, Bosnia and Herzegovina’s brutal four-year war ended and the peace process began. Half of the country’s population was displaced84 and 100,000 to 200,000 people, mainly civilians, had been killed during the war. The war killed an estimated 17,000 children, wounded 35,000 and left 1,800 children disabled.

One of the major challenges facing the country and one of the most enduring legacies of the war is the widespread presence of small arms and ammunition. The accumulation and misuse of these arms and ammunition has broad humanitarian and socioeconomic consequences for children, families, communities and society as a whole. In addition to their physical effects, small arms and armed violence cause psychological trauma, reduce productivity and disrupt formal and informal institutions.85

Independent studies commissioned by the United Nations Development Programme (UNDP) in 2003 and 2004 indicated that small arms and light weapons (SALW) in civilian and military possession pose a significant threat to human security. A 2004 UNDP survey confirmed that more people had died after the war due to misuse of SALW than from landmines. In 2008, the Statistical Department of BiH concluded that over 1 million households possessed SALW, and only about one third of them were legally registered.86

84 Approximately 1.2 million of the country’s 4.4 million population fled BiH as refugees. 85 Reducing the Impact of Small Arms and Light Weapons on Children and their Communities in Bosnia and Herzegovina, Final Report for the Swedish International Development Cooperation Agency (SIDA), UNICEF Bosnia and Herzegovina Country Office, September 2008 – December 2010; 86 This figure coincides approximately with the lowest assessment of the presence of the SALW from research conducted by the Bonn International Centre for Conversion in 2004. Although there has not been a census since 1991, it is estimated that the
In a 2004 school survey commissioned by UNICEF, over a third of respondent male children reported they had handled a firearm; 10 per cent had done so without the supervision of an adult and 17 per cent had fired a weapon. This alarming data mirrors the concerns expressed by teachers through the UNICEF Landmine Risk Reduction Project.

The UN Secretary-General’s Study on Violence against Children and the World Report on Violence against Children found that guns in the community are often a source of violence against children, including peer violence. Children have also reported feeling that adults do not listen to them or respond to their concerns about bullying and other forms of violence they experience. Firearms should be viewed as an aspect of this larger problem, and programmes are needed to address the root causes of such violence.

Recent UNICEF multiple indicator cluster surveys (MICS) have found that 55 per cent of children aged 2 to 14 had experienced psychological aggression or physical punishment during the previous month. Due to the lack of national data, the full nature and magnitude of school-based violence, including both visible, physical violence and ‘invisible’ violence, such as peer violence or bullying, is unknown. Various studies and surveys have recommended school-based violence prevention projects, such as mechanisms for reporting violence against children, ensuring the use of non-violent teaching and learning strategies, adopting non-coercive disciplinary measures and creating programmes to address the whole school environment, including non-violent conflict resolution and anti-bullying policies.

2. Action

The Safer Environment for Children initiative was implemented in 2010 in 10 municipalities in collaboration with the NGO Genesis. It focused on school-based landmine and small arms risk education and violence prevention. The project included participatory action research and capacity building for teachers. Aided by peer support groups and their communities, children developed and implemented safer community action plans in schools. By empowering children to voice their concerns and supporting them to address these issues, UNICEF and its partners further strengthened community action and the foundation for development of safer school environments.

UNICEF also supported communities and NGOs to develop innovative ways to educate schools and communities on the risks of small arms and strategies to prevent violence. Violence prevention coordination boards were established as permanent bodies in 20 primary schools, along with school safety networks and codes of conduct.

A national communication campaign to raise public awareness about SALW, including the increase in the use of firearms related to crime, was also designed and jointly implemented by UNDP and UNICEF in 2010. The campaign incorporated announcements in the media and on billboards as well as journalist workshops and a media information pack. The campaign increased awareness of SALW and child safety among the general public and the media.

3. Progress and Results

The Safer Environment for Children initiative contributed to peacebuilding by raising knowledge about violence and how to prevent and respond to it. Through workshops and trainings, hundreds of teachers increased their knowledge of violence prevention and child safety. The initiative also supported development of the new national curriculum for prevention of violence involving children. A tool for monitoring violence among children in primary schools was developed and incorporated into the training of trainers package. Feedback from training participants, ministries, pedagogic institutes and teachers demonstrated they had learned how to recognize and respond to violence.

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93 Ibid.


95 The communication campaign was based on the Small Arms and Child Safety research conducted by UNICEF in 2009-2010. In 2009, UNICEF BiH commissioned a Survey on Small Arms and Child Injuries, which was designed to comprehensively research and define the impact and related dimensions of small arms proliferation and misuse involving children.

The Safer Environment for Children initiative was externally assessed in December 2010. The assessment concluded that the perceptions and knowledge of teachers and parents had improved concerning violence related to children in school. It recognized the benefit of establishing codes of conduct in schools to provide concrete guidance on prevention of peer violence. The assessment also highlighted the increased participation of children in their communities and the advantages of involving the community more in school life. Such links build a sense of cohesion, encouraging connections among community members and supporting long-term peace. It also found that the project had strengthened the capacities of the ministries of education, municipal structures and local government boards as well as NGOs.

4. Promising Practices

- The Safer Environment for Children initiative complemented the work already achieved through the government’s strategy on combating violence against children by supporting implementation of the curriculum in schools and incorporation of capacity-building into the regular activities of the Ministries of Education.
- UNICEF encouraged the adoption of a holistic approach in which violence prevention awareness was linked to the school curriculum. This allowed teachers to use their own creativity to make students aware of the threat while not burdening their already overloaded curriculum.
- Peer education and participatory action research groups made use of children’s creativity and enthusiasm. Using messages developed by children led to greater awareness on small arms and safe behaviour among them.

5. Lessons Learned

- **Cooperation and efficiency**: The initiative was adjusted to ensure that strategies on SALW risk prevention included interventions related to violence prevention and peacebuilding education. Where possible, community-based and school-based SALW risk prevention activities were designed to complement other violence prevention activities supported by UNICEF. This was achieved through coordination with all stakeholders.

- **Capacity development and sustainability**: A new curriculum and training manuals are not sufficient to combat violence in the schools; capacity development and advocacy are required for a more systematic approach. Regardless of the motivation of participants, support from the institutions is required to maintain the momentum in support of the broader goal of building sustainable peace.

6. Next Steps

With a grant from the Swedish International Development Cooperation Agency, UNICEF will scale up activities on preventing violence in schools in six additional municipalities. UNICEF will also provide technical advice to the Ministry of Education and two cantonal ministries to aid mainstreaming of promising practices throughout their jurisdictions.
Addressing GBV in conflict situations is not only an important life-saving measure, it is also integral to breaking the conflict cycle and creating safe, peaceful and just communities. While progress has been made in recent years in responding to sexual violence in humanitarian contexts, availability, access to and quality of post-incident health, psychosocial and law enforcement services remain limited. Good quality care and protection for survivors is still not available in many settings and survivors face multiple barriers to accessing services, such as insecurity, cost and distance to services and providers are often ill-equipped to provide comprehensive quality treatment.

As work has centred on improving access to services for survivors of GBV in conflict affected situations, few resources have been dedicated to developing models and programs for effective prevention of GBV in conflict. Preventing GBV involves addressing its underlying causes. In addition to gender inequality, drivers of sexual violence include social norms that condone violence against girls and women and those surrounding gender roles and relations - norms about how men and women are expected to behave and the roles they are expected to play. Research shows that men’s violence is higher in societies in which gender norms dictate that being a man means showing dominance over other people, being tough and protecting male and female honor.

Social norms are powerful influences on individual behaviour, in some instances more so than personal opinions. Evidence and experience from health and violence behavior change interventions show that changing collective beliefs and unspoken rules in communities can lead to change in collective practices and behaviours. Understanding how social norms influence behaviour is an important development in sexual violence prevention – making real change in terms of sexual violence prevention requires shifting the unspoken group rules that perpetuate sexual violence or keep people from taking positive action to prevent it.

2. Action

UNICEF has developed the Social Norms and Community-based Care Programming in Humanitarian Settings: Building ‘Good Practice’ Approaches for Response to and Primary Prevention of Sexual Violence against Women and Girls Affected by Conflict

Case Study 2: Prevention of Violence against Children and Promotion of Social Norms Transformation

Social Norms and Community-based Care Programming in Humanitarian Settings: Building ‘Good Practice’ Approaches for Response to and Primary Prevention of Sexual Violence against Women and Girls Affected by Conflict

1. Issue

Gender-based violence (GBV) is one of the most serious health and human rights issues globally and is an obstacle to the achievement of equality, development and peace. GBV is both a driver and an outcome of armed conflict. During conflict, sexual violence may be used as a political or military strategy. Because girls and women are often perceived as symbols of community and/or ethnic identity, rape and other forms of sexual violence are used as a tool, intended to destroy family and community ties.

Causes also include pre-existing gaps or inequalities in legal and social protection structures and systems, and a lack of protection and security for girls and women who are exposed to heightened risks related to poverty and social or ethnic discrimination. Vulnerability and dependency to meet basic needs caused by conflict leaves women and girls at risk of sexual exploitation, forcing them to trade sex for food, shelter, security or other necessities of life. As sexual violence becomes normalized over time, violence evolves not only in intensity and extent, but also as more people become violent. Further, the same types of sexual violence prevalent before conflict continue in the family and community during and after conflict, sometimes at elevated levels.

Survivors of sexual violence are at risk of severe and long-term health and psychosocial problems. Physical consequences include unwanted pregnancy, unsafe abortion, fistula, uterine prolapse, and sexually transmitted infections (STIs), including HIV. Anxiety, depression, eating and sleep disorders and post-traumatic stress, among others, are examples of psychological effects while the social outcomes can include stigmatization, rejection from family and community and reduced involvement in social and economic life. Survivor blaming, and isolation can compound health and psychological effects, and the harms caused have negative ramifications not only for individual women and girls, but also for the health and well-being of their families and children, and in the context of armed conflict, for entire communities.
The programme focuses on altering individual behaviours, collective practices and widely held beliefs that contribute to sexual violence. The process of shifting social norms is requires – indeed will not happen without - the involvement and buy-in of key decision-makers, stakeholders and agents of change of both genders. Emphasizing that the whole community - men, women, boys and girls alike - benefits from the creation of healthier, safer and more peaceful communities in which all members enjoy their right to live free from violence is a powerful means to promote buy-in among stakeholders.

The main strategy for catalyzing change in harmful community norms that enable sexual violence is facilitating collective discussions, dialogues and debates among key groups in the community. The discussions stimulate reflection on human rights principles and ideals, shared community values and beliefs, debate about beliefs and norms that are harmful for women and girls, and deliberation about alternatives. The discussions localize human rights concepts and situate them in a culturally and contextually appropriate way. For example, in many communities, these discussions will involve religious leaders and draw on religious values and principles. Once community members identify the benefits of change and decide on alternative norms, the SNCBC programme will support them to take action together to make these changes.

Until sexual violence is eradicated, survivors must have the right to compassionate care and support to promote their dignity, healing and recovery. The programme will also build capacity within communities to provide much needed care and support to survivors and their families.

The SNCBC programme works closely with the education sector because of the importance of formal and non-formal education in all aspects of peace, security and community well-being. The SNCBC programme engages schools, educators and young people in effecting positive social change using a social norm perspective, and also focusses on non-formal education with community members to catalyze community-led action to build human security and gender-equitable peace through preventing sexual violence against women and girls.

3. Progress and Results

During 2013, the first year of the programme, global and national level Advisory Groups for the two pilot countries (Somalia and South Sudan) were constituted, and the toolkit to support programme design, implementation and monitoring was developed. The important research and evaluation component of the programme, being undertaken by Johns Hopkins University, commenced with focus group and survey research undertaken in pilot and control communities to collect baseline data and learn more about the social norms in target communities.

4. Next Steps

After the baseline is carried out, the intervention will be implemented during 2014 and 2015 in Somalia and South Sudan.
Case Study 3. Uganda: Peace Building through Justice and for All and Human Rights

In the spirit of Delivering as One, OHCHR, UNDP, UNFPA and UNICEF in Uganda collaborated in the Peace Building through Justice for All and Human Rights programme, which linked United Nations approaches on human rights, children’s rights and women’s rights to peacebuilding in the conflict-affected north. The initiatives covered a wide range of activities — strengthening access to effective justice, supporting national reconciliation processes and promoting accountability and the protection of fundamental human rights. Such a holistic approach to empowering communities, particularly women and youth, supports the development of values such as compassion and cohesion, which aid sustainable peacebuilding. This is particularly important in areas such as northern Uganda, where decades of conflict has destroyed the social fabric and widened inequalities.

1. Issue

For over two decades beginning in the 1980s, armed conflict involving the Lord’s Resistance Army (LRA) and the Government of Uganda afflicted northern Uganda. The conflict displaced more than 1.8 million people, and tens of thousands of civilians were killed or kidnapped. An estimated 25,000 Ugandan children were abducted by the LRA and forced to serve as combatants, labourers and, ‘bush wives’ or sex slaves. Militarization of society, mass forced displacement of people in the north, impunity for crimes, inadequate justice infrastructure and ineffective or non-existent policing spread human rights violations, sexual and gender-based violence, and poverty throughout society.

