

CONFLICT MANAGEMENT AND PEACE BUILDING IN EVERYDAY LIFE

A resource kit for children and youth



Save the Children



Dear reader,

It is a pleasure to present this resource kit where you will find a series of tools which have been collected, adapted and used with and by children and youth in diverse socio-cultural and political contexts. The tools may be useful to analyse conflict, to plan and implement conflict management and peace building activities, and to develop and strengthen strategic plans for peace building in different settings, such as family and school, and at community, district and national levels.

This resource kit builds upon and provides links to other practical resources, including a digital resource-book which provides animations and videos of other participatory tools. Those tools can also be used with and by children and youth to analyse conflicts, to develop a vision of peace, and to plan and assess their peace building initiatives.

We hope that this resource kit can be directly accessed, adapted and used by children and youth with their peers, including younger children and by adults who are interested to engage and support children and youth in conflict management and peace building.

We also hope that this resource kit will support bringing about more peaceful ways of dealing with contradictions and conflicts and that it will inspire children, youth and adults to increasingly bring ways of building peace into everyday life.

This resource kit has been made in close cooperation with Claire O’Kane.

Oslo, June 2015
Annette Giertsen

This 2015 Digital Resource Kit is organised into 4 key modules:

1. ANALYZING CONFLICT
2. MANAGING CONFLICT AND BUILDING PEACE
3. STRENGTHENING OUR ORGANISATIONS AND BUILDING PEACE
4. CONFLICT MANAGEMENT AND PEACE BUILDING IN EVERYDAY LIFE: FLOW OF TOOLS

Each of these modules provides:

- **Practical guidance on key tools** including: i) Practical steps to use the tool, ii) visual illustrations, and iii) feedback from children and youth on some of the tools.
- **Links to other existing tools** and practical resources

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Web links to existing conflict analysis tools from the 2014 digital resource book:

- **Conflict Tree** – exploring the causes, root causes and impact of different forms of conflict or violence
- **Community Risk Mapping** – to identify safe places and risky places for children in their community and to identify child led action initiatives to make communities more safe for girls and boys.
- **Body Mapping** - on the impact of conflict on girls and boys

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The digital resource kit also provides **links to existing tools to explore the concept and vision of peace and peace building** from the **2014 digital resource book** including:

- **Peace Building Balloon**– to explore key elements of peace building, who is involved in peace building, and factors that help and hinder children’s participation in peace building.
- **Vision of Peace**– to explore children’s individual and collective vision of peace
- **Agents of Peace** – to explore the knowledge, skills, and attitudes of agents of peace
- **Circle analysis: current and future** to map and identify peace building initiatives by children and young people

The digital resource kit also provides links to:

- **I Painted Peace: Handbook on Peace Building with and for Children and Young People** developed by Save the Children Norway.
<http://resourcecentre.savethechildren.se/library/i-painted-peace-handbook-peace-building-and-children-and-young-people>

3. STRENGTHENING OUR ORGANISATIONS AND BUILDING PEACE

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The digital resource kit also provides links to existing assessment and planning tools from the 2014 digital resource book including:

- **Timeline** – of children’s participation in peace building initiatives exploring key milestones, successes and challenges.
- **“H” assessment** –to assess the strengths, weaknesses and suggestions to improve children and young people’s participation in peace building

The digital resource kit also provides links to:

- **Guiding Principles for Children and Young People’s Participation in Peacebuilding** developed by the Subgroup on Youth Participation in Peacebuilding of the United Nations Interagency Network on Youth Development.
<https://www.sfcg.org/guidingprinciples/>
- **A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults** developed by Save the Children.
<http://resourcecentre.savethechildren.se/library/kit-tools-participatory-research-and-evaluation-children-young-people-and-adults-compilation>
- **The Article 15 Resource Kit** developed by CERG, Save the Children, World Vision, and UNICEF to strengthen child led organisations and initiatives. The Article 15 Resource kit consists of 10 modules and 20 tools to help children’s groups to think about, plan, improve and monitor how it is organised.
<http://crc15.org/kit/>

- **A Toolkit for Monitoring and Evaluating Children’s Participation** developed by Save the Children, Concerned for Working Children, Plan International, UNICEF and World Vision. This toolkit consists of six booklets and includes practical tools and guidance to involve children and young people as evaluators, and to evaluate the scope, quality and outcomes of children’s participation.
<http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation>

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MODULE ONE:

ANALYZING CONFLICT

In efforts by children and youth to prevent and respond to different forms of violence and conflict it is crucial to first analyse conflict.

If we do not understand the dynamics, causes and root causes of conflict we are unlikely to be effective in preventing violent conflict, and we may find it more difficult resolve conflict in positive ways.

Furthermore, it is important for us to understand and acknowledge different people's feelings and needs in order for us to manage conflict in constructive ways.

Thus, this first module on how **we can analyse conflict** includes child and youth friendly approaches to explore the concepts of conflict and violence, and participatory tools to analyse conflicts, to understand different people's feelings and needs, and to better understand the different ways that individuals may respond to conflict.

TOOLS IN THIS MODULE

Exploring concepts of conflict, violence and peace

Violence triangle and Human Sculptures

Conflict styles – considering different animal styles to better understand the way different ways people respond to conflict

Conflict analysis – mapping needs and fears of different stakeholders

Conflict profile – considering positive and negative changes in past, current and future scenarios which help us better analyse conflict over time

WEB LINKS TO CONFLICT ANALYSIS TOOLS FROM THE 2014 DIGITAL RESOURCE BOOK

Conflict Tree – exploring the causes, root causes and impact of different forms of conflict or violence

Community Risk Mapping – to identify safe places and risky places for children in their community and to identify child led action initiatives to create more child safe and friendly communities.

Body Mapping – on the impact of conflict on girls and boys

EXPLORING CONCEPTS OF CONFLICT, VIOLENCE AND PEACE

PURPOSE OF THE TOOL

To explore the meaning of key concepts such as conflict, violence and peace among children and youth, and the feelings associated with each of these concepts. In addition, this may be helpful to explore and understand the difference between conflict and violence.

MATERIALS NEEDED

 Flipchart paper

 Pens

PRACTICAL STEPS

Introduction:

If we want to work as peace-builders it is important for us to explore the meaning of key concepts such as conflict, violence and peace. This activity encourages us to explore what these concepts mean to us in our daily lives, and to explore the feelings that we have when we think about conflict, violence or peace. We will also explore differences between conflict and violence.

Discussions to explore one concept at a time:

Let us start with the concept of CONFLICT. We encourage you to have discussions about the meaning of this word. Write the word CONFLICT on the top of a flipchart paper. Ask someone to capture the key responses on the flipchart:

- What does this CONFLICT mean to you?
- Can you give examples of conflict experienced by children and youth in your daily lives?
- What feelings do you associate with conflict?

Now let us explore the concept of VIOLENCE. We encourage you to have discussions about the meaning of this word. Write the word VIOLENCE on the top of another sheet of flipchart paper. Ask someone to write the key responses on the flipchart:

- What does this VIOLENCE mean to you?
- Can you give examples of violence experienced by children and youth in your daily lives?

- What feelings do you associate with violence?

Now let us explore the concept of PEACE. We encourage you to have discussions about the meaning of this word. Write the word PEACE on the top of another sheet of flipchart paper. Ask someone to capture the key responses on the flipchart:

- What does this PEACE mean to you?
- Can you give examples of PEACE as experienced by children and youth in your daily lives?
- What feelings do you associate with peace?

Discussions to explore the similarity and differences between Conflict and Violence

Building upon your discussions on the meaning of conflict and violence what do you see as similarities and differences between these two concepts? Are there any important differences between conflict and violence?

Clarifying the difference between conflict and violence: First let us look at some definitions of conflict and violence (adapted from the Berghof Foundation, March 2012)¹:

- CONFLICT is a clash between ideas or interests – within a person or involving two or more persons, groups or states pursuing mutually incompatible goals.
- VIOLENCE consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full human potential.

¹ Berghof Foundation (March 2012) Berghof Glossary on Conflict Transformation: 20 notions for theory and practice.

We recognise that there are some similarities and overlaps between the concepts of conflict and violence as both conflict and violence can cause damage and harm. However, there are also some important differences. One of the most important differences is that while VIOLENCE is always negative and harmful, CONFLICT can sometimes be positive, if we respond to it in a constructive way.

Here is an example of positive outcomes associated with conflict described by children and young people in Asia: *Through conflicts we can sometimes learn from our mistakes... conflict can encourage new thinking patterns and positive change.... the conflict response can lead to more justice.*

How can we transform conflict to peace?

If a conflict is transformed, it might lead to an improvement in the situation, to a peaceful context. If the root causes of the same conflict are left unaddressed this might lead to the outbreak of violence.

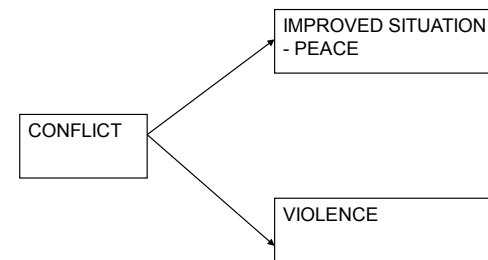


Figure 2: Slide on how we can transform conflict

Understanding this difference is important for our peace building and conflict management work, as it means we should always make efforts to prevent violence. It is also recognized that while we should also work to prevent forms of violent conflict, we can also respond to some forms of conflict (e.g. differences in perspectives) in constructive ways to improve relationships and communication between people and to find positive outcomes.

VIOLENCE TRIANGLE² AND HUMAN SCULPTURES³

PURPOSE OF THE TOOL

A violence triangle is introduced to describe three different forms of violence namely: direct, cultural and structural violence that were identified by Johan Galtung who is famous for his peace building work. A Human Sculpture theatre technique is also introduced to encourage children and youth to explore the meaning and real life examples of these three different forms of violence.

MATERIALS NEEDED

 Flipchart paper with the Violence Triangle.

2 Johan Galtung (1969) "Violence, Peace and Peace Research", Journal of Peace Research, Vol.6, No.3, pp167-191. <http://www.jstor.org/discover/10.2307/422690?sid=21106082767973&uid=3738016&uid=2&uid=4>

3 Source: Martine Miller at the Regional workshop for Africa, Ethiopia, December 2012

PRACTICAL STEPS

Introduction:

This activity uses a Violence Triangle to introduce and to better understand three different types of violence namely: direct violence, cultural violence, and structural violence. A human sculpture theatre approach is also introduced for you to be able to identify and show real life examples of each of these three types of violence.

Introducing Johan Galtung's Violence Triangle

In 1969 a famous Norwegian peace worker called Johan Galtung wrote a paper about three different types of violence. These are shown in the triangle below:

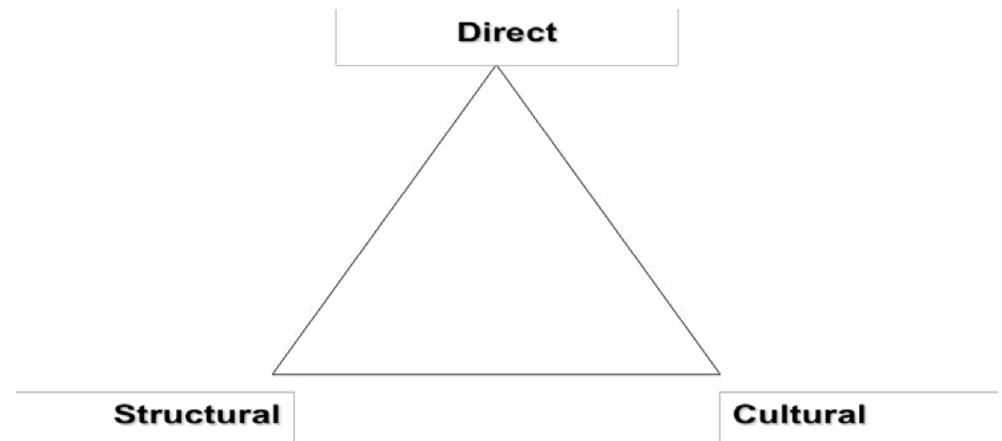


Figure 3: Galtung's Violence Triangle

- **Direct violence** can take many forms. In its classic form, it involves the use of physical force, like beating, killing, torture, or rape. Verbal violence, like humiliation or being threatened is also a form of direct violence.
- **Cultural violence** include forms of violence that are justified or encouraged by cultural attitudes, beliefs or social norms. *For example, in societies where it is seen as normal for children to marry, then child marriage is a form of cultural violence.*
- **Structural violence** exists when some groups are discriminated against and have unequal access to resources compared to other groups based on gender, ethnicity, class or other factors. It is structural violence when the discrimination is built into the social, political and economic systems that govern our society.

Galtung recognised that these three types of violence are inter-related and that Cultural and Structural Violence can cause Direct Violence. Thus, it is important for us to identify and to prevent each of these forms of violence.

Group work using Human Sculptures:

Working in three groups we can use Human Sculptures as a creative interactive way to explore these different types of violence. Each group will be asked to consider one type of violence and to work together to create a human sculpture to illustrate a common example of this form of violence in your country. A human sculpture can be created by working together using your bodies to create an image. *For example, here is an example of a human sculpture to show direct violence*

- Group one: Please work together to develop a human sculpture to illustrate a common example of direct violence in your country.
- Group two: Please work together to develop a human sculpture to illustrate a common example of cultural violence in your country.
- Group three: Please work together to develop a human sculpture to illustrate a common example of structural violence in your country.



Figure 4: Human sculpture on direct violence (children and adults, Asia)

Plenary:

We encourage you to discuss the follow questions:

- In your peace building work is it useful to consider each of these three different forms of violence? Why?
- Can you give examples of how structural or cultural violence sometimes lead to direct violence?
- Can you give examples of peace building work to prevent or address structural violence or cultural violence?


CONFLICT STYLES⁴

PURPOSE OF THE TOOL

The tool introduces different animals that have different "conflict styles" to respond to conflict. By considering these different animal "conflict styles" it helps us to understand how different people respond to conflict situations in different ways, and the benefits and limitations of these conflict style behaviours. It also helps us to understand the different ways in which we can respond to conflict depending on the situation and the conflict style behaviour of the people we are in contact with.

MATERIALS NEEDED

 Animal conflict styles handout

 Print out of scenarios

PRACTICAL STEPS

Introduction:

Individuals deal with conflict situations in different ways. Thinking about different animals and their conflict style can help us to reflect on how people may respond to different conflict situations. By being more aware of conflict styles it can also help us to use different conflict styles to achieve more positive outcomes.