Peace negotiations began in August 2006 with the signing of the Cessation of Hostilities Agreement by the Government and the LRA. However, the LRA repeatedly failed to sign the final peace agreement, and its leader, Joseph Kony, remains at large. Since December 2009, military operations led by the Ugandan Peoples Defence Forces, assisted by the United States, have taken precen-

dence over peace negotiations.

Although LRA attacks in Uganda have ceased and northern Uganda enjoys relative stability and security, peace dividends remain fragile. LRA attacks, including the use of children, continue in the region, particularly in the Democratic Republic of Congo, Southern Sudan and the Central African Republic. These attacks feed insecurity among families and communities throughout northern Uganda, particularly among the Acholi people. The decades of conflict destroyed their social fabric and cultural traditions and widened inequalities and gender differences. Furthermore, the lack of an effective justice system and inadequate policing have resulted in impunity and continued human rights violations, such as gender-based violence and mob justice by communities. Many people continue to suffer from severe injuries suffered during the conflict, resulting in loss of hope and reluctance to work towards long-term peace.

Almost one quarter of children (22 per cent) are orphaned and many are out of school (17 per cent of boys and 35 per cent of girls). Domestic and sexual violence are spiraling and children have been left behind in more than 40 per cent of households, increasing their exposure to violence, abuse and exploitation.

Uganda has the largest per capita youth population in the world, with 79 per cent of its population under the age of 30. Children under 18 years of age make up 55 per cent of the population, and adolescents (age 10 to 19) represent 24 per cent. A recent conflict analysis undertaken as part UNICEF’s Peacebuilding, Education and Advocacy Programme, funded by the Government of the Netherlands – identified the demographic ‘youth bulge’ as one of the main drivers of conflict. The analysis noted that this age group has tremendous potential, but young people’s grievances (including perceptions of political marginalization and manipulation, and lack of employment) could pose a challenge to stability.

102 Ibid.
103 Ibid.
104 ibid.
105 Ibid.
106 Ibid.
108 It is reported that 32.4% of women in the North have experienced sexual violence and 54% of women in northern Uganda have experienced physical violence since the age of 15 in Peace Building through Justice for all and Human Rights, United Nations Peacebuilding Fund Programme Document, OHCHR, UNDP, UNFPA and UNICEF, 2011.
110 Uganda Conflict Analysis, UNICEF Peacebuilding, Education and Advocacy Programme, Anna Knutzen and Alan Smith, October 2012.
111 The statistics for the child and adolescent proportion of the total population was acquired from: http://www.unicef.org/statistics/index_countrystats.html on 31 March 2013.
112 Uganda Conflict Analysis, UNICEF Peacebuilding, Education and Advocacy Programme, Anna Knutzen and Alan Smith, October 2012.
2. Action

A comprehensive peacebuilding process is vital to progress. It must include effective systems of justice and human rights; a conflict monitoring system; and a transitional justice process to support reparation and accountability. A13 Acholi youth and other marginalized groups need to be engaged in restoration of their social cohesion and transformation, which are key components for successful peacebuilding.114

In response, UNDP, UNFPA and UNICEF collaborated in the Peace Building through Justice for All and Human Rights programme from January 2011 through September 2012. Its objective was to support development of human rights monitoring systems and justice mechanisms that could strengthen the peacebuilding process in the Acholiland region and promote a society built on respect for human rights.115 The expected outcome of the project was strengthened human rights, accountability and governance capacity of key government and civil society institutions and mechanisms, including traditional structures.116 This was to be achieved by focusing on three main outcomes:

**Outcome 1: Local justice, law, order and security government institutions and services apply international human rights, justice and protection standards:** Establishment of access to formal and informal (traditional) justice to address cases of violence against vulnerable populations, particularly women and children, in conformity with national human rights law and international standards, with an emphasis on support for capacity building and technical assistance for the police, judiciary and the legal aid system.

**Outcome 2: Transitional justice processes, mechanisms and capacities for mediation, peacebuilding, conflict resolution and reconciliation are facilitated:** Partnerships with civil society in grass-roots transitional justice projects; work with community and victims’ organizations to promote truth recovery, reconciliation and reparation; and help for national partners to develop transitional justice mechanisms and processes that conform with human rights standards.

**Outcome 3: Human rights and protection advocacy, monitoring and reporting capacity are strengthened among civil society networks and independent national institutions:** Support for the Uganda Human Rights Commission to respond to human rights issues, including by mobilizing national and international attention and action; collaboration with the Government; engaging mass media; and complementing government efforts to enlist development partners’ support in preventing human rights violations.117

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114 Ibid
115 Ibid
116 Ibid.
117 Peace Building through Justice for all and Human Rights, Peacebuilding Fund End of Programme Narrative Report, February 2013;
3. Progress and Results

**Outcome 1. Local justice, law, order and security government institutions and services apply international human rights, justice and protection standards.**

- Sexual and gender-based violence have been incorporated into the Justice, Law and Order Sector Sector Investment Plan 3 (SIP3, 2012/2013-2016/2017) and the capacities of personnel in the sector have been strengthened to prevent and respond to gender-based violence. Human rights training was provided to magistrates and providers of legal services in dealing with human rights violations.\(^\text{118}\) A pilot project trained police officers from the Acholi districts on diversion/non-custodial alternatives for children in conflict with the law, and a child protection module was integrated into police training. Several hundred children have been diverted. Procedures and guidelines on diversion were endorsed and institutionalized nationally and will be rolled out throughout the country. The intervention represents a fundamental change in police work, and according to officers from the child and family protection unit, the intervention has already contributed to more trust of the police in the community.

- Juvenile justice indicators have been included in the SIP3, and all justice sector institutions will comprehensively monitor and report against them. Previously, Uganda had not monitored any of the international juvenile justice indicators and hence data collection was sporadic.

- A backlog of juvenile cases in Acholi region was dealt with in special backlog reduction sessions. Child-friendly procedures were piloted in the process. Positive community attitudes and increasing trust of the justice institutions was reported in the media in response to the improvements in the justice system.\(^\text{119}\)

**Outcome 2. Transitional justice processes, mechanisms and capacities for mediation, peacebuilding, conflict resolution and reconciliation are facilitated.**

- Legislative reform regarding amnesty provided the opportunity for adoption of a more holistic and comprehensive transitional justice policy, ensuring a balanced approach to justice, peace and reconciliation in the conflict-affected region.\(^\text{120}\)

- Capacity-building has been provided to traditional leaders to promote respect for human and child rights in transitional justice. A training manual developed for the sessions applied the principles of national and international human rights instruments to the local community context. Support for traditional council court sessions enabled traditional leaders to apply their knowledge and skills from the trainings.\(^\text{121}\)

- Training on transitional justice and international humanitarian law was held for civil society groups and journalists from all four sub-regions of northern Uganda.\(^\text{122}\)

**Outcome 3. Human rights and protection advocacy, monitoring and reporting capacity are strengthened among civil society networks and independent national institutions.**

- The Ugandan Human Rights Commission has strengthened its monitoring, trained staff and developed a human rights monitoring and reporting database. Investigators have been trained on the use of a documentation tool and documented several massacre sites.

- Civil society organizations in the Acholi sub-region were trained on human rights monitoring and reporting. Use of an Internet-based monitoring and reporting tool will ensure systematic recording of cases, referral and feedback.\(^\text{123}\)

- Focus group discussions were conducted with over 1,000 youth to engage them in peaceful conflict resolution and peacebuilding. Youth centres offer access to information and communication technologies, life skills training and leisure activities. It has been observed that participants are more confident, knowledgeable and better connected to fellow youth in other communities.

All of these results are important parts of the foundation of sustainable peace.

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\(^\text{118}\) Peace Building through Justice for all and Human Rights, Peacebuilding Fund End of Programme Narrative Report, February 2013.

\(^\text{119}\) Ibid.

\(^\text{120}\) Peace Building through Justice for all and Human Rights, Peacebuilding Fund End of Programme Narrative Report, February 2013.

\(^\text{121}\) Ibid.

\(^\text{122}\) Peace Building through Justice for all and Human Rights, Peacebuilding Fund End of Programme Narrative Report, February 2013.
4. Promising Practices

- The partnership between the UN agencies sent a strong message about the UN’s commitment to ‘deliver as one’. This increased their authority in discussions with government agencies and other partners and expanded the breadth of expertise brought to bear in their work. It also extended collaborations with civil society groups, yielding stronger peacebuilding results for communities.124

- The breadth of initiatives – strengthening access to justice, supporting national reconciliation processes, promoting accountability and protection of fundamental human rights – was a powerful tool for empowering communities, particularly women and youth, and inspiring a peaceful future.

- Empowering the victims and the affected communities influenced their attitudes and behaviour, opening new possibilities for constructive engagement in productive life and sustainable peace.125

5. Lessons Learned

- Managing the high expectations of communities while discussing transitional justice is a formidable challenge. In some cases, government authorities seemed to have little commitment to human rights, undermining victims’ hopes for accountability. Constant engagement with government agencies and civil society actors was crucial to addressing the situation.126

- The midterm review of the programme recommended mapping of sub-counties according to vulnerability criteria prior to programme implementation. This approach should help to prevent the imbalance in resources.127

6. Next Steps

- Civil society organizations will be further supported to strengthen community outreach, increase youth engagement and stress the role of traditional leaders in delivering justice and promoting human rights at the local level. UNICEF will specifically continue to strengthen support to district level justice, law and order, by developing and implementing district justice for children plans. The plans will focus on ensuring that the perpetrators of crime against children, including sexual abuse, are brought to justice by strengthening the capacity of police and courts to adopt and implement child friendly and gender sensitive procedures in dealing with cases of children in conflict with the law; supporting the scaling up of diversion in other districts of Uganda; and continuing to provide reintegration services for children and young mothers who have returned from the LRA as well as to those who live in communities affected by the LRA conflict.

Case Study 4. Nepal: Reintegration and Rehabilitation of Children Affected by Armed Conflict

The successful community-based reintegration and rehabilitation of conflict-affected children is an integral component of stabilizing Nepal and implementing the Comprehensive Peace Agreement following its decade-long conflict. The United Nations Interagency Rehabilitation Programme was implemented by UNDP, UNICEF, UNFPA and ILO from June 2010 to July 2013. It aimed to facilitate the rehabilitation into civilian life of around 4,000 former members of the Maoist army verified as minors or late recruits, through promotion of life skills and community-based peacebuilding and reconciliation activities. The initiative presents a promising example of a strong UN interagency partnership in collaboration with the Children Associated with Armed Forces and Armed Groups (CAAFAG) Working Group. It worked to maximize expertise, synergies and resources to ‘deliver as one’ and successfully rehabilitate and reintegrate children formerly associated with the People’s Liberation Army in Nepal. The programme contributed to peacebuilding both by supporting development of the protective environment of the reintegrated children and by encouraging their sense of belonging to the community, which will encourage them to seek peaceful means of resolving conflict.

1. Issue

On 21 November 2006, a Comprehensive Peace Agreement was signed by the Government of Nepal and the Communist Party of Nepal-Maoist (UCPN-M), followed by UNICEF, UNFPA and ILO from June 2010 to July 2013. It aimed to facilitate the rehabilitation into civilian life of around 4,000 former members of the Maoist army verified as minors or late recruits, through promotion of life skills and community-based peacebuilding and reconciliation activities. The initiative presents a promising example of a strong UN interagency partnership in collaboration with the Children Associated with Armed Forces and Armed Groups (CAAFAG) Working Group. It worked to maximize expertise, synergies and resources to ‘deliver as one’ and successfully rehabilitate and reintegrate children formerly associated with the People’s Liberation Army in Nepal. The programme contributed to peacebuilding both by supporting development of the protective environment of the reintegrated children and by encouraging their sense of belonging to the community, which will encourage them to seek peaceful means of resolving conflict.

“During conflict, our lives were in constant fear. We could not walk openly back then. I often dreamt of being shot down and could not sleep at all. However, I can walk freely and at least have a sound sleep at night these days. I also get different opportunities to learn new things.”

– 23-year-old male recipient of health reintegration package
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by the signing of an agreement on monitoring arms and armed personnel of both sides of the conflict. This brought an end to the decade-long armed conflict. In 2005, the UCPN-M had been listed in the annexes of the Secretary-General’s Report on Children and Armed Conflict as a party that recruits or uses children in armed conflict. Consequently, a UN-led Monitoring and Reporting Mechanism (MRM) was established in accordance with Security Council resolution 1612 (2005) to monitor and report on six grave violations against children. A CAAFAG Working Group was established in 2006, chaired by UNICEF, with the aim of developing comprehensive and harmonized responses for the release, return and reintegration of children formerly associated with armed forces and armed groups. Since then, the CAAFAG Working Group has registered and provided reintegration support to approximately 7,500 informal or self-released children and 3,000 other children affected by the armed conflict.

In 2007, the United Nations assisted the Government of Nepal in registering and verifying 23,610 Maoist combatants, who were categorized into two groups: those verified as regular members of the Maoist People’s Liberation Army (PLA) and those verified as minors or late recruits (VMLR), who were prioritized for release. The ‘verified minors’ (2,973) were under age 18 when the ceasefire agreement was signed on 25 May 2006. The ‘late recruits’ (1,035) were those who had been recruited after the ceasefire agreement. However, the VMLR remained in the cantonment sites for nearly two years due to protracted negotiations by the key parties.

In accordance with Security Council resolutions 1612 and 1882 (2009) and as a result of two years of sustained advocacy, an Action Plan to address the recruitment and use of children was signed in December 2009 by the Government, UCPN-M and the United Nations. In early 2010, the UCPN-M officially discharged the verified minors and late recruits, a significant step towards implementation of the Comprehensive Peace Agreement.

The Government was assisted by the UN (UNICEF, UNDP, UNFPA and the United Nations Mission in Nepal) in discharging the verified minors. Subsequently the United Nations Interagency Rehabilitation Programme (UNIRP) was established, effective from June 2010 to July 2013. In December 2010, the Government also endorsed the National Plan of Action for the Reintegration and Rehabilitation of Children Affected by Armed Conflict. It is expected to complete the reintegration of thousands of children and young people affected by conflict, leading to longer term peace, security and development.

The children who were released had played diverse roles during their association with the PLA, and a significant number of them demonstrated signs of stress, trauma and other psychosocial problems when they were released from the cantonments. This poses particular challenges for their social reintegration into their communities, given that in addition to their trauma many face social stigma, community rejection, lack of family support, inadequate training, unemployment and uncertainty about the future.

2. Action

The objective of the UNIRP was to facilitate the socio-economic rehabilitation of up to 4,000 former members of the Maoist army verified as minors or late recruits through promotion of life skills, community-based peacebuilding and reconciliation activities. As such, the project was focused on achieving the peacebuilding aspect of the Comprehensive Peace Accord and the Agreement on Monitoring of the Management of Arms

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and Armies.\textsuperscript{133}

The rehabilitation initiative emphasized UN collaboration, building on successful inter-agency efforts that resulted in the discharge of these individuals and the complementary expertise of UNDP, UNICEF, UNFPA and ILO. It also made use of lessons learned from the experiences of three earlier rehabilitation projects funded by the UN Peace Fund Nepal.\textsuperscript{134} The content and activities of the programme also reflected global principles and lessons learned as documented in the Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups.\textsuperscript{135} At the time of their initial verification, 74 per cent of the VMLRs were youth and 30 per cent were girls or young women, so the programme emphasized the needs of these groups.

The programme was framed around two complementary outcomes:

- **Outcome 1:** Verified minors and late recruits are supported in their socioeconomic rehabilitation through individual rehabilitation option packages.

- **Outcome 2:** Communities are engaged in supporting the rehabilitation of the verified minors and late recruits.

**Outcome 1,** focused on the individuals, involved training and education rehabilitation. Five field offices set up throughout the country offered career and psychosocial counselling, and interested participants registered their preferred option: vocational training, small and micro-enterprise development, health-related vocational training or education. Individuals who were unable to attend regular classes could take exams through centres located throughout the country. Formal education opportunities of different durations were also available for lower secondary, secondary, higher secondary and college. Support was arranged for verified minors (especially females) if they had to pursue education away from home. An important aspect of the programme was promotion of access to employment and livelihood options. Alliances were sought with private sector, donor, governmental and NGO counterparts who could provide guidance or access to work or livelihood options. Monitoring was undertaken to determine how many individuals found gainful opportunities following their training or education. A psychosocial support network\textsuperscript{136} served as the first level of community-based psychosocial support; critical cases were referred for specialized support to the regional and central level.

Outcome 2 targeted the community to promote support for the rehabilitation of the individuals, since community acceptance and support are vital to the successful reintegration of youth. To inform people about the reintegration process and encourage them to see it as beneficial to the community, public information and sensitization campaigns were implemented. To diminish tensions and promote lasting reconciliation, the broader community benefited from social and economic investment. Social and sports events and youth groups provided opportunities for the returnees to engage with the community in a friendly setting.

The programme also recognized the important role discharged youth can play as agents for change by promoting the peace process, in coordination with others in the community. Thus an effort was made to provide a platform for the returning youth to interact with the community, especially with young people, and for them to jointly plan and conduct activities that focused on conflict resolution and promotion of peace. Community

\textquote{\textit{“During our visits, [the VMLRs] expressed that they are happy to be enrolled in the educational package, as they are able to give continuity to their education. Their confidence has been built up after being enrolled in the educational support program. They shared that if they could get similar type of support until they complete their bachelors’ level then, they would be able to stand on their own feet.”}}

\textendquote

- Staff member from supportive organization

\textsuperscript{133} Support to the Rehabilitation of Verified Minors and Late Recruits, United Nations Peace Fund for Nepal Project Proposal, 12 May 2010.

\textsuperscript{134} The three pre-existing UNPFN-funded projects are: 1) UNDP: Discharge and Reintegration Assistance to the Maoist Army (Jan 2009 – Jan 2011); 2) UNICEF: Programme of Support for Children and Adolescents Formerly Associated with the Maoist Army in Nepal (Jan 2009 – Jan 2010); and 3) UNFPA: Support to Female Members of the Maoist Army, among the 4,008 to be discharged, in the divisions and the host communities during the discharge and peacebuilding processes (Jan 2009 – Jan 2011).

\textsuperscript{135} Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups, February 2007, see http://www.unicef.org/emergencies/files/ParisPrinciples310107English.pdf

\textsuperscript{136} It was established by UNICEF and CAAFAG Working Group with technical support from the Transcultural Psychosocial Organization Nepal and the Centre for Victims of Torture, which had supported the reintegration of self-released CAAFAG since 2007.
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youth groups engaged the participants to facilitate community-level dialogue across dividing lines, recognizing the leadership skills they had acquired during their association with the Maoists.

3. Progress and Results

The UNIRP has been subject to a number of reviews, assessments and independent evaluations, which indicate the success to date both in reintegrating the discharged youth into their communities and aiding peacebuilding in Nepal. An independent evaluation by Transition International (March 2013) identified several good practices that could be replicated in other programmes: extensive gender-responsive support, effective linkage of vocational skills training with the national certification system (the 442 participants had a 93 per cent completion rate) and health service training that catered to the needs of rural Nepal.

The evaluation also highlighted the effective delivery of educational support, which was highly appreciated by 87 per cent of the 431 youth who made use of it. The low dropout number of 20 was largely attributed to the extensive individual support provided by the psychosocial counsellors and the social workers from the network.

Another aspect noted by the evaluation was the network of counsellors providing psychosocial support, development initially by the CAAFAG Working Group and supported by UNIRP. A total of 1,363 VMLRs received psychosocial support and 26 were referred for specialized support in Kathmandu. During the reintegration process in 2012, an assessment of the VMLRs by the Transcultural Psychosocial Organization (which trained the counsellors) found that the psychosocial support provided to them had a positive impact on their well-being, lowering their levels of anxiety.

Regarding the impact of the peacebuilding activities and community engagement in rehabilitation, the social and sports events and youth groups encouraged receiving communities to see the returnees as people, reducing negative stereotypes about them. Peacebuilding activities also mitigated community members’ fears that the VMLRs had been socialized to use violence during their time with the PLA.

The psychosocial assessment found that VMLRs who had participated in the rehabilitation package expressed more community support than those who had not. The community’s trust of the respondents had also increased. The youth reported that community support and acceptance helped them gain confidence and motivated them to get involved in community development activities and develop social cohesion. The positive impacts of the peacebuilding activities were especially important for the many VMLRs who had originally left their communities because they felt marginalized and rejected. This is a hopeful indication for long-term peacebuilding. However, the evaluation also identified some missed opportunities, such as failing to engage the youth groups with other structures, including the local peacebuilding committees, children and women centres, and village child protection committees. These could have played an important integrative role.

The evaluation reported mixed results on sustainability. It determined that the programme had strong national ownership, with key decisions being taken by the Government. However, the Government had handed over implementation responsibility to the UN team, so partnership and joint implementation were insufficient at national level and missing at regional and district levels. The evaluation further found a lack of focus on sustainability in programme design, given that rehabilitation is a long-term activity, and no exit strategy.

UNIRP was found to be strongly embedded in the broader child protection framework through UNICEF and the CAAFAG network. Thus it was contributing to improvement of district-level protection mechanisms.

“After discharge, I took a medical course package. Now I have knowledge about medical field, which has made it easier for me to return and reintegrate in the community. If anyone in the community is sick, they come to me and ask which medicines to take in such condition. The community people come to my home to ask about the cost of the CMA course. Even if they do not have any work, the community people come to me just to have a chat. I think that this package will brighten up my future. Even if I might not get a job in the market areas, I have confidence to use my skills and sustain my life.”

– 20 year-old male participant

140 As of December, 2012.
through extensive capacity development of NGOs in terms of peacebuilding and training in gender-based violence and psychosocial support. Regarding conflict sensitivity, the evaluation noted that UNDP had organized workshops on ‘do no harm’ and conflict sensitivity in each region. Additionally, the programme demonstrated high levels of flexibility, adapting to conflict issues on the ground. Overall, the evaluation found that the UNIRP performed satisfactorily given the political context of Nepal, the fragility of the peace process when the programme commenced and the limited resources.

4. **Promising Practices**

- The strong inter-agency partnership among UNDP, UNICEF, UNFPA and ILO resulted in exceptional planning, effective coordination and implementation of the UNIRP, leading to the successful reintegration of the returning youth, the evaluation found. The Delivering as One approach could be a good model for other countries.

- Collaboration among members of the CAAFAG Working Group maximized expertise and efficient use of resources and galvanized coordination. This resulted from the members’ wealth of experience in rehabilitating the returning youth, and the trust and knowledge of the communities.

- The impressive level of flexibility in the programme design allowed for adaptation to changing conditions. Further decentralization of programme management would enhance flexibility in the regions and support the overall cohesion of the programme.

- Programmatically, promising practices of the UNIRP were particularly evident in the design and implementation of the psychosocial support; links between vocational skills training and the national certification system; and the provision of four years of education support, especially when combined with lodging support.

- Regarding the participation of women in the programme, the evaluation complemented successes in attracting and maintaining a high percentage of women. It called for providing the (adapted) gender-specific support packages in other DDR contexts. It also mentioned that women could be further empowered and supported to be agents of change for peace.

- Crucial financial support was provided by the United Nations Peacebuilding Fund, which had previously funded other reintegration projects implemented by UNDP, UNICEF and UNFPA. This is a promising practice, as it recognizes the important contribution to peacebuilding of reintegration and rehabilitation programmes for children. It ideally could be replicated by other UN country teams.

5. **Lessons Learned**

- Engaging communities in the reintegration and rehabilitation of the returning youth was critical. Ensuring their participation in community-based activities facilitated their social reintegration by providing the opportunity to contribute to the community, a promising foundation for long-term peace.

- Holistic support is more effective than stand-alone support in improving the psychosocial well being of war-affected individuals. To address the returning youths’ resistance to psychosocial support, peacebuilding activities were used as entry points to assess the participants’ psychosocial status. Peacebuilding and reconciliation activities were designed
to match their interests.150

- Greater follow-up support is required for economic reintegration. Programming also needs to be based on accurate information on local labour markets and should combine education with work-related support.

- Short-term funding commitments preclude long-term planning. This has implications for programme design as it only allows for the conception of short-term programme results.

- The lack of child protection structures challenges implementation but offers an opportunity to lay the foundation for protection systems. The Nepal CAAFAG programme was instrumental in building the child protection capacity of district and community stakeholders. Reintegration and peacebuilding programmes can support strengthening of the child protection system if capacity building is integrated into them.

6. Next Steps

- As part of the UNIRP project, UNICEF Nepal will continue providing education support to VMLRs until 2015, consistent with the implementation guideline approved by the Government.

- UNICEF Nepal will support the Government to implement the National Plan of Action-CAAC. The focus will be on enhancing the capacity of government and non-governmental actors to help strengthen child protection systems.151

**Case Study 5. Philippines: Child Protection Networks and Learning Institutions as Zones of Peace**

UNICEF and its partners are supporting establishment of community-based child protection networks and learning institutes as zones of peace in conflict-affected communities of Mindanao. This community-driven, systems-based approach of protecting children and education enhances security, resilience, empowerment and social cohesion. The networks serve as locally managed protection structures and involve the direct engagement of the Moro Islamic Liberation Front military wing members, as members of the community. This helps in addressing the community-driven recruitment and use of children while also strengthening local capacities to prevent and respond to all violence, exploitation, abuse and neglect of children. The learning institutes as zones of peace have provided an opportunity for parties to the conflict to participate in building learning spaces that are safe and secure for children. They also serve as a forum for community healing, contributing to durable peace in the community.