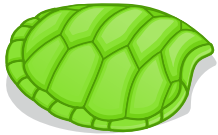
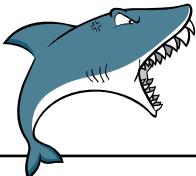
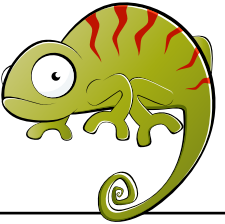


Introduce different "animal styles" for dealing with conflict

- Turtle – AVOIDS
- Shark – CONFRONTS
- Camelion – ACCOMODATING
- Zebra – COMPROMISES
- Owl – PROBLEM SOLVES

Each of these "conflict styles" results in different behavioural approaches to conflict. There are benefits and limitations to each of these styles. In different conflict situations different "animal styles" may be more or less useful.

4 University of Maryland – Extension:
http://www.agrisk.umn.edu/conference/uploads/cterhune0790_02.pdf

ANIMAL CONFLICT STYLES: HANDOUT (INFORMATION TO INTRODUCE):

Animal	Conflict Style	Behaviour	Benefits	Limitations
	TURTLE: AVOIDING <ul style="list-style-type: none"> Denying a problem Pretending not to notice 	<ul style="list-style-type: none"> Leaving a situation Holding back feelings and opinions 	<ul style="list-style-type: none"> When confronting seems dangerous When you need more time to prepare 	<ul style="list-style-type: none"> The problem may never be resolved Emotions may explode later
	SHARK: CONFRONTING <ul style="list-style-type: none"> Getting what you want no matter what Some people win, some lose 	<ul style="list-style-type: none"> Interrupting/ taking over Ignoring others' feelings and ideas Loud tone of voice Sometimes use physical violence 	<ul style="list-style-type: none"> When immediate action is needed When you believe in the absolute rightness of your action and don't see any other choice 	<ul style="list-style-type: none"> This style can make people defensive and can make a conflict worse This style can make it hard for others to express how they feel
	CAMELION: ACCOMODATING <ul style="list-style-type: none"> Giving in to other person's point of view Paying attention to others' concerns and not your own 	<ul style="list-style-type: none"> Apologising/ saying yes to end the conflict Letting others interrupt or ignore your feelings, ideas 	<ul style="list-style-type: none"> When you think you've made a mistake or that you don't really understand the situation When smoothing over is important for keeping a relationship 	<ul style="list-style-type: none"> You may work hard to please others but never be happy yourself Being nice doesn't always solve the problem
	ZEBRA: COMPROMISING <ul style="list-style-type: none"> Each person wins some and loses some 	<ul style="list-style-type: none"> Interested in finding a solution Show desire to talk about the problem 	<ul style="list-style-type: none"> When you need a fast decision on a small issue When nothing else works 	<ul style="list-style-type: none"> You may fix the immediate conflict but not the bigger problem Each person may not end up happy
	OWL: PROBLEM SOLVING <ul style="list-style-type: none"> Finding a solution that makes everyone happy Looking closely at the sources of the conflict 	<ul style="list-style-type: none"> Addressing your feelings, needs, and wants Listening to others 	<ul style="list-style-type: none"> Can make someone who is stubborn move towards resolving a problem 	<ul style="list-style-type: none"> This requires time and good communication skills

Introducing scenarios to encourage you to consider different "conflict styles":

We are sharing a few different scenarios and a group work exercise for you to consider what conflict styles may be used, and the value of different styles. For each scenario:

- Consider what you would do – which animal style would you use to deal with the conflict faced?
- Why? What are the advantages and disadvantages of this conflict style?
- Consider if there are any other children or adults who could be mobilised to help resolve the conflict in a positive way? If so, what animal style would they use?

Scenarios:

- **Scenario 1:** You are a 12 year old child who works in the vegetable market. Some of the other working children (aged 12 – 14 years) are part of a gang. They are threatening you, telling you to go and find work in another market area, that if you try to work in this market you will be beaten up.
- **Scenario 2:** You are a 14 year old boy and/or his 15 year old sister. Your family is poor. You hear your parents discussing the possibility of arranging the 15 year old girls marriage. As the girl you do not want to get married this young, also your 14 year old brother thinks you are too young to marry.
- **Scenario 3:** You are two siblings aged 8 and 10 years old. Your father has arrived home angry and stressed from work. He is drinking alcohol and becomes threatening towards you and your mother.
- **Scenario 4:** You are a 14 year old who lives in a rural area. You have to walk a long way to attend the middle school (more than one hour walking). Before walking to school you have to collect water and prepare the breakfast for your younger siblings. Therefore, you get up at 5am each day. If you reach school even 5 minutes late you are scolded and beaten by the teacher with a stick. You don't think this treatment by the teacher is fair.

Plenary discussions

We encourage you to share your results. Discuss why different conflict styles may be more or less appropriate in different conflict situations.

Example from a girl from Sri Lanka: "If there is any problem in our village, I think of solving it. I think I observe the scenario of the problem and then I will take the decision so in this situation I will be like an owl. First, I analyze and then take decision on how to solve. If I call for help, I will call Zebra. I didn't choose the shark because it always fights and ruins the situation. Zebra can help in negotiating both parties."

Note: In conflict situations there are often **3 options: fight, flight** (run away) or **unite**. Considering that children often have low status and low power in society, there are lots of benefits in children and young people 'uniting' in child groups in order to be able to more effectively negotiate with adults.

Feedback from children and youth about the tool:

The animal styles are easy to understand and interesting... It helps us to properly respond depending on the conflict theme, using animals' style. This can be used in a variety of situations and also very useful for young children.... It helps find solutions... [But] if we choose the wrong animal style, the conflict may accelerate and lead to violence (Children and young people from Europe)

I will teach about these styles in my child clubs to help recognize risks (Child, Asia)




It gives insight to identify, understand and solve the conflict.... It can be more useful to make a combination of animals, e.g. "Shark-zebra" to get a better and deeper analysis. (Children and young people from Latin America)

CONFLICT ANALYSIS — MAPPING NEEDS AND FEARS⁵

PURPOSE OF THE TOOL

This tool uses a simple table format to enable children and young people to map out and analyse the different interests, needs, and fears of different groups of people that experience a conflict situation. It also helps to identify different ways of resolving the conflict in positive ways by considering each of the parties' needs / interests, and fears. This tool can increase understanding and empathy among different parties when they are willing to consider and to dialogue about their different interests, needs and feelings. It may also help to overcome misunderstandings or assumptions.

MATERIALS NEEDED

-  Flipchart paper
-  Coloured paper or post-it notes
-  Pens

⁵ From *Peacebuilding, Conflict transformation, and Post-war Reconstruction, Reconciliation and Resolution*, training course, PATRIR.

PRACTICAL STEPS

Introduction:

A conflict analysis tool using a simple table format will be introduced to help us to map out and to analyse the different interests, needs, and fears of different groups of people who are experiencing a conflict situation. An understanding of different parties' needs, interests and feelings can help to identify positive ways of responding to the identified conflict.

This tool can be particularly useful when representatives from different parties are willing to come together to listen to each other and to dialogue about their different interests, needs and feelings. Such dialogue can help to overcome misunderstandings and assumptions, and can inform positive ways of responding to the conflict.