1. Issue

Clashes began in the 1970s between the Philippines Government and a Muslim minority fighting for an independent Moro Nation in Mindanao. Despite the signing of a peace agreement in 1996 and a ceasefire in 2009, clashes have continued with various groups. For almost two generations, this conflict has had a devastating impact on children. They have suffered from the death or injury of loved ones, separation from family members, destruction of homes and disruption of normal life, including education, which has affected their physical, mental and spiritual well-being and precluded establishment of peaceful, productive communities.152

“Learning Institutes as Zones of Peace is an innovative peace building strategy with the right to education, child protection, and multi-stakeholder participation as motivational factors.... The cultural and security dimension has served as a unifying factor for the community partners and various actors to find ways to reduce, if not prevent, the outbreak of hostilities. Even those outside of the stakeholder circles have reluctantly decided to respect the initiative, as they too realized that they will stand to benefit from the success of the undertaking.”

– Balay Rehabilitation Center, implementing NGO partner

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152 Ibid.
Grave violations against boys and girls have been perpetrated by the parties to the conflict. At least 200 incidents of children being killed, maimed, abducted, sexually violated, recruited or used in the context of armed conflict were reported by the MRM from July 2005 to October 2010. Given this context, the Philippines was one of the 12 conflict-affected countries prioritized in 2007 for implementation of the MRM, in accordance with UN Security Council resolutions 1612, 1882, 1998 and 2068.

An action plan to address the recruitment and use of children by the Moro Islamic Liberation Front (MILF) in accordance with UN Security Council resolution 1612 was signed in August 2009. Implementation has been very challenging, due in part to the community-based ‘association’ of children to the MILF, which is complex and deeply rooted in community-driven dynamics. These dynamics further challenge traditional prevention strategies and release and reintegration programmes for children.

Of further concern is attacks on education across the country, including abduction of school officials and students, occupation of schools by State forces, threats and harassment of teachers, extortion and even assassination. Classes in the conflict-affected schools were disrupted 60 per cent of the time from 2005 to 2011 alone.

Children, families and communities in Mindanao also lack access to basic health care and social welfare services. The violence and displacement has led to a breakdown in the traditional, social and community structures that usually protect children, and government services have been overstretched in attempting to deal with the scale of the crisis. Many of the local councils for the protection of children are not effective or trusted in conflict-affected communities. As a result, more informal mechanisms, such as community-based child protection networks (CBCPNs), are essential to provide basic protection of the rights and welfare of children, which is integral to peacebuilding.

2. Action

The poorest and most marginalized children suffer the most from violation of their rights, and conflict has been identified as a major driver of this inequity. UNICEF Philippines has established an inter-sectoral ‘conflict cluster’, aiming to make UNICEF’s interventions conflict sensitive and supportive of creating an environment of peace. A child-centered conflict/peace analysis, completed in May 2013, aims to strengthen resilience, social cohesion and security by identifying conflict drivers that preclude access to services and then to integrate peace dividend strategies into UNICEF core programmes.

The new systems-based approach to building a protective environment for children in Mindanao aims to enhance the policy framework, conditions and structures that influence vulnerability and increase the focus on prevention of violations. One objective is to strengthen the number and capacity of CBCPNs and Learning Institutes as Zones of Peace (LIZOPs).

CBCPNs aim to ensure that all children in conflict-affected communities have access to child protection services. The CBCPNs have also improved communication and advocacy on issues such as emergency preparedness and response, separation of children from families, trafficking and sexual exploitation. Recent efforts in Mindanao have focused on implementation of the MRM and the Action Plan with the MILF to address the recruitment and use of children. A pilot project has established six CBCPNs in the core MILF-influenced communities to support implementation of the Action

UNICEF Philippines

UNICEF Philippines, Conflict Cluster’s Terms of Reference.
160 Proposal for a Child Centred Conflict / Peace Analysis Process, Conflict Cluster, UNICEF Philippines
162 Where appropriate, CBCPNs would normally link with legislated bodies such as the Barangay Councils for the Protection of Children. However, in core MILF areas and communities, such linkages with the Local Government Units would not be appropriate given the inherent distrust that exists.
Plan. Action plans to address the child protection issues have also been formulated. The CBCPNs have developed referral pathways for child protection services that are sensitive to the structure of the MILF, and MILF officers have been oriented on the more systematic child protection approach.

The CBCPNs are locally managed. As the MILF are part of the community, some CBCPNs have active participation by MILF military wing members, which provides an important entry point for social norm transformation. UNICEF and its partners believe this is an effective way to address the community-driven dynamic of child recruitment and use, while also strengthening local capacity to prevent and respond to violence, exploitation, abuse and neglect of children.163

In 2011, UNICEF and partners initiated the LIZOPS164 initiative in Mindanao, with the objective of having the parties sign binding commitments to operationalize codes of conduct. Additional momentum was provided by adoption of UN Security Council Resolution 1998 (2011); adoption of a Department of Education order in 2005 declaring schools as zones of peace; and the signing of an agreement on civilian protection in October 2009, which affirms the commitment of parties to the conflict to refrain from attacking schools and other civilian facilities. Key activities have included child protection trainings for community welfare volunteers and youth focal points; consultations with parties to the conflict, decision-makers and communities on how to safeguard teachers and children; and a ceremonial gathering of all stakeholders to declare a particular school or learning institute as a zone of peace. The LIZOP project was piloted in eight conflict-affected communities in four municipalities in Mindanao in 2011.

3. Progress and Results

The CBCPNs have demonstrated their value in mitigating threats to peace and security by raising awareness in the community about the importance of tolerance and respect for diversity. Peacebuilding is woven into the fabric of the network, uniting communities around protecting their children. The overwhelming support for the recently signed framework pact among Mindanaoons of diverse beliefs and political affinities should encourage families and communities to collaborate for enduring peace.165

Of the eight learning institutions covered by the LIZOP pilot, three schools were reopened, bringing over 2,000 students back to school from kindergarten to grade 6. The Government has committed to providing additional school infrastructure, teachers and teaching and learning materials, as well as advocacy for the protection of teachers and school children and respect for all learning institutions.

Extensive advocacy led communities to declare their learning institutions as a zone of peace. Codes of conduct were also formulated. Children, parents, teachers and community leaders have engaged in recreational activities together and reflected on the importance of education and their role in ensuring that children enjoy this right. Parents are now placing greater value on their children’s education and are directly involved in all phases of LIZOP development. Neighbouring commu-
nities are also reportedly replicating the LIZOP experience. It has been observed that armed group members refrain from carrying firearms in the vicinity of schools and don’t allow children to either, in accordance with their LIZOP declarations. Communities are realizing that children are the *salinlahi* (seedbed) supporting the productive, creative and reproductive potential of the family, clan and community. Hence, promoting the well-being of children through the LIZOP is welcomed as a religious and socio-cultural obligation, and LIZOP has also created a community forum for psychosocial healing, an important step in sustaining peace.

4. **Promising Practices**

- The establishment of CBCPNs in the core MILF-influenced communities supports the protection of children from recruitment and use by armed groups. Local management of the CBCPNs and the direct engagement of MILF military wing members aids in addressing the community-driven dynamic of child recruitment while strengthening community capacities to prevent and respond to all violence, exploitation, abuse and neglect of children.

- The process of establishing LIZOPs has demonstrated the importance of creating a dedicated space for dialogue and maintaining the safety and neutrality of learning institutions for children. It also provided an opportunity for collaboration among parties to the conflict in building safe and secure learning spaces for children.

- Community dialogues have enabled community leaders to address other issues affecting children’s access to education, such as security, food and livelihoods. This process generated a concrete agenda that community leaders presented to relevant agencies, leading to support from the World Food Programme for a food-for-work and community garden programme and from UNHCR for women’s livelihood programmes.

- Being mindful of the history and culture of the locality and the intricate web of social and political relationships was essential to the success of the LIZOP.

- The successful collaboration between the education and child protection sectors maximized synergies and multiplied resources and advocacy opportunities to address issues affecting children. Expansion of CB-CPNs and LIZOPs provided opportunities to engage children in the peace process.

5. **Lessons Learned**

- An independent evaluation by AusAID found that efforts to identify and register children associated with armed forces or groups were unworkable and recommended a shift to a more community-based, systems approach.

- It would be better to work with a broader spectrum of organizations and local government units to provide a multi-sector, multi-agency response to the needs of children, families and communities.

- Facilitation of partnerships between base commanders, communities and local government units supported access to additional development assistance.

6. **Next Steps**

- An additional 18 CBCPNs will be established in MILF-influenced communities within the next two years. The CBCPNs will be further supported with capacity-strengthening measures to enhance their ability to address critical child protection concerns. The CBCPNs will also be encouraged to cultivate community compacts at village level, aimed at preventing children from taking up arms.

- A total of 50 child protection units will be established and recognized by the MILF and communities.

An advocacy campaign will address changing social norms on the recruitment and use of children and broader child protection issues. UNICEF is currently

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167 Observations from NGO implementing partner, Balay Rehabilitation Centre.
168 Ibid.
169 Independent Progress Report, Education for Children in Areas Affected by Armed Conflict, Mindanao, Philippines, Dr. Diana E. Guild, Independent Consultant and Mr. Noor Saada, Mindanao Conflict Affected Areas Specialist, AusAID, March 2012.
170 Independent Progress Report, Education for Children in Areas Affected by Armed Conflict, Mindanao, Philippines, Dr. Diana E. Guild, Independent Consultant and Mr. Noor Saada, Mindanao Conflict Affected Areas Specialist, AusAID, March 2012.
conducted a knowledge, attitudes and practices study to assess the parental and community dynamics influencing children’s involvement in hostilities.

UNICEF plans to replicate the LIZOP initiative in at least five Mindanao municipalities under the current country programme. Relevant regional and local government counterparts will be involved throughout the project development process to secure resource buy-in and policy support.

**Case Study 6. State of Palestine: Strengthening social cohesion and resilience among children and adolescents**

*For Palestinian children in East Jerusalem, the protective environment is severely compromised by the continued conflict. The result is detrimental impacts on children’s physical and psychosocial well-being. To foster community cohesion and build the resilience of children UNICEF and its partners are supporting efforts to improve community-based child protection and psychosocial services for children and adolescents in East Jerusalem.*

**1. Issue**

Three generations of Palestinians and Israelis have witnessed a protracted and complicated armed conflict. Israel has occupied the West Bank, including East Jerusalem since 1967, formally annexing East Jerusalem in 1980.

Children, who represent over half of the Palestinian population, bear the heaviest burden. The Israel/oPt Working Group on Grave Violation Against Children documented numerous injuries and two deaths of Palestinian children in East Jerusalem between 2010 and 2013, due to demonstrations, settler violence and military activities. Many children and adolescents have witnessed the loss of their homes, faced limited access to basic services and been affected by continuous military operations, night raids, harassment at checkpoints, attacks by settlers and violence. There is a significant number of East Jerusalem children, estimated to be

around 10,000,172 who are not registered at birth as a result of Israeli restrictions which have made family unification virtually impossible.173 This prevents them from accessing basic services such as education. Other children have difficulties accessing education as a result of access restrictions: for instance when they live on the other side of the Barrier.174 While both girls and boys are vulnerable, girls are perceived as less able to protect themselves, which further restricts their mobility.175 The social and economic pressures lead many children to drop out of school.176 An estimated 36 per cent of students drop out of school early, failing to complete 12 years of schooling, and East Jerusalem suffers a shortage of 2,200 classrooms.177 A 2009 review178 found that 23 per cent of students suffer from learning difficulties, 43 per cent of children and adolescents suffer from sleeping disorders, and 63 per cent suffer from anxiety disorders. The lack of resources for youth centres leads many children and adolescents to spend their free time in the streets or (especially girls) at home. If children and adolescents are left without opportunities to envision a better future, youthful optimism may lead to frustration, further interfering with adoption of peaceful social norms, and risky behaviours.

2. Action

To address these concerns, a project titled Improving Community-based Psychosocial and Protection Services Provided for Children and Adolescents in East Jerusalem is being implemented from January 2012 to December 2014. The project is unique in that it is a partnership between four large and respected NGOs and a University body providing mentoring support to 17 local CBOs with the goal of strengthening local capacity to provide quality child protection services to the most vulnerable children. Communities and families receive help to become sources of positive support through integrated protection services and psychosocial support, providing a sense of normalcy, confidence and belonging for children and adolescents, without which a peaceful future is impossible. Trusted partners179 are working in East Jerusalem to coordinate and strengthen community-based response and participation. The capacity of psychosocial workers and counselors, staff and volunteers from community-based organizations (CBOs),

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173 Permanent residency for the spouse and children has, in the best case scenario, been replaced by temporary “military permits” that need to be renewed every six months or one year.
174 The Barrier is a separation barrier constructed by the State of Israel mainly in the West Bank and partly along the 1949 Armistice line, or “Green Line” between Israel and Palestinian West Bank. It is the main component of the multi-layered system of physical and administrative obstacles which severely constrains movement and access throughout the West Bank. The Barrier, and related restrictions, has resulted in an increasing fragmentation of territory, including the continuing isolation of East Jerusalem from the remainder of the occupied Palestinian territory. The Barrier has also cut off land and resources needed for Palestinian land and development, resulting in the curtailment of agricultural practice and the undermined of rural livelihoods throughout the West Bank.
176 Ir Amim and ACRI. The Failing East Jerusalem Education System. August 2013.
177 Association for Civil Rights in Israel. Improving community-based psychosocial support and protection services for children and adolescents in East Jerusalem, Grant Application, November, 2011.
178 Sectoral Review, President’s Office, East Jerusalem Unit, 2009.
179 Palestine Red Crescent Society, Palestinian Counseling Centre, Young Men’s Christian Association, the Center for Continuing Education at BirZeit University and Ma’an Development Centre.
caregivers, community members and teachers is being strengthened to improve psychosocial, educational, recreational and referral services.

3. Progress and Results

Through 17 CBOs including 5 youth centres, the project works to provide children with opportunities to engage in creative and productive activities that develop their skills and self-confidence while helping to build resilience at the individual and community level. It also integrates psychosocial counselling and support into the education system and identifies children who are vulnerable to abuse, exploitation and violence. Participating in decision-making and community development is assisting young people in overcoming feelings of social dislocation and strengthening their self-esteem, self-reliance and sense of identity. The initiative also aims to develop the capacity, skills and knowledge of the community residents in core child protection issues, which also contributes to building the social norms of compassion and mutual aid. During the first two years of implementation, the initiative provided psychosocial support, remedial education and recreational activities to more than 20,000 children and adolescents, half of them girls, and provided a range of psychosocial support activities to 3,391 caregivers. Regular mentoring, training and supervision helped psychosocial workers and project coordinators improve their knowledge and skills to support children and adolescents and strengthened caregivers’ resilience and coping mechanisms.

For girls and boys in vulnerable neighbourhoods, the project provides access to regular psychosocial, remedial educational and recreational activities and opportunities for constructive engagement in their communities. Psychosocial workers visit schools and families to inform them about the project activities.180

With support from the Ma’an Development Centre, the 5 youth centres were opened to adolescent girls and boys after school and on weekends, providing recreational activities along with life skills and remedial classes. Peer-to-peer educators’ training sessions were held with adolescents (half of them girls) to improve their leadership capacities and self-awareness. Community providers of child protection and mental health and psychosocial support services were mapped in East Jerusalem.181

This project is supported by the European Commission (EC) and a monitoring assessment conducted by the EC in February 2013 found that, although it was too early to see solid outcomes, it was clear from the responses of the beneficiaries interviewed that some concrete outcomes had been realized.182 The target group CBOs and beneficiaries had welcomed the project actions and children and mothers were satisfied with the project. Mothers reported changes in behavior and observable results and improvements in their home environment. The assessment concluded that, despite the difficult context, NGO involvement and commitment were very positive, though it found the number of beneficiaries to be overly ambitious.

Though the impact of the project on children’s well-being and its contribution to community cohesion will not be known for many years, it has the advantage of being built on the successful results of other UNICEF-supported programmes, which have earned the respect of convention observers.

181 Ibid.
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A comprehensive inter-agency evaluation of psychosocial interventions in the State of Palestine was conducted in Gaza and the West Bank in 2010-2011 by Columbia University with support from UNICEF and the Mental Health and Psychosocial Support Working Group.\(^{184}\) It found that psychosocial programmes are promoting child and adolescent well-being, as evidenced by increased levels of resilience and psychosocial well-being during the period of participation. The evaluation also found that parents had noted improvements in their children’s interactions at home and school and in their ability to reduce troubling thoughts and feelings.

4. Promising Practices

• **Strategic partnerships:** The successful impact of the project is largely due to UNICEF’s strategic engagement with four NGOs and a University body to mentor 17 CBOs. The NGOs are well-respected partners with a long history of serving the community.

• **Sustainability:** The situation in East Jerusalem has led to deeply entrenched mistrust in the community. For the initiative to be sustainable, it was essential to work with and strengthen the capacity of trusted local organizations. The programme is sustaining local capacity through mentoring, training and supervision and joint implementation.\(^{185}\)

5. Lessons Learned

• **Utilizing existing networks and initiatives:** The project builds on the results of previous and ongoing UNICEF-supported programmes. This approach maximizes resource efficiency, synergies, networks, experience and expertise.

• **Monitoring and evaluation:** Monitoring and evaluation is ongoing, using standardized outcomes and indicators developed by the Mental Health and Psychosocial Support Working Group together with UNICEF.

6. Next Steps

UNICEF will continue to work closely with the partners to achieve the planned results. In addition, a comprehensive capacity-building plan has been developed for the CBOs, and intensive capacity building will continue. The situation analysis of the targeted East Jerusalem

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neighbourhoods will be concluded and used to fine-tune the activities provided by the CBOs. Efforts will continue to support networking and establishing linkages among service providers in East Jerusalem.

**Case Study 7. Liberia: National Youth Service Programme for Peace and Development**

The Liberia Peacebuilding Programme youth component, jointly managed by the Ministry of Youth and Sport and UNICEF, aims to empower young people by establishing a National Youth Service Programme. Working to mitigate conflict, build social cohesion and empower youth, it appoints National Volunteers who serve as agents of change and positive role models in their communities and institutions. The programme strives to empower the young generation to build the foundation for a peaceful nation with opportunities for all.

1. **Issue**

   Liberia’s Comprehensive Peace Agreement was signed in 2003 and President Ellen Johnson Sirleaf was inaugurated in January 2006. Since then, the country has embarked on an agenda of linked peacebuilding and development.\(^{188}\) Lack of opportunity for young people is seen as having contributed to the country’s civil unrest, so the Government aims to harness the energy and creativity of its youth for sustained peace and national development.\(^{189}\) This will require enormous investment, especially in improving access to education, health services and livelihood opportunities. Young people also need to be integrated into decision-making structures and processes at all levels of society. At the same time the Government is working to address the human security risks facing the population in one of the world’s most impoverished countries.\(^{190}\)

   Youth in Liberia are defined as people aged 15-35 years and adolescents as those aged 10-25. Three quarters of Liberia’s population is under 35, and approximately one third is adolescents. Almost 9 in 10 youth lack employment. While significant progress has been achieved since the peace agreement was signed, many of the conflict drivers have not been adequately addressed – including ethnic and religious tensions; exclusionary and divisive politics; distrust of formal security and legal institutions; and limited access to basic services. Access to land and competition over valuable resources often become flashpoints leading to conflict.

   An increasingly frustrated and militarized youth population is becoming engaged in violence and other criminal activities. Sex work by young girls is leading to unwanted pregnancies and HIV and AIDS. Children, youth and women continue to suffer from sexual and gender-based violence.\(^{191}\) Post-traumatic stress syndrome and mental health issues are still common among


   \(^{189}\) AusAID Funding Proposal, National Youth Service Programme for Peace and Development (NYSP), UNICEF Liberia, November 2012;

   \(^{190}\) Liberia is listed as 165 out of 172 Nations on the Human Development Index, UNDP Human Development Report June, 2011.

   \(^{191}\) Rape is the highest reported crime in Liberia. Many females do not feel safe even in places that they should consider ‘safe’ such as police stations, hospitals, churches and schools.
youth, especially among young men.  

While there have been impressive gains in primary education, secondary school enrollment and attendance have fallen precipitously, and its quality is poor. Access to tertiary education and vocational training is very limited. Lack of opportunities is leading to urban migration and intense competition for jobs. The vast majority of youth depend on informal livelihood tactics for survival, including ‘hustling’ in urban environments and working in agriculture, forestry, mining and fishing sectors in rural areas.

2. Action

In response, the Liberia Peacebuilding Programme youth component, jointly managed by the Ministry of Youth and Sport and UNICEF, is working to empower young people by establishing a National Youth Service Programme (NYSP). It is being built on previous peacebuilding and development interventions, including the highly successful National Youth Volunteer Service. The NYSP falls under the reconciliation component of the Liberia Peacebuilding Programme, which aims to mitigate conflict and enhance social cohesion and youth empowerment. It is being implemented from 2012 to 2014 in 11 counties.

The programme trains National Volunteers (NVs) who are deployed throughout the country for one year after receiving training in peacebuilding and leadership, as well as in sector-specific areas such as education, health, social welfare, agriculture, public administration and youth development. Through action in both the public and private sectors, the objective is to link youth leadership and national service to an overarching peacebuilding and development strategy. The programme also aims to help young graduates gain work experience and skills. In rural communities, the NVs participate in providing education and health services, which also builds their self-confidence and supports the perception that the Government is responsive to the nation’s challenges. The programme has the following components:

- **Peacebuilding and leadership**: All NVs are trained to foster peaceful conflict resolution methods and mediation. Collaborating with town chiefs and others, they form Community Peace Committees, which after training are encouraged to help resolve small conflicts in the community.
- **Education**: NVs who are qualified to teach fill the serious gap in qualified teaching staff in secondary schools, adult literacy programmes and teacher training programmes, emphasizing science, economics and sociology.
- **Health**: Qualified NVs work in health clinics, focusing on reproductive health and psychosocial needs. They reach out to sex workers in an effort to reduce sexual and gender-based violence. The NVs also engage in advocacy and health awareness campaigns to address violence and the psychosocial needs of youth.
- **Youth centre management**: Youth centres offer training in peacebuilding and leadership and computer literacy and will offer Internet service, a business skills centre, a library, sporting activities and cultural events. NVs will be recruited to manage these services and develop activities.
- **Agriculture and rural livelihoods**: Agricultural production contributes 40 per cent of Liberia’s gross domestic product and offers the greatest potential for generating sustainable livelihoods in rural areas, so young people need skills training for agriculture-related enterprises. NVs with agricultural degrees serve as mentors and provide guidance to at-risk youth.
- **Business and technical skills development**: Internships and skills training programmes for youth will be developed in partnership with the Ministry of Finance. Training programmes for young people will focus on the needs of corporations operating in Liberia, and links will also be made to small and medium-size enterprises in urban areas, emphasizing entrepreneurial skills.
- **Public administration**: Young graduates in public administration are assigned to county administration offices through the Ministry of Internal Affairs.
3. Progress and Results

After the first year of implementation (2012), 170 NVs were working in 76 rural communities across 11 counties, in schools, medical clinics and youth centres. They are teaching in classrooms, participating in the daily work of local government, assisting with the health of community members and reaching out to youth, including through sports, at youth development centres. Almost 900 ‘high risk’ youth, the great majority of them female, benefited from the agricultural component of the programme. Rural communities additionally benefited from the increased availability of social services related to peacebuilding and development.

The qualitative results are most impressive in the education and agricultural sectors. Quality of teaching, number of students and percentage of teachers with university education improved in the 41 schools where NVs are employed. These results confirm that programme improved education quality and access, thus contributing to better educated Liberians with skills and knowledge for the job market.

Community attitudes are changing towards the Government as people have better access to social services and see how the programme is addressing community and youth needs. Students are learning math and science in the classroom, and schools are accelerating their teaching level based solely on the presence and capacity of NVs. Domestic violence has been curtailed, and community conflicts between groups are being addressed.

The programme has also strengthened the Ministry of Youth and Sports by supporting establishment of a research, monitoring and evaluation unit that can monitor youth development programmes and provide technical training to staff. The unit has also identified research priorities and studies to be conducted.

4. Promising Practices

• National Volunteers are agents of change and positive role models in the communities and institutions they serve. The NYSP has empowered youth through social, political, and economic interventions and improved the delivery of education, health and public administration services and the skills of youth in the agricultural sector, especially females.

• The NVs have a mandate to build conflict management capacities and enhance delivery of services. They are required to mobilize communities by organizing volunteer activities (e.g. cleaning campaigns and sports events) and by creating discussion forums on issues such as the role of volunteerism in peacebuilding and reconciliation in the context of Liberia. Upon completion of their year of service, all NVs will undergo training in job search skills in preparation of entering the job market.

5. Lessons Learned

• The earlier National Youth Volunteer Service taught the lesson that the public sector has minimal capacity to absorb NVs after they complete the programme. Hence in the scaled-up NYSP, greater emphasis has been placed on encouraging private sector initiatives, particularly in agriculture.

• The elections and the formation of the new government in 2011 delayed project implementation. With multiple partners, it was a major challenge to convene all partners and make quick decisions, since national ownership of NYSP is critical.
The Ministry of Youth and Sport is responsible for recruitment, funding and operations of the NYSP. However, cumbersome administrative and financial processes delayed implementation.

6. Next Steps

Two hundred NVs will be employed in 2014, increasing to 225 in 2015. The programme will increase its focus on education.

Case Study 8. Somalia: Promoting Community Security through Engagement with at-Risk Youth

As Somalia stabilizes and continues to formalize its governance, youth remain a group at risk of recruitment into armed militia and criminal and piracy groups. From August 2011 to June 2012, UNDP, ILO and UNICEF collaborated on a Youth at Risk pilot initiative that aimed to prevent violent conflict by creating employment and livelihood opportunities for youth. A significant number of young people who had been engaged in violent activities and gangs have become productive members of society and are now contributing to peacebuilding and stability in Somalia. The programme recognized the need for social rehabilitation and addressed short-term violence and insecurity while delivering longer term reform by strengthening community security. The successful initiative demonstrated that an effective community-based platform can reduce violence even in adverse environments, a sign of hope for future peacebuilding efforts.