Figure 5: Conflict Analysis - Mapping Needs and Fears (Children and Youth, Asia)

Introducing the table:

The table has six columns and a number of rows:

Who? The different Parties involved	What? The issue (the conflict)	Interests / Needs	Fears	How? Ways / means of resolving the conflict	Alternative options

Identify the "issues" – the conflicts that exist between different parties. Write the issues in the second column.

List the different parties who are involved in the conflict issues in the first column. List parties who are directly involved in the conflict, as well as other influential parties who may have an influence on the conflict outcomes.

Consider each of the different parties in turn. In relation to the "conflict topic" ask each of the parties to identify and record:

- i* their main interests/ needs in the third column;
- ii* their main fears in the fourth column;
- iii* their usual means of resolving the conflict in the fifth column.

Once the interests, needs, fears and usual ways of resolving the conflict by each of the parties has been identified, encourage dialogue to identify some alternative options for resolving the conflict in positive ways.

Plenary discussions:

We encourage you to discuss your findings and to develop action plans based on your conflict analysis – mapping of needs and fears.

Feedback from children and youth about the tool:

The tool helps us to observe all involved parts of the conflict/problem... It allows us not only to see the interest of one side, but for several.

(Children and young people from Latin America)

We can express our thoughts, feelings, fears and needs in order for others to understand our emotional state... Only by being aware of each-other's need and fears, we can help each-other fulfill needs and prevent fears.

(Children and young people from Europe)

This tool is very useful in life... [But] it can be challenging to differentiate between ways and alternatives.

(Children and young people from Asia)

Sharing an example from children and youth from Montenegro:


RECOGNIZING CONFLICTS	MAPPING NEEDS AND FEARS MONTENEGRO GROUP				CONFLICT ANALYSIS
Who? The different Parties involved	What? The issue (the conflict)	Interests/ Needs	Fears	How? Ways / means of resolving the conflict	Alternative options
ROMA CHILDREN	Discrimination Bulling Exclusion Violence	To be accepted and to make friends Social inclusion	Not to be accepted To be a victim of violence Lack of education	To find solution by talking Open discussion To participate in pupil's council	-adults' support (parents, teachers, school management) - pupil's council
DOMESTIC CHILDREN	-Non tolerance -prejudice -traditional practices	-segregation / separation -showing off	-disease -friendship -labeling	-avoiding -ignoring -showing will to talk	-put ourselves in their shoes -promoting good practice
SCHOOL MANAGEMENT	-violence -lack of interest in inclusion	-to keep "good name" of the school - to find peaceful resolution	-labeling -opinion of parents -escalation of situation	-meetings with parents -to organize school activities where Roma children will take part	-mixed classes -organizing public discussion -school tribunes -to address problem with Civil Society Organisation (CSO), Save the Children
PARENTS	-traditional attitude -prejudices -rename	-to keep traditional practice -separation -education	-disease/hygiene -labeling -drop out from school -neglect	-to sign out from school -to protest towards school management -call for meeting of parents' council	-address problem with CSO, Save the Children, Centre for Children Rights of Montenegro, teachers, school management -stakeholders

CONFLICT PROFILE⁶

PURPOSE OF THE TOOL

This tool uses a simple table format to enable children and young people to consider a “conflict issue” in present, past and future scenarios to explore positive and negative aspects of the conflict over time. This helps provide a more nuanced understanding of the situation, to have a long term perspective about how conflicts may have changed over time. Such understanding may help to find ways to prevent or positively respond to the conflict.

MATERIALS NEEDED

 Flipchart paper

 Pens

6 From *Designing Peace Building Programs*, training course, PATRIR.

PRACTICAL STEPS

Introduction:

A conflict profile uses a simple table format for us to consider a “conflict issue” in present, past and future scenarios to explore positive and negative aspects over time. This long term perspective can help us better understand how conflicts may have changed over time, and to consider positive, as well as negative aspects.

Introducing the table:

The table has three columns and three rows:

CONFLICT PROFILE: Conflict Issue =

	Positive/ Constructive	Negative/ Disruptive
Past (e.g. 5 years ago)		
Present		
Future (e.g. 5years ahead)		

Think about the present time and identify the conflict issue that you are analysing. Write this conflict issue at the top of the Conflict Profile chart.

- First consider the Present situation (middle row) – discuss and list any constructive reasons for, or positive impact of the conflict.
- Now discuss and list any negative reasons for or negative impact of the conflict.
- Now consider the Past situation– think about the situation in the past (e.g. 5 years

ago) - what was the nature of this conflict issue at this time? Discuss and list any positive reasons for or positive impact of the conflict.

- Continue to think about the past (e.g. five years ago) - discuss and list any negative reasons for or negative impact of the conflict at this time.
- Now consider the Future situation (third row) – think about the situation in the future (e.g. 5 years from now) - what do you think the nature of this conflict issue will be in the future? Discuss and list any positive reasons for or positive impact of the likely conflict situation in five years.
- Continue to think about the future (e.g. five years ahead) - discuss and list any negative reasons for or negative impact of the conflict in the future.

Feedback from children and youth about the tool:

Through this method we can analyze different themes with their positive and negative aspects, from the past to the future and understanding the difference between them
(Children and young people, Europe)

It is good to analyze past, present and future and understand about conflict... It is good to find negative and positive aspects of conflicts.
(Children and young people, Asia)

It is useful to us to get a better vision of the conflict.. It helps us to identify the conflict in an easy way within a timeframe
(Children and young people, Latin America)

Sharing an example from children and youth in Nepal:

CONFLICT PROFILE: Conflict Issue = Conflict due to caste discrimination

	Positive/ Constructive	Negative/ Disruptive
Past (e.g. 5 years ago)	<ul style="list-style-type: none"> ■ Identified that caste is a problem ■ Start up campaigns to address discrimination ■ Government of Nepal declared Nepal as caste based discrimination free country in 2008 ■ Caste groups came together and organized 	<ul style="list-style-type: none"> ■ Increased demand for caste state ■ Rules by higher caste ■ Job/occupation based on caste ■ Argument between different caste ■ Amongst caste based politician parties (own needs)
Present	<ul style="list-style-type: none"> ■ Peoples' different Voices have been heard and raised ■ Increase inclusion and equality ■ Increased status of lower caste ■ Less discrimination 	<ul style="list-style-type: none"> ■ Loss of life or disabled ■ Fighting each other ■ Violence ■ Orphan-child home ■ No respect- loss of mental balance
Future (e.g. 5years ahead)	<ul style="list-style-type: none"> ■ More respect different caste ■ More unity ■ Increased inclusion ■ Free from any kind of discrimination ■ Increase peace 	<ul style="list-style-type: none"> ■ May loose caste identity ■ People may change identity or hide identity to get opportunity ■ Poor economic situation (as cost of the conflict resolution) ■ Loss of traditional values or norms

LINKS TO OTHER EXISTING CONFLICT ANALYSIS TOOLS IN THE 2014 DIGITAL RESOURCE BOOK

Conflict Tree – exploring the causes, root causes and impact of different forms of conflict or violence

Community Risk Mapping – to identify safe places and risky places for children in their community and to identify child led action initiatives to create more child safe and friendly communities.

Body Mapping – on the impact of conflict on girls and boys

MODULE TWO:

MANAGING CONFLICT AND BUILDING PEACE

This module introduces concepts and tools that support children and youth to be active agents of peace to effectively and sensitively manage conflict and build peace. It encourages children and youth to recognise themselves as active citizens, to be aware of their rights and responsibilities, and to respect the feelings, needs, rights and responsibilities of other people.

It introduces non-violent communication (giraffe language) which enables us to take responsibility for our feelings and needs and to communicate with others in respectful, assertive ways. It also introduces the role of a mediator, who can help create a space for conflicting parties to use non-violent communication with one another to build their relationships and to respond to conflict in constructive ways.

An innovative and easy to use Peace Making Circle is also introduced which encourages dialogue, inclusion, and respectful communication.

TOOLS IN THIS MODULE

- **Active Citizens: Rights, Roles and responsibilities**
- **Non Violent Communication – Giraffe language**
- **Mediation – brief introduction**
- **Peace Making Circle**

WEB LINKS TO TOOLS FOR EXPLORING VISIONS OF PEACE AND PEACE BUILDING FROM THE 2014 DIGITAL RESOURCE BOOK

Peace Building Balloon – to explore key elements of peace building, who is involved in peace building, factors that help and hinder children’s participation in peace building.

Vision of Peace – to explore children’s individual and collective vision of peace

Agents of Peace – to explore the knowledge, skills, and attitudes of agents of peace

Circle analysis: current and future to map and identify peace building initiatives by children and young people

Links are also provided to:


[I Painted Peace:](#) Handbook on Peace Building with and for Children and Young People developed by Save the Children Norway.

ACTIVE CITIZENS: RIGHTS, ROLES AND RESPONSIBILITIES⁷

PURPOSE OF THE TOOL

This tool encourages children and youth to understand the value of being recognised as active citizens with rights, responsibilities and roles to promote peace and human rights. It also encourages children and youth to identify and to foster qualities of an "active peace citizen".

MATERIALS NEEDED

 Flipchart paper

 Coloured paper

 Pens

PRACTICAL STEPS

Introduction:

In this session we are going to explore the concept and practice of being active citizens with rights, responsibilities and roles to promote peace and human rights.

Group work on "active citizens for peace": We encourage you to work in groups to discuss and to record your ideas on flipchart about:

- 1 What is your definition of an "active citizen"?
- 2 What are your rights as an active citizen if we are all to live in a peaceful, non-violent and inclusive society?
- 3 What are your roles and responsibilities as active citizens for peace?
- 4 What kind of values and attitudes do you need to be an "active citizen for peace"?

Plenary discussion

We encourage each group to share their group work results so that all the ideas can be considered. We also encourage you to discuss:

- whether children and youth are and can be active citizens for peace?
- whether all or some of the rights of active citizens apply to children?

We encourage children and youth to recognise themselves as active citizens with rights that should be respected, with responsibilities to respect others, and to be active role models in promoting peace and managing conflict in respectful and helpful ways.

⁷ Source: Martine Miller at the Regional workshop for Africa, Uganda, September 2010.

Feedback from children, youth and adults about the tool:

What makes an active citizen is participation... The tool allows us to identify if we are really acting like active citizens.... [But] we should look into the tool to see if can be more dynamic and participatory (young person and adults from Latin America)

Facilitators Note:

See the link to “Agents of Peace” tool below, as the “Body Mapping” approach to developing an “Ideal Agent of Peace” can also be adapted and used as a more dynamic and participatory approach to explore the rights, roles and responsibilities and qualities of an “Active Peace Citizen”.



Figure 6: Values and attitudes of an active citizen for peace, Nepal



Figure 7: Identification of rights which do or do not apply to children as active citizens (group work by children, youth and adults in Europe)

NON-VIOLENT COMMUNICATION: GIRAFFE LANGUAGE⁸

PURPOSE OF THE TOOL

This tool introduces "giraffe language" an approach to non-violent communication (sometimes known as compassionate communication), as compared to "jackal language" which is more aggressive and sometimes hurtful. Non-violent communication enables individuals to take responsibility for their feelings and needs, and to communicate in respectful ways without making other people feel guilty, shameful, forced or threatened.

MATERIALS NEEDED

 Flipchart paper

 Pens

PRACTICAL STEPS

Introduction:

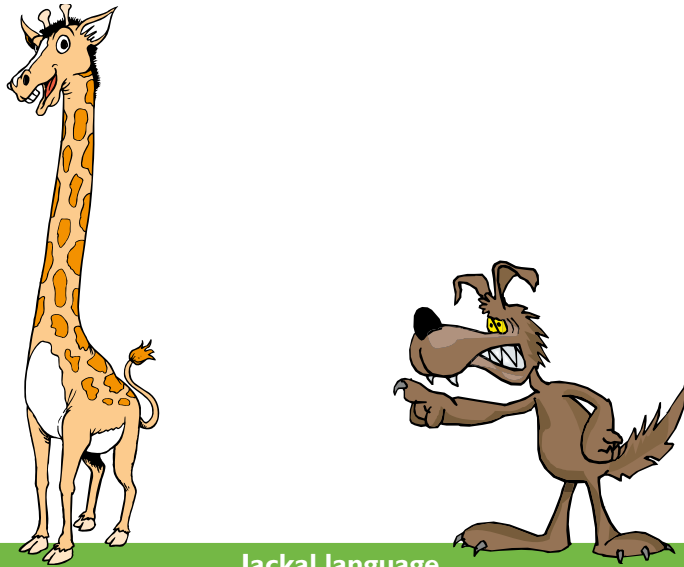
Non-violent communication known as "giraffe language" is being shared with you as it is a very practical and important approach to communicating in compassionate ways. The giraffe has the largest heart of all land animals, it is high enough to see into the future, and it lives its life with kindness and strength. Giraffe language helps us to take personal responsibility for our feelings and to express our needs and proposals for action in a way that is respectful to other people's feelings and needs. The "giraffe language" is compared to "jackal language" which is more aggressive and sometimes hurtful making other people feel guilty, shameful, forced or threatened.

We will introduce key characteristics of the "giraffe language" and "jackal language", as well as four key steps to using "giraffe language". You will then have the chance to consider different scenarios to try using both "jackal" and "giraffe" languages, so that you can experience the benefits of using giraffe language – non-violent communication.

⁸ Marshall Rosenberg

http://www.nwcompass.org/compassionate_communication.html

Introducing key characteristics of giraffe and jackal language:



Giraffe Language	Jackal language
A language that comes from the heart and is based on honesty	A language that comes from the head
Uses language to communicate	Use language to judge and make demands
Tries to communicate in way that promotes people's well-being	May communicate in ways that is defensive or aggressive
Wants to promote opportunities for people to have the will to change: <i>please do so, but only if you do it voluntarily without fear, guilt or shame</i>	Make demands on people
Never says what the other person has to do, does not give orders - <i>it will create more resistance is to say to another person: you must, you have to, you need to do ..</i>	Characterizes people, puts labels if you feel uncomfortable (blames someone else)
Speaks clearly of what a person wants in the present, not the past	May bring up things from the past to increase blame or shame, rather than just speaking in the present.
Takes responsibility for one's own feelings, acknowledge that one's feelings come from one's own desires	Is less willing to recognise their own feelings and needs.