“Joining this programme was a new day for me. Through the social and legal rehabilitation I feel I have gained skills that I never had before. I believe now I have a chance for a brighter future since the social skill has been factored in my life and I have socially grown up.”

– Participant in Youth at Risk initiative (who formerly served jail time for piracy)
1. Issue

A new Somali Federal Government was established in Mogadishu in August 2012. It marked the end of the eight-year transitional period, which followed 13 years without an effective central government. Since then, Somalia has reached unprecedented levels of stability. The International Crisis Group described 2012 as bringing “the best chance in years for peace and stability in the south and centre of the country.” Decades of fighting between rival warlords and an inability to deal with famine and disease led to the deaths of an estimated 1 million people. In addition, the United Nations estimated half a million people became refugees and a further 400,000 were internally displaced.

Somaliland, in northwestern Somalia, declared its independence after the overthrow of President Siad Barre in 1991. The Somaliland administration effectively elected a new president and the transition was without incident. The administration of Puntland, a semi-autonomous state in the northeast, continues its quest to stabilize the region, addressing piracy and re-engaging with civil society in efforts to tackle other drivers of conflict. Overall, access has increased throughout the Somali regions, with notable progress in Mogadishu and south central.

Despite growing stability, a significant portion of Somali youth are at risk of or have been drafted into conflict, posing a serious threat to peace. Due to the lack of socioeconomic opportunities and social rejection, these youth are extremely vulnerable to recruitment by armed militia and organized criminal and piracy groups. They need to be engaged in productive activities that allow their capacities to be harnessed to strengthen peace. Failure to act could annul the gains made and derail the peace and stabilization process.

One of the structures aiding peacebuilding in Somalia is district safety committees, made up of the police, judiciary and local authorities, along with representatives of youth, women, elders, business people, religious leaders and internally displaced people. They work together to develop a common understanding of the causes of violence and a response to mitigate its impact on the community. These committees are recognized under the Local Government Act in the Somali regions and operate under the district councils, also referred to as district peace committees.

2. Action

The Youth at Risk (Y@R) pilot programme, implemented in Somaliland and Puntland and in South Central region, evolved from a request by the authorities and communities to address the realities affecting Somali youth. Peace efforts had concentrated on reconciliation and mediation, rarely focusing on those involved in conflict and violence. In addition there were few livelihood opportunities, leading to frustration and making young people vulnerable to recruitment into armed groups.

In 2010, UNDP, UNICEF and ILO collaborated with the authorities to assess the feasibility of reaching out to these at-risk youth. The Y@R pilot programme balanced social rehabilitation and civic empowerment with economic integration. It targeted children (10 to 15 years), adolescents (16 to 17 years) and young adults (18 to 35 years), who are both the main victims and the perpetrators of violence in Somalia.

Outreach to youth at risk and those associated with armed groups was conducted by the Geediga Nabada (Somali Peace Caravan). This group of elders, religious leaders, poets, youth and women is specially trained to reach out to youth at risk and mediate the disengagement of youth associated with armed groups. This group also undertook community sensitization on the need to reintegrate youth previously associated with armed groups. Around 3,500 youth were screened, and 2,000 beneficiaries were selected and registered.

The demilitarization process was subsequently implemented for 971 youth aged 18 to 35. Social rehabilitation was recognized as crucial to deterring participants from re-engaging in crime and violence, and the Y@R partners developed a curriculum geared to changing the youths’ mindset. The services included lessons in life skills, peacebuilding, rule of law and governance, along with literacy and numeracy classes and Qur’anic teaching. Social skills were encouraged through activities such as sports, poetry and arts classes. Community service projects, identified as part of the District Development Plans prepared by District Councils, allowed the youth to re-engage with the community.

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198 The Transitional Federal Government emerged in 2004 and was backed by the UN. See also BBC News, Somalia profile, http://www.bbc.co.uk/news/world/afrika-14094632.
200 Rule of Law in Armed Conflicts; Geneva Academy of International Humanitarian Law and Human Rights to support; see: http://www.geneva-academy.ch/RULAC/state.php?id_state=204
203 The Peace Caravan was implemented by KOW Foundation, in partnership with the Bill Brookman Foundation. The Peace Caravan did not operate in South Central Somalia. However this function was carried out by partner NGOs based in Mogadishu.
All youth in the Y@R project also received business and enterprise training based on an ILO course, along with lessons in financial literacy. More than 600 youth also participated in entrepreneurship training; around 500 youth received vocational training; and close to 150 received apprenticeships or job placements. Apprentices were placed in both the public and private sectors to provide a variety of options without saturating either sector with new workers. One hundred grants of $2,000 were provided to youth cooperatives to start businesses, and youths selected for business start-up received additional cooperative training. Youth networks were formed and participants met members of economic development forums, which provided a platform for sharing ideas and improving productivity. Participants learned about fundamental labour rights and basic safety standards, contributing to their own knowledge and raising community awareness of work safety.

Another aspect of the initiative worked with boys aged 8 to 18 who were involved in harmful activities such as stealing, gang activities and drug abuse. The participants were children from poor and vulnerable families who had dropped out of school or never attended. The programme included life skills lessons, non-formal education, vocational training and psychosocial and mentorship programmes. The children also participated in awareness-raising sessions conducted by religious scholars on peace and violence in the Islamic context. This helped them understand the relevance of peace from a religious perspective and to appreciate the importance of withdrawing from violent behaviour. Recreational activities and sports tournaments were organized. Duty-bearers participated in child rights training and awareness-raising.

The Youth at Risk framework also supported dialogue among youth, women and male powerbrokers on roles and responsibilities with respect to violence prevention. Subsequently, the Women’s Civilian Protection Unit was established as a pilot initiative. Filling the security vacuum, more than 500 women, including 100 from camps for displaced people, were trained to provide victim referral services and crime prevention advice to people in Mogadishu’s five districts. They also monitor and report incidents of crime or violence to the police and make use of a mediation mechanism to resolve disputes.

3. Impact

After six months of trainings and activities, 700 children and more than 900 youth graduated from the programme, ready to reintegrate into the community. Officials from all levels participated in the graduation, encouraging the youth to remain on track and reminding them that completion of the programme was only a start, as youth continue to be seriously at risk of being engaged in conflict. All youth in the programme acquired foundational skills that can be built upon. In two communities almost 600 children returned to formal education and several dozen adolescents found employment. UNICEF and the implementing NGO are continuing to work with the remaining children, who were not yet ready to enter formal schooling or the workforce.

The youth developed self-awareness and became more self-sufficient. Many youth are now able to provide for their families and have become role models, encouraging younger siblings to avoid negative choices. Attitudinal changes towards youth were observed in communities and among parents and local officials. Officials have noted growing increased interest in the programme, and commented to UN agencies about the noticeable reduction in youth engagement in violent activities and gang participation. They saw evidence that the participants were becoming productive members of society. The officials expressed optimism about the programme’s contribution to peacebuilding and stability in Somalia. UNICEF’s engagement with the communities and advocacy for child rights led to greater appreciation and understanding of children’s role in society and their rights and needs.

The programme’s success in the more stable environments was due to the strong partnership between the State and civil society bodies. In others it was driven by the strengthened capacity of local implementing NGOs. In Mogadishu, the programme was aided by the strengthened capacity of the local NGOs their ability to capitalize on the progress made with District Peace Committees were a factor in the success. Most of the participants in Mogadishu came from armed militia groups and they were therefore more militarized/radicalized. These youth benefited most from the social rehabilitation elements of the programme.

Statistics on repeat offences are not available, though a survey will be conducted in the next phase. However, an internal review conducted in 2012 stated that parents, the community and local authorities had noticed a tangible reduction in crime and violent incidents immediately after commencement of the Y@R programme. This outcome was confirmed by the police commissioners in Puntland and Somaliland, who declared record...
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Survey results are currently being conducted in these targeted communities, which will provide evidence on recidivism and sustainability of security improvements and will identify key success factors.

The Community Safety and Peace Building infrastructure, established by UNDP’s community security project, was strengthened by the Y@R programme. The programme provided a unique opportunity to identify capacity gaps in difficult contexts and provide remedial actions. Lessons learned and good practices fed into a policy document, which will institutionalize the peace and security mechanism under the District Council. The Y@R initiative demonstrated that, with support, communities can effectively partner with the police and justice sectors to strengthen peace and security. Under the framework of community security, Y@R demonstrated that even in the most adverse political and security conditions, such as in Mogadishu, it is possible to engage and pave the way for peace and stability. However, this was only made possible by linking security to recovery and building a strong partnership based on the comparative advantages of the UN agencies, and allowing Somalis to take ownership.

The impact of the psychosocial and mentorship aspect of the programme has also been very positive. There has been significant behavioural change in the participants, as well as reconciliation of children with their families and communities. Children ceased associating with gangs and participating in violent behaviour and drug abuse. Parents and community members have also been trained to deal with these issues in a more positive manner, resulting in noticeable attitudinal changes. Media were also used creatively to send out positive messages to youth, address issues that concerned them and create awareness with the larger public. Committees comprising parents, elders and religious leaders were formed in the communities to respond to youth issues and support young people in mitigating risks related to youth and violence.

The programme also collaborated with an ILO and UNDP short-term job initiative that aimed to create 1,300 jobs in four programme locations. The objective was to employ the youth in projects identified by the communities as needing rehabilitation, to benefit the wider community and enhance peacebuilding. During the pilot phase, 1,174 short-term jobs were created over 117,000 working days, injecting $420,000 into the local economy through wages.206

The WCPU also was successful, aiding collaboration with the Somali police forces, Benadir Regional Administration, district authorities, district police officers, women and youth. Testimonials from partners stated that over a six-month period the concept of the WCPU had gained wide acceptance in all districts of Benadir region. People viewed it as an effective approach to maintaining security and stability and encouraging peace and reconciliation. An additional impact was the dramatic increase in women’s literacy: as a result of the trainings offered, 113 of the 168 illiterates passed basic literacy standards.207

4. Promising Practices

• The Y@R programme was implemented in a context lacking the conditions for a disarmament, demobilization and reintegration (DDR) programme — without a peace agreement, security or political will. Its

205 See Youth at Risk Midterm Joint Review, February 2012.
207 Ibid.
success demonstrated that conditions for peace and stability can still be secured through a community approach tailored to the local context. For example, in Somaliland the environment was categorized as ‘recovery and development’, in Puntland as ‘post conflict’ and in South Central as ‘active conflict’.

- The programme addressed short-term violence and insecurity at the district level while delivering longer term reform by strengthening community security. By establishing partnerships between the community and the state security institutions, Y@R maximized coordination and coherence, enhancing the conditions for sustainable impact.

- Previous programmes focusing on actors of violence had minimal impact due to an underestimation of the need for social rehabilitation. Beneficiaries often returned to engaging in crime and violence. In recognition of the importance of social change, the Y@R partners elaborated a curriculum aimed to stimulate a change in mindset for the beneficiaries, as measured through a mindset assessment.

- The joint collaboration of UNDP, UNICEF and ILO proved to be a very successful and efficient partnership, capitalizing on specialist expertise, resources and mandate coverage. Increased partnership with other UN agencies will allow for the increased services to reach the beneficiaries and reinforce the programmatic components. For example, the Food and Agriculture Organization of the United Nations could provide trainings for beneficiaries in agricultural livelihoods.

5. Lessons Learned

- Engagement with actors of conflict during times of conflict: The Y@R pilot programme demonstrated that it is possible to successfully engage at the community level with actors of conflict, even during unstable times and amid high levels of violence. While it does not replace the need for a DDR programme when conditions allow, this initiative provided an effective platform to strengthen peace and security despite the adverse environment.

- Decentralization and local ownership: Management and coordination focused on decentralization, ownership by the Somali people and response to challenges. The decentralized approach allowed for more contextualized programming and secured the buy-in of all stakeholders from both State and non-State organizations. The implementing partners proved capable of overcoming most challenges. This required the UN agencies to allow space for Somali creativity, intervening only when necessary and ensuring that activities were implemented based on a ‘do no harm’ and human rights approach.

- Establishment of trust between civil society and government: A strong relationship and trust between government institutions and civil society laid the foundation allowing socioeconomic rehabilitation and reintegration programming to thrive. Programming must be centred on empowerment by strengthening partnerships between the communities and authorities.

- Economic and social integration: The Y@R programme encompassed both social and economic aspects to support sustainable reintegration into the community. The importance of psychosocial support should not be underestimated.

- Parent/guardian and peer involvement: It is important to bring the family/guardian unit closer to the programme, as many of the youths’ concerns start or are exacerbated at home. Formal peer outreach groups should be considered so youths have opportunities to share the positive experiences and benefits of their new lifestyles and the lessons learned in the programme.

- Management of community expectations: Communities are calling for more children to participate in the programme, as they have seen the benefits for individual youth as well as the positive contribution to the communities. Demand outweighs the limited resources. A comprehensive communications strategy along with greater participation of the government in programming may assist in establishing realistic expectations and gaining community support.

6. Next Steps

The Y@R pilot project could now be taken to scale. It will include children associated with armed forces and groups in south central Somalia, in addition to the original caseloads in Puntland and Somaliland. During registration, it was evident that the programme should be expanded to include more children; however, the funding constraints do not currently allow expansion of

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the programme caseload. A tracer survey targeting the youth beneficiaries will also be conducted to determine recidivism. Surveys will also be conducted in the target ed communities to confirm levels of recidivism and the sustainability of security improvements and to identify key success factors. It is hoped that scaling up this initiative will help in strengthening peace, reducing violence and better positioning Somali communities towards recovery and development.209

Case Study 9. Sudan: Inclusion of Child-related Provisions in Peace Agreements

For many children growing up in Sudan, conflict has been a reality of childhood. With the signing of a series of peace agreements from 2005 to 2011, unique opportunities have emerged for working with children and communities to heal the wounds of war and help create peace dividends. The inclusion of provisions for children in the peace agreements provided important entry points for high-level advocacy and action to address the situation of children and ensure that they were considered during the peace process. It also led to the signing and implementation of nine Action Plans to date, resulting in the release of 1,518 children from armed forces and armed groups and the inclusive, community-based reintegration of approximately 9,000 vulnerable children affected by the conflict, returning them to civilian life. Successful reintegration of these children will be key to establishing the foundation for a peaceful future.

1. Issue

Sudan is a vast country that has experienced conflict throughout its history. Children have suffered monumentally. In addition to those who have been killed, countless children have been maimed, abducted, sexually violated and recruited and used by armed groups and forces.210 They have also suffered from denial of humanitarian access to basic services and attacks on schools and hospitals.

The civil war in southern Sudan, which raged from 1983 to 2003, cost an estimated 2 million lives, uprooted 4 million people and forced 600,000 people to flee from their homes and seek refuge.211 The Comprehensive Peace Agreement (CPA) between the Sudan People’s Liberation Movement (SPLM) and the Government of Sudan was signed on 31 December 2004. In March 2005, Security Council Resolution 1590 established the United Nations Mission in the Sudan (UNMIS) to support implementation of the CPA and provide humanitarian assistance to protect and promote human rights.212 Fighting erupted in the western region of Darfur in early

209  Ibid.

210  Parties in Sudan who are currently listed in the Annex of the Secretary General’s Annual Report to the Security Council on Children and Armed Conflict 2012, A/66/782–S/2012/261, for recruiting or using children include the Justice and Equality Movement, Justice and Equality Movement/Peace Wing (JEM/Peace Wing), Popular Defense Forces (PDF), Pro-Government militias, Sudanese Armed Forces (SAF), Sudan Liberation Army (SLA)/Abdul Wahid, Sudan Liberation Army (SLA)/Free Will, Sudan Liberation Army (SLA)/Historical Leadership, Sudan Liberation Army (SLA)/Minni Minawi, Sudan Liberation Army (SLA)/Mother Wing (Abu Gasim), Sudan Liberation Army (SLA)/Peace Wing, Sudan Liberation Army (SLA)/Unity, Sudan People’s Liberation Movement North (SPLM-N), Sudan police forces, including the Border Intelligence Forces (BIF) and the Central Reserve Police (CRP). See http://www.un.org/ga/search/view_doc.asp?symbol=S/2012/261

211  See the Rule of Law in Armed Conflict Project (RULAC) at http://www.geneva-academy.ch/RULAC/

2003, affecting the livelihoods of 3.4 million people. A 2006 peace agreement failed to stop the fighting.

A number of challenges to sustainable peace remain, including the ongoing conflict in Darfur and sporadic tensions in CPA areas, which have resulted in violations of children’s right. On 31 July 2007, the UN Security Council authorized a joint ‘hybrid’ mission (known as UNAMID) of peacekeepers and police officers to Darfur. In July 2011, the Doha Document for Peace in Darfur (DDPD) was signed between the Government of Sudan and the Liberation and Justice Movement. In three eastern states a low-intensity war against the Government in Khartoum was waged for nine years by non-state armed groups beginning in 1995, protesting dire economic and social conditions and political marginalization. In 1997, the SPLA joined the conflict in the east. In October 2006, a peace agreement was signed between the Government of Sudan and the Eastern Sudan Front to resolve the conflict.

2. Action

The four separate peace processes — the Comprehensive Peace Agreement, Darfur Peace Agreement, Doha Document for Peace in Darfur and Eastern Sudan Peace Agreement — were each very different in nature and presented unprecedented opportunities and challenges for the people of the Sudan and their international partners.

The Comprehensive Peace Agreement

The CPA covers the southern third of Sudan’s territory, and includes agreements on sharing of political power and national resources between two governments within one country: the Government of National Unity and the Government of Southern Sudan. Following the signing of the CPA, all groups had to align themselves with either the Government or the Sudan People’s Liberation Army (SPLA). The CPA included substantive provisions related to children, including a general reference to the Convention on the Rights of the Child and a general provision on the rights of children. It also had specific provisions related to the release of children associated with armed groups or forces within six months of the signature of the agreement.

The Darfur Peace Agreement

Against this constructive background, UNICEF sought involvement in the drafting of the Darfur Peace Agreement (DPA), which was adopted in May 2006. In January 2006, UNICEF undertook extensive consultations and with other actors in the UN Mission to identify issues for inclusion in the peace agreement. The focus was on child recruitment as this was thought to be the most difficult element. As a result of UNICEF’s early and continuous advocacy in lobbying for a child focus in the DPA, it includes several important provisions for the protection of children:

- **Immediate release of all children associated with armed forces and groups, both boys and girls:** Children must be immediately released irrespective of combatant or non-combatant status and whether they were conscripted or joined voluntarily. Special attention is required to ensure assistance for girls associated with armed forces and groups (and their children).

- **Provisions for release apply to children present in all armed forces and groups:** ‘Armed forces’ includes formal and informal State forces as well as groups that act on behalf of, are supported by and/or take orders from the State. ‘Armed groups’ include non-State actors, formal and informal opposition/resistance groups, rebel groups and guerillas.

- **Priority timeframe for the release of children:** As a separate process distinct from adult DDR, the unconditional release and removal of children from armed forces and groups must proceed regardless of the formal establishment of DDR commissions. It must not be held up by delays in implementation of any other aspects of the ceasefire and peace agreement.

- **Amnesty for children:** Children should not be prosecuted for their participation in armed forces or groups, or for acts committed during their participation. Any judicial proceeding involving children associated with armed groups or armed forces must be within a framework of restorative justice that promotes the child’s psychological and social rehabilitation, and it must be carried out in accordance with international standards for juvenile justice. (Children associated with armed forces or armed groups have

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214 See the Rule of Law in Armed Conflict Project (RULAC) at http://www.geneva-academy.ch/RULAC/current_conflict.php?id_state=205
216 Ibid.
217 The following issues are from, UNICEF Child Protection Work in Practice – A Debrief, Bo Viktor Nylund, Florence, January 2009.
not necessarily been involved in crimes, but the request for amnesty provided a pragmatic route to ‘divert’ potential children from judicial proceedings. This provision was not included in the end.)

- **Inclusive community-based reintegration programming:** An integrated community-based approach must be taken in programming for children associated with armed forces and groups. It must address the needs of all conflict-affected children within a broad child protection framework, to mitigate the risk of stigmatization and discrimination and to support sustainable peacebuilding efforts within the communities. Inevitably, many boys and girls associated with armed forces and groups will not go through a formal demobilization or release process and will require other types of reunification and reintegration assistance.

After its initial review of the DPA draft text, UNICEF submitted language pertaining to the protection of children. Upon acceptance of most of these suggestions, UNICEF suggested additional text as other entry points for inclusion of other children’s issues. These included the general provisions, specific DDR chapters and sections pertaining to the provision of services to survivors of sexual and gender-based violence. Given the ongoing revision process, it was important to continuously request updates on the status of the text to ensure the inclusion of the child-related language.

UNICEF’s successful advocacy was enabled by strong collaboration with partners, particularly the UN peacekeeping mission and UNMIS staff, who also felt strongly about children’s issues. The UN mission proved to be very successful in influencing the negotiation and language within the peace process. Other partners were the Special Representative of the Secretary-General on children and armed conflict, Sudanese Government staff who participated in the negotiations and donors, particularly the United States and the Netherlands.

**The Doha Document for Peace in Darfur**

The Doha Document for Peace in Darfur (DDPD) was signed between the Government of Sudan and Liberation and Justice Movement in July 2011. The significance of the agreement is that the document was signed by all Darfur stakeholders after two and half years of drafting process. The DDPD focuses on power sharing, wealth sharing, human rights, justice and reconciliation, compensation and return, compensation of refugees and internally displaced people, ceasefire and security arrangements, and internal dialogue and consultation. UNICEF intensively contributed to the drafting process, especially in relation to the ceasefire and final security arrangements, with an emphasis on the coverage of all civilians, not only some displaced people and refugees; and an addition of humanitarian perspectives.

**Eastern Sudan Peace Agreement**

The Eastern Sudan Peace Agreement (ESPA), brokered by the Eritrean government without external involvement, came as a surprise to all UN actors in Sudan when it was signed in June 2006. UNICEF was thus unable to influence the language in the ESPA, and it had virtually no language regarding children. Nevertheless, there was agreement on collaborating with UNICEF concerning children associated with armed groups/armed forces, as in other parts of the country. This resulted in the release and registration of 317 children in 2009 and support for children within the DDR process, despite the lack of such a provision within the ESPA. This was due to the precedent set in the other agreements containing provisions to protect children and successful capacity building among UNICEF partners.

3. **Impact**

The impact of including child-related provisions in the CPA and DPA cannot be overstated. The CPA was considered to be “the backbone for child DDR” in relevant areas and was consistently referred to by both the Government of Southern Sudan and the Government of National Unity. The CPA was considered to be the body of law referred to for specific provisions and remains an important legal tool for accountability purposes.

The DPA provided new opportunities for UNICEF and other child protection agencies to respond to the
protection needs of children in Darfur. It addressed identification, removal, family unification and reintegration of children associated with armed forces and groups. It also included provisions related to sexual and gender-based violence and special protection measures for women and children in camps for displaced people, including police services for women and children (the foundation of the child and family protection units).

Although the DPA did not result in peace in Darfur, it continues to provide a forum for discussion to address the situation of children. Though it was not possible to use the DPA as a tool with non-signatories, it was used as a tool to advocate for the release of children with signatories, including the Government. Most importantly, the CPA, DPA and DDPD led to the signing and implementation of nine Action Plans to address the recruitment and use of children, resulting in the release and community-based reintegration of thousands of children.

Since the signing of the four agreements (including the ESPA) more than 1,518 children have been released from armed forces and groups, returned to their families and benefited from community-based reintegration services (as of 2013). Approximately 9,000 conflict-affected and vulnerable children have also benefited from inclusive, community-based reintegration services.

4. Promising Practices

- The inclusion of provisions for children in the peace agreements was a crucial entry point for high-level advocacy and action to address the situation of children in Sudan and to ensure that children were considered during the peace process. It enabled UNICEF to call attention to children’s issues and served to inform policymakers about how to address children’s issues from a rights perspective.219

- The community-based reintegration approach included all conflict-affected children and provided integrated services across sectors including health, education and water and sanitation. This approach made a strong contribution to peacebuilding in Sudan, as whole communities, typically neglected and deprived, benefited from the children’s reintegration. Children associated with armed forces and groups often originate from poor communities in great need of assistance that lament the negligence of the government. Inclusive and integrated support to communities oblige the government to serve them and demonstrates that the community is receiving attention in establishing essential services, such as schools and health clinics.

5. Lessons Learned

- It is vital for UNICEF to be involved from the beginning in negotiation of peace agreements in conflict-affected countries.220

- The Darfur-Darfur Dialogue, an initiative set up through the Peace Agreement to promote dialogue for reconciliation and transition, should have been helped to address child protection issues, such as through secondment of a child protection specialist.221

- The inclusive community-based reintegration of children requires long-term and flexible funding.222 A severe lack of funding for children’s reintegration programmes in Sudan resulted in the delay and scaling-back of proposed activities.

6. Next Steps

- Further refinement and implementation of Action Plans with the Sudan armed forces.

- Strengthened advocacy efforts and awareness raising among the Government and signatories to stop the recruitment and use of children.

- UNICEF headquarters should collaborate with the Office of the Special Representative of the Secretary-General on Children and Armed Conflict to develop guidelines on integration of children’s issues into peace agreements.223

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220 Ibid.