Figure 8: Puppet role plays to practice non-violent communication (giraffe language), Albania

Introducing the four key steps of giraffe language: non-violent communication:

- 1 **Observations** - describes your observations, the facts
- 2 **Feelings** - identify your feelings
- 3 **Needs** - explain the reason for your feelings and needs
- 4 **Proposals for action** – make a proposal for action, also what is wanted from the other person, without demanding or telling people what they should do.

An example of a scenario using a) Jackal language, and b) Giraffe Language

Scenario: There is a 10 year old boy called John who has a limp, a leg disability. He attends school and loves to play football, even though he is not very good at it due to his disability. During the school lunch te a group of boys start playing football. One of the other 11 year old boys called Jack is the team leader, he wants his team to practice well as they have an important match on Saturday that he wants to win.

Example of Jack using Jackal language:

John: Hi, can I play football with you?

Jack: No, you are useless. You can't even walk properly.

John: But I like playing football.

Jack: Just get out of our way. If you like football then just watch us play.

Example of Jack and John using Giraffe language:

John: Hi, it is good to see all the boys playing football together. I also like to play football with friends and I feel happy when I can join in. Even though I run a bit slower than some of you, I am good at defence. Would it be possible for me to also play with you?

Jack: Our team has been practising for weeks for an important match that will take place on Saturday. I am really happy when our team plays well, as we will have the chance to win the football championship. Can I propose that you practice with us today, and that you come to watch and support our team when we play our match on Saturday?

John: Yes ok. Also, if I play well today, maybe you can see if I may be able to join your team to play in matches in the future?

Jack: Yes, let us see how you play. We have another match next month, so maybe you will be able to be part of our team for that match.

John: Great, lets play.

Pair exercises to practice using giraffe language: non-violent communication:

We encourage you to form pairs and to think about a conflict scenario from your own experience. First either one of you or both of you can use jackal language. Then start again and both of you try to use giraffe language to communicate your 1) observations, 2) feelings, 3) needs, and 4) proposals for action.

If you find it difficult to think of a conflict scenario, you can also use one of the optional scenarios shown below:

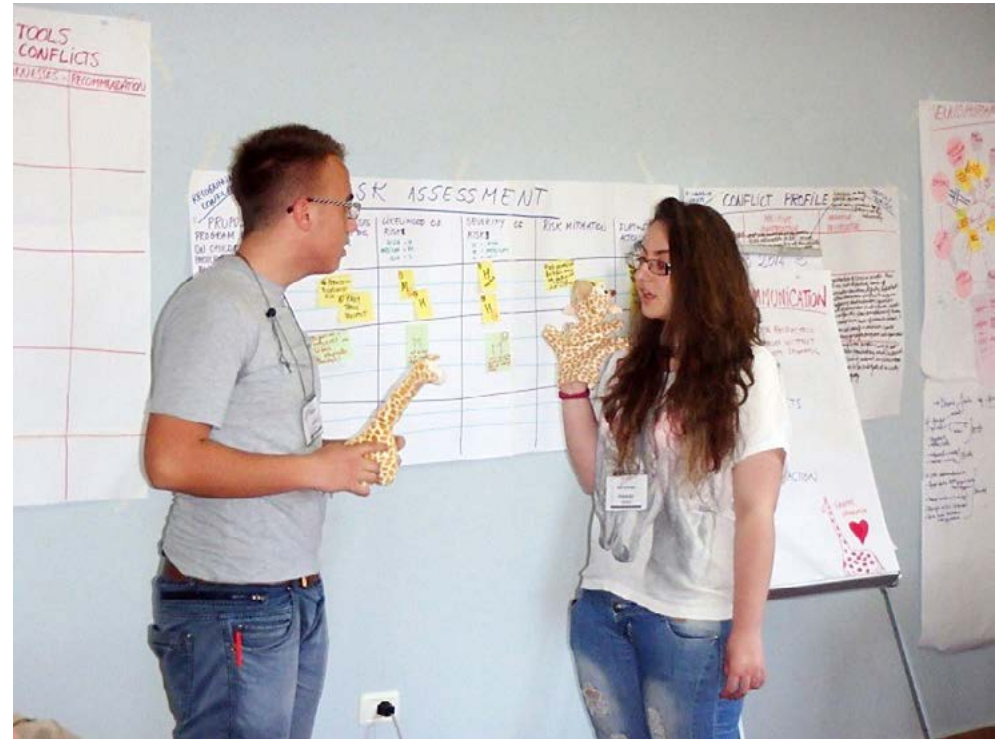


Figure 9: Role play of scenario using giraffe language, Albania

Scenario 1:

Two siblings work together in the afternoons collecting rags (plastics, cans etc). The elder brother (aged 14 years) usually takes the earnings from the younger brother (aged 10 years) and at the end of the day gives all their earnings to their parents. However, one day the elder brother spends \$1 on some school books (notebooks). When they get home both the boys are beaten by their parents for spending some of the money. The younger brother is angry with the elder brother as due to him buying the school book he has also been beaten.

A: You are the 14 year old brother. You had noticed that your younger brothers school

book was full, so you wanted to buy him a new school book.

B: You are the 10 year old brother. You are angry that your brother spent some of the money to buy the book without asking you. However, you didn't realize he was buying the book for you.

Scenario 2:

It is a school holiday. You are a 13 year old girl. You have been taking care of your youngest siblings (aged 3 and 4 years old) all morning. Now your mother has asked you to go and do the clothes washing. Your 12 year old brother has been spent 1 hour playing football with his friends. When he comes to the house you tell him he should wash the clothes, you are angry when he refuses.

A: You are the 13 year old girl. You are angry with your brother as you feel he has more free time to play than you. You also want to rest or play with your friends.

B: You are a 12 year old boy. You have plans to carry on playing football with your friends, you don't like washing clothes. You also feel that you contributed to household work by going out fishing early morning to catch fish and crabs. Now you want to rest and enjoy your holiday.

Plenary:

We encourage you to discuss and reflect on the use of giraffe language: non-violent communication.

- Is it easy or hard to use giraffe language? Why?
- How does it feel to use giraffe language?
- How do you feel when someone uses giraffe language with you?
- How does this style of language reduce conflict?

Feedback from children and youth about the tool:

This is a tool which simplifies communication and makes it easier to resolve conflicts.... It creates a peaceful and respectful environment during the resolution of the conflict... This is a good strategy that enables work in all ages
(children and youth, Latin America)

I love the giraffe because it has the capacity to build a win-win situation
(child, Asia)


MEDIATION — BRIEF INTRODUCTION⁹

PURPOSE OF THE TOOL

Mediation involves facilitating communication between parties who are in conflict – looking at their experiences, feelings and opportunities. The goal of a mediation session is to improve relations between the conflicting parties. Conflicting parties need to be willing to voluntarily enter into mediation, to take responsibility for their own feelings, and to actively listen to the other party.

The role of the mediator focuses on re-establishing relationships and good communication between the conflicting parties, creating a space and supporting both parties to use "giraffe language" non-violent communication so that each party can express their observations, feelings, needs and proposals for action. Mediation skills equips children and youth to respond to existing conflicts, including bullying and disagreements in their schools and in society.

MATERIALS NEEDED

 Note-book and pen

8 From *Elevmeglning* – mediation among students – only available in Norwegian; and *Oslo Mediation Service: What happens in a meeting at the Mediation service?*
<http://www.konfliktraadet.no/other-languages.315050.no.html>

PRACTICAL STEPS

Introduction:

Mediation, and the role of mediators will be introduced. Mediation involves facilitating communication between parties who are in conflict. The conflicting parties need to be willing to voluntarily enter into mediation, to take responsibility for their own feelings, and to actively listen to the other party. The role of the mediator focuses on re-establishing relationships between the conflicting parties, creating a space and supporting both parties to use "giraffe language" non-violent communication so that each party can express their observations, feelings, needs, and proposals for action. Mediation skills equips children and youth to respond to existing conflicts, including bullying and disagreements in their schools and in society.

We provide an introduction to mediation here, but we encourage additional skill training for children and youth to be mediators to ensure that you have sufficient skills to focus on re-establishing relationships and good communication between the two conflicting parties, so that it is the two conflict parties who are able to identify and propose constructive ways forward. As it is crucial to recognise that it is not the role of the mediator to identify and suggest solutions, rather it is the role of the mediator to support the parties to take responsibility for their own feelings and needs, and to genuinely consider the other parties feelings and needs, so that together they can identify and propose possibilities for all involved to have a better situation. Furthermore, a mediator should always be calm, sincere and impartial. The mediator should not take the side of one party against the other.

Preparatory step:

As a preparatory step it is important for the mediator to meet with and listen to each of the parties on their own. This will allow the mediator to introduce themselves, and their role. It will also allow an important opportunity for the mediator to listen to each party, to listen to their views about the conflict, their feelings and needs, and to determine if each party is interested to voluntarily engage in mediation. It is crucial that each party voluntarily agrees to mediation, so that they will be willing to listen to the other party and to collaborate in efforts to find positive ways forward.

Introducing key stages of mediation and encouraging each party to use giraffe language:

Introduction: Encourage each of the conflicting parties to introduce themselves, and introduce yourself and your role as mediator. Explain that your role as mediator is to encourage good communication and active listening between each party, so that each party has genuine space to share their observations, feelings, needs, and proposals for action. Clarify that it is not the role of the mediator to propose solutions or actions to improve the situation.

- 1 **What happened** – Encourage Party A to share their observations/ the facts about what has happened and encourage Party B to listen. Then encourage Party B to share their observation/ the facts about what has happened and encourage Party A to listen.
- 2 **Feelings** – Encourage Party A to share their feelings about how the conflict situation has made them feel. Also encourage Party B to share their feelings about how the conflict situation has made them feel.
- 3 **Future: What needs have to be met:** Encourage Party A to think about the future and to share their needs. Then encourage Party B to think about the future and to share their needs.
- 4 **Proposal for action and agreements:** Encourage Party A and Party B to share proposals for action and to see if they can come to an agreement.



Figure 10:
Practicing
mediation,
Guatemala

Encourage further training on mediation:

To be a good mediator we encourage you to access additional resources and face to face training on mediation. Some helpful resources are shown in the box below:

Additional resources on mediation for children and youth:

- UNICEF (1997) Education for Conflict Resolution: A Training for Trainers Manual
- Richard Cohen (2005) Students Resolving Conflict: Peer Mediation in Schools
- Edward Sellman (2009) Mediation Matters: Creating a Peaceful School through Peer Mediation

Feedback from children and youth about the tool:

All the parts that participated in the conflict are beneficiaries.... What were to happen if one did not reach an agreement? Are there other strategies to be used?

(Young people, Latin America)

PEACE MAKING CIRCLE¹⁰

PURPOSE OF THE TOOL

The peace making circle brings people together to encourage better understanding, to establish and strengthen relationships, to build a culture of peace, and to help respond to community problems. The peace making circle may be used to share feelings and ideas about a conflict, a problem, or a general theme. The peace making circle creates a safe, non-judgmental space where each individual has an opportunity to share their personal feelings and ideas, and others have to actively listen to them. The peace making circle can enable people to share something difficult, to share disagreements, to learn from each other, to work as a team, to celebrate something, and to make decisions. The peace making circle is a very simple tool that can be effectively used in families, schools, communities, work places and in communities – any context where individuals are willing to come together to sit together to share their views and ideas with equality.

MATERIALS NEEDED

-  Something to represent a "talking piece"

PRACTICAL STEPS

Introduction:

Explain that we will practice a Peace Making Circle where individuals come together in a circle to share their feelings and ideas about a specific conflict / problem / or theme. The peace making circle is made to help create a safe, non-judgmental space where each individual has an equal opportunity to share their personal feelings and ideas about (the identified) conflict / problem/ theme, and others have to actively listen to them. A "talking piece" is introduced which allows each individual around the circle to have the opportunity one by one to express their feelings or ideas. When someone has the "talking piece" and is talking, all others are kindly requested to listen to them without interruption.

The Peace Making Circle can help people to share something difficult, to share disagreements, to learn from each other, to work as a team, to celebrate something, and to make decisions. It is a very simple tool that can be effectively used in families, schools, communities, work places and in communities – any context where individuals are willing to come together to sit together to share their views and ideas with equality.

10 Pranis, Key (2005) : The little book of circle processes, <http://www.restorativejustice.org/articlesdb/articles/6667>
Peace Power Tools (www.peacepower.info) Peacemaking/Restorative Circles;
<http://www.peacepower.info/modules/PeaceCircles.pdf>

Introducing the key principles, the method, and the phases of the Peace Making Circle:

Key principles: It is a way of talking where:

- Each person is respected when they share their view
- Everyone can speak without being interrupted
- Each one has the chance to tell their stories
- Everyone is equal, no one has more importance than another person

The method:

Each one sits in a circle. An object is used as a “*talking piece*”. A time limit is agreed for each person to talk (for example three minutes). This *talking piece* is passed from one person to the other around the circle. Each person has the opportunity to speak when they have the “*talking piece*”. Others listen without being interrupted until the person has completed and passed *talking piece* for the person next to who has the opportunity to speak.

The Peace Making Circle has four phases:

- 1 **Acceptance:** decide whether the process of circles is appropriate for the case
- 2 **Preparation:** you enter different circles by different interests, to explore the issues and prepare participants. You may identify support persons (including a note taker)
- 3 **Reunion:** all come together to express feelings and concerns and develop mutually acceptable solutions
- 4 **Tracking:** regular communication to check and assess progress and adjust agreements to any changes in the situation.

Feedback from children and youth about the tool:

It is participatory for all.. it is an efficient and fun tool... It creates a space that allows everybody to participate in a respectful environment ... It gives a deeper analysis... [and] it is part of developing ideas and proposals.

(Young people, Latin America)



Figure 11: Peace making circle, Asia

LINKS TO OTHER EXISTING TOOLS FOR MANAGING CONFLICT AND BUILDING PEACE IN THE 2014 DIGITAL RESOURCE BOOK

Peace Building Balloon – to explore key elements of peace building, who is involved in peace building, factors that help and hinder children’s participation in peace building.

Vision of Peace – to explore children’s individual and collective vision of peace

Agents of Peace – to explore the knowledge, skills, and attitudes of agents of peace

Circle analysis – current and future to map and identify peace building initiatives by children and young people

LINKS TO:

I Painted Peace: Handbook on Peace Building with and for Children and Young People developed by Save the Children.