221 Ibid.


### ANNEX 1. ACRONYMS

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<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AusAID</td>
<td>Australian Agency for International Development</td>
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<td>BBC</td>
<td>British Broadcasting Corporation</td>
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<tr>
<td>BiH</td>
<td>Bosnia and Herzegovina</td>
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<td>CAAC</td>
<td>Children affected by armed conflict</td>
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<td>CAAFAG</td>
<td>Children associated with armed forces and armed groups</td>
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<td>CBCPN</td>
<td>Community-based child protection networks</td>
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<td>CBO</td>
<td>Community-based organization</td>
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<td>CPA</td>
<td>Comprehensive Peace Agreement</td>
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<td>DDPD</td>
<td>Doha Document for Peace in Darfur</td>
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<td>DDR</td>
<td>Disarmament, demobilization and reintegration</td>
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<td>DPA</td>
<td>Darfur Peace Agreement</td>
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<td>DRC</td>
<td>Democratic Republic of the Congo</td>
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<td>EMOPS</td>
<td>Office of Emergency Programmes</td>
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<td>ESPA</td>
<td>Eastern Sudan Peace Agreement</td>
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<td>GBV</td>
<td>Gender-based violence</td>
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<td>ICTJ</td>
<td>International Center for Transitional Justice</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>LiZOP</td>
<td>Learning Institutes as Zones of Peace</td>
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<td>LRA</td>
<td>Lord’s Resistance Army</td>
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<td>MICS</td>
<td>Multiple indicator cluster survey</td>
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<td>MILF</td>
<td>Moro Islamic Liberation Front</td>
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<td>MRE</td>
<td>Mine risk education</td>
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<td>MRM</td>
<td>Monitoring and Reporting Mechanism</td>
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<td>NGO:</td>
<td>Non-governmental organization</td>
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<td>NYSP</td>
<td>National Youth Service Programme</td>
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<td>NV</td>
<td>National Volunteer</td>
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<td>PBEA</td>
<td>Peace Building Education and Advocacy Programme</td>
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<td>PLA</td>
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<td>OHCHR</td>
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<td>SPLM:</td>
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<td>SZOP:</td>
<td>Schools as Zones of Peace initiative</td>
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<td>TPO</td>
<td>Transcultural Psychosocial Organization</td>
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<td>UCPN-M</td>
<td>Communist Party of Nepal –Maoist</td>
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<td>UNAMID</td>
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<tr>
<td>Y@R</td>
<td>Youth at Risk</td>
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ANNEX 2. PERSONS INTERVIEWED

UNICEF Headquarters

1. Frederick Affolter, Education
2. Caroline Bacquet-Walsh, Child Protection
3. Sharif Basaar, Child Protection
4. Mathilde Bienvenu, Child Protection
5. Clarice Da Silva e Paula, Child Protection
6. Ayda Eke, Child Protection
7. Anita Ernstorfer, EMOPS
8. Pernille Ironside, Child Protection
9. Mendy Marsh, Child Protection
10. Stephane Pichette, Child Protection
11. James Rogan, EMOPS
12. Claudia Seymour, Child and Adolescent Development
13. Saudamini Siegrist, Child Protection
14. Saji Thomas, Child Protection

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15. Middle East and North Africa Regional Office, Jean-Nicolas Beuze, Child Protection
16. The Americas and Caribbean Regional Office, Nadine Perrault, Child Protection
17. Regional Office for South Asia, Ron Pouwels

18. Afghanistan, Micaela Pasini, Child Protection
19. Afghanistan, Johanna Cunningham, Child Protection
20. Bosnia and Herzegovina, Paolo Marchiija, Child Protection
21. Bosnia and Herzegovina, Mario Tokic, Child Protection
22. Burkina Faso and Burundi, Barbara Jamar, Child Protection
23. Colombia, Esther Ruiz, Child Protection
24. Colombia, Sergio Castelblanco, Child Protection
25. Cote d’ Ivoire, Carolin Waldchen, Education
26. Democratic Republic of the Congo, Anna Paola Favero, Child Protection
27. Democratic Republic of the Congo, Dan Rono, Child Protection
28. Ethiopia, Ibrahim Sesay, Child Protection
29. Ethiopia, Rocio Aznar Daba, Child Protection
30. Ethiopia, Tizie Maphalala, Education
31. Iraq, Maki Noda, Child Protection
32. Kenya, Stephanie Shankler, Child Protection
33. Kyrgyzstan, Elena Zaichenko, Child Protection
34. Kyrgyzstan, Venera Urbaeva, Child Protection
35. Kyrgyzstan, Gabriel Vockel, Child Protection
36. Liberia, Sigbjorn Lung, Child Protection
37. Liberia, Andrew Dunbrack, Child Protection
38. Nepal, Evan Rai, Child Protection
40. Nepal, Danny (awaiting full details), Child Protection
41. Nepal, Sabina (awaiting full details), Education
42. Pakistan, Smaranda Popa, Child Protection
43. Pakistan, Elizabeth Cossor, Child Protection
44. **Pakistan**, Pilar Gonzalez, Child Protection
45. **State of Palestine**, Bruce Grant, Child Protection
46. **State of Palestine**, Katherine Cocco, Child Protection
47. **State of Palestine**, Frank Roni, Child Protection
49. **Philippines**, Patrick Halton, Child Protection
50. **Philippines**, Rodeliza Barrientos, Child Protection
51. **Philippines**, Maria Lourdes de Vera, Education
52. **Sierra Leone / Zambia**, Maud Droogleever Fortuijn, Child Protection
53. **Somalia**, Sheema Sengupta, Child Protection
54. **Somalia**, Vedasto Nsanzugwanko, Child Protection
55. **Somalia**, Silje Heitmann, Child Protection
56. **Sudan**, Bo Viktor Nylund, Child Protection, contributed by email
57. **Sudan**, Stephen Blight (sblight@unicef.org), Child Protection, contributed by email
58. **Sudan**, Ayako Kaino, Child Protection, contributed by email
59. **Sudan / Yemen**, Ghada Kachachi, Child Protection
60. **Uganda**, Silvia Pasti, Child Protection
61. **Yemen**, Yuko Osawa, Child Protection

Choose your language
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# ANNEX 4. PROPORTION OF CHILDREN AND ADOLESCENTS IN PEACEBUILDING FUND PRIORITY COUNTRIES

<table>
<thead>
<tr>
<th>Countries</th>
<th>Total Population[^226]</th>
<th>Population under 18 years</th>
<th>Child Proportion of Total Population %</th>
<th>Adolescent (aged 10-19) Proportion of Total Population %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burundi</td>
<td>8,383,000</td>
<td>3,761,000</td>
<td>45%</td>
<td>23%</td>
</tr>
<tr>
<td>Central African Rep.</td>
<td>4,401,000</td>
<td>2,069,000</td>
<td>47%</td>
<td>23%</td>
</tr>
<tr>
<td>Chad</td>
<td>11,227,000</td>
<td>5,846,000</td>
<td>52%</td>
<td>23%</td>
</tr>
<tr>
<td>Comoros</td>
<td>735,000</td>
<td>356,000</td>
<td>48%</td>
<td>21%</td>
</tr>
<tr>
<td>DRC</td>
<td>9,927,000</td>
<td>3,670,000</td>
<td>37%</td>
<td>20%</td>
</tr>
<tr>
<td>Cote d’Ivoire</td>
<td>19,738,000</td>
<td>9,407,000</td>
<td>48%</td>
<td>23%</td>
</tr>
<tr>
<td>Guinea</td>
<td>9,982,000</td>
<td>4,940,000</td>
<td>49%</td>
<td>23%</td>
</tr>
<tr>
<td>Guinea-Bissau</td>
<td>1,515,000</td>
<td>726,000</td>
<td>48%</td>
<td>23%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>14,389,000</td>
<td>6,954,000</td>
<td>48%</td>
<td>24%</td>
</tr>
<tr>
<td>Haiti</td>
<td>9,993,000</td>
<td>4,260,000</td>
<td>43%</td>
<td>23%</td>
</tr>
<tr>
<td>Kenya</td>
<td>40,513,000</td>
<td>19,817,000</td>
<td>49%</td>
<td>23%</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>5,334,000</td>
<td>1,954,000</td>
<td>37%</td>
<td>21%</td>
</tr>
<tr>
<td>Lebanon</td>
<td>4,228,000</td>
<td>1,282,000</td>
<td>30%</td>
<td>18%</td>
</tr>
<tr>
<td>Liberia</td>
<td>3,994,000</td>
<td>1,989,000</td>
<td>50%</td>
<td>22%</td>
</tr>
<tr>
<td>Nepal</td>
<td>29,959,000</td>
<td>12,874,000</td>
<td>43%</td>
<td>23%</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>5,868,000</td>
<td>2,902,000</td>
<td>49%</td>
<td>23%</td>
</tr>
<tr>
<td>Somalia</td>
<td>9,331,000</td>
<td>4,772,000</td>
<td>51%</td>
<td>22%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>20,860,000</td>
<td>6,154,000</td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>Sudan</td>
<td>43,552,000</td>
<td>20,281,000</td>
<td>47%</td>
<td>23%</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>1,124,000</td>
<td>603,000</td>
<td>54%</td>
<td>26%</td>
</tr>
<tr>
<td>Yemen</td>
<td>24,053,000</td>
<td>12,401,000</td>
<td>52%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>312,531,000</strong></td>
<td><strong>145,489,000</strong></td>
<td><strong>46%</strong></td>
<td><strong>22%</strong></td>
</tr>
</tbody>
</table>

[^225]: The list of countries currently being funded by the UN Peace Building Fund was acquired from: http://www.unpbf.org/countries/. Please note that South Sudan is also being funded by the PBF, however it has not been included in the above matrix as the statistics were not available on the UNICEF website at the time of reporting.

[^226]: The statistics for the total population, population under 18 years and adolescent proportion of the total population, were acquired from: http://www.unicef.org/statistics/index_countrystats.html on 31 March 2013.
## ANNEX 5. COMPREHENSIVE PEACE AGREEMENTS WITH PROVISIONS RELATING TO CHILDREN

<table>
<thead>
<tr>
<th>Accord Name</th>
<th>Accra Peace Agreement</th>
<th>Sudan Comprehensive Peace Agreement</th>
<th>Comprehensive Peace Agreement</th>
<th>Interim Constitution Accord</th>
<th>Arusha Peace and Reconciliation Agreement for Burundi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country</strong></td>
<td>Liberia</td>
<td>Sudan</td>
<td>Nepal</td>
<td>South Africa</td>
<td>Burundi</td>
</tr>
<tr>
<td>Months of violence</td>
<td>32</td>
<td>260</td>
<td>130</td>
<td>370</td>
<td>66</td>
</tr>
<tr>
<td>Number of deaths</td>
<td>4,058</td>
<td>1.2 million</td>
<td>13,347</td>
<td>18,997</td>
<td>225,000</td>
</tr>
<tr>
<td>Average deaths per year</td>
<td>1,521</td>
<td>55,400</td>
<td>1,232</td>
<td>625</td>
<td>40,909</td>
</tr>
<tr>
<td>Population prior to conflict</td>
<td>2,439,389</td>
<td>21,460,587</td>
<td>22,170,625</td>
<td>17,949,962</td>
<td>Roughly 6,000,000</td>
</tr>
<tr>
<td>Percent of deaths of population</td>
<td>0.17</td>
<td>5.59</td>
<td>0.06</td>
<td>0.11</td>
<td>.05</td>
</tr>
<tr>
<td>Number of refugees</td>
<td>33,977</td>
<td>693,632</td>
<td>N/A</td>
<td>Between 1 and 1.5 mi...</td>
<td></td>
</tr>
<tr>
<td>Number of internally displaced persons</td>
<td>532,000</td>
<td>5,355,000</td>
<td>50,356</td>
<td>350,000</td>
<td></td>
</tr>
<tr>
<td>Type of conflict</td>
<td>Intrastate-Government</td>
<td>Intrastate-Territory</td>
<td>Intrastate-Government</td>
<td>Intrastate-Government</td>
<td>Intrastate-Government</td>
</tr>
<tr>
<td>Children</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
</tbody>
</table>

Source: Peace Accords Matrix (date of retrieval: 30/04/2013), Kroc Institute for International Peace Studies, University of Notre Dame, accessible at: <https://peaceaccords.nd.edu/matrix/matrix/?topics=children>
ANNEX 6. SOMALIA YOUTH AT RISK CASE STUDY: ATTITUDE AND MINDSET ASSESSMENT SUMMARY

Dimension 1: Role of the State
Almost all participants in the four regions indicated an increasing level of trust and faith in the overall role of the state, including the police and justice systems upon completion.

Dimension 2: Use of Force and Firearms
Almost all participants in the four regions indicated an increasing level of understanding that the use of force and firearms are not a source of power, status and masculinity and understood the cost of firearm proliferation. Participants further indicated a positive adherence to the state monopoly of the use of force, opposing support for terrorism.

Dimension 3: Community and Peacebuilding
All participants indicated a positive attitude towards community integration, security and crime. Participants felt a sense of social responsibility and empowerment towards their respective communities.

Dimension 4: Gender Equality and Women Empowerment
Almost all participants indicated a positive attitude towards gender equality and women empowerment, disagreeing with domestic and sexual violence towards women. Bossaso, Galkayo and Mogadishu 2 saw an increase in approximately 6%. Burao scored an index average of 85.69%, an impressive increase of 35.26%. On the other hand, Mogadishu 1 scored negatively by 2.71%, scoring an index average of 39.27%.

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