MODULE THREE:

STRENGTHENING OUR ORGANISATIONS AND BUILDING PEACE

Children and youth are more able to build peace when they work inclusively and collectively with their peers, and when they build strong partnerships with adults and other organisations in their communities and societies. Thus, this third module focuses on how children and youth **can strengthen child and youth led organisations and peace building initiatives.**

It includes some assessment and planning tools which help children and youth to strengthen partnerships with other actors and organisations, and tools to develop strategic plans for peace building initiatives. Some conflict management and peace building activities may be risky for children and youth to engage in, so a risk assessment tool is also included to support children and youth in assessing risks, so that they can plan how to reduce risks or decide alternative safer activities. Links to other practical resources to strengthen assessment, planning, and monitoring of child and youth led organisations and initiatives are also provided.

TOOLS IN THIS MODULE

Venn Diagram: Partnerships – to help children and young people identify existing partners and ways to strengthen partnerships to increase the continuity of their peace building initiatives.

Risk assessment – to identify, assess and minimise risks associated with possible peace building activities by children and young people

Strategic planning – to increase children and youth’s planning capacities to develop a strategic plan to increase their role in peace building indifferent contexts.

WEB LINKS TO EXISTING ASSESSMENT AND PLANNING TOOLS FROM THE 2014 DIGITAL RESOURCE BOOK

Peace Building Balloon – to explore key elements of peace building, who is involved in peace building, factors that help and hinder children’s participation in peace building.

Vision of Peace – to explore children’s individual and collective vision of peace

Agents of Peace – to explore the knowledge, skills, and attitudes of agents of peace

Circle analysis: current and future to map and identify peace building initiatives by children and young people

The resource kit also provides links to:

Guiding Principles for Children and Young People’s Participation in Peacebuilding developed by the Subgroup on Youth Participation in Peacebuilding of the United Nations Interagency Network on Youth Development.

A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults developed by Save the Children Norway.

The Article 15 Resource Kit developed by CERG, Save the Children Norway, World Vision, and UNICEF to strengthen child led organisations and initiatives. The Article 15 Resource kit consists of 10 modules and 20 tools to help children’s groups to think about, plan, improve and monitor how it is organised.

A Toolkit for Monitoring and Evaluating Children’s Participation developed by Save the Children, Concerned for Working Children, Plan International, UNICEF and World Vision.

VENN DIAGRAM: PARTNERSHIPS¹¹

PURPOSE OF THE TOOL

The Venn Diagram tool helps to identify and assess partners (individuals or organisations) who influence Child or Youth Peace building initiatives, and to identify strategies to gain increased support from them to strengthen the quality and continuity of child and youth peace building initiatives.

MATERIALS NEEDED

-  Flipchart paper
-  Coloured paper
-  Scissors
-  Glue
-  Pens

11 John Venn was a British Philosopher and mathematician in the 19th century who introduced the Venn diagram in 1881.

PRACTICAL STEPS

Introduction:

This Venn Diagram tool is a visual mapping tool that enables you to identify and assess partners who influence Child or Youth Peace building initiatives, so that you can identify strategies to gain increased support from them to strengthen the quality and continuity of child and youth peace building initiatives.

Developing a Venn Diagram of your Child or Youth led Peace Building Initiative:

- 1 Identify partners (individuals or organisations) who influence your peace building initiatives in positive or negative ways:** Work together with other members of your child or youth led peace building initiative to discuss, identify and list stakeholders who have a positive or negative influence on Child or Youth participation in peace building initiatives. *For example, NGO Helping Hands, Women's Group, Village Development Committee, District Police, Head teacher etc*
- 2 Identify the importance of each partner to the Child or Youth Peace building initiative:** For each partner, decide how important their influence / support is to Child or Youth Peace building initiative. Their current influence may be positive or negative. Place each of the partner's name on a large, medium, small or very small circle depending on the importance of their influence. The most important partners are each written on their own circle. For example:



- 3 **Start building the Venn Diagram:** Write the Child or Youth Peace Building Initiative name on one of the large circles and place it in the middle of a large flipchart paper.
- 4 **Arrange partners near or far away from the Child Group to indicate the degree of partnership between them:** Discuss and place each of the partner circles near or far away from the Child/ Youth Peace building initiative to illustrate the degree of partnership. *For example if there is a lot of collaboration between the Child/ Youth Peace building initiative and the Village Development Committee then place the circle with the Village Development Committee close to the Child/ Youth Peace building initiative. If there is very little collaboration with the Village Development Committee then place this circle far away from the Child/ Youth Peace building initiative circle.*

Identify and record the type of support provided by different partners:

Discuss and record on post-its the types of support you get from each of these stakeholders and if there are any ways to strengthen such support.

Plenary discussion and action planning:

- Who are the most important allies and partners for your peace building work? Why?
- Are there any important influential partners that the Child/ Youth Peace building initiative do not yet have has good collaboration with? If so, why?
- How can partnerships be built with these partners to strengthen the quality and continuity of child and youth peace building initiatives?

→ Discuss and prioritize action efforts to strengthen partnerships with all influential partners. An updated venn diagram can be developed to show how you would like the partnerships to be or arrows can be used to show which relationships should be strengthened.



Figure 12: Venn Diagram Child Club peace building initiative, Nepal

RISK ASSESSMENT¹²

PURPOSE OF THE TOOL

A risk assessment tool helps children, youth and adults to identify risks associated with children or youth participation in peace building activities, in order to mitigate risks and to inform decision-making in the best interests of the child.

MATERIALS NEEDED

-  Flipchart paper
-  Coloured paper
-  Scissors
-  Glue
-  Pens

PRACTICAL STEPS

Introduction:

Undertaking peace building activities in conflict and violent situations can sometimes create risks for children, youth or adults. Thus, a risk assessment tool is introduced which can help you to identify risks associated with children or youth participation in peace building activities, in order to reduce risks and to inform decision-making in your best interests.



Identified risks/threats	likelihood of risk	Severity of Risks	Risk mitigation	further action needed	
Proposed Programme work on children's participation in peace building	<ul style="list-style-type: none"> Family members may stop children to involve in drama Disturbance in training 	<ul style="list-style-type: none"> Medium Low 	<ul style="list-style-type: none"> High Low 	<ul style="list-style-type: none"> Interaction with parents and child club members. 	<ul style="list-style-type: none"> Organize interactive programmes.
Street drama against caste based discrimination.	<ul style="list-style-type: none"> Upper caste people can stop to perform drama Physical attack to children. Can emerge mistrusts and conflict between upper and lower caste people. 	<ul style="list-style-type: none"> High Low Medium 	<ul style="list-style-type: none"> Medium High Medium 	<ul style="list-style-type: none"> Story should be developed towards positive change Interaction with key people of upper caste in advance Interaction with upper caste and lower caste people to promote harmony and peace. 	<ul style="list-style-type: none"> Seek support from professionals to develop story. Organize interactive meeting Develop agenda. Organize meeting.

Figure 13: Risk assessment by Child Club members concerning street drama on caste discrimination, Nepal

12 Save the Children (2013) Child Rights Governance: Pushing the Boundaries: A guide to increasing the realisation of children's civil rights and freedoms.

Introduce and complete the risk assessment tool table:

- The first task is to complete the first column of the table to identify and list the key proposed child/ youth participation in peace building activities.
- For each proposed activity you should then discuss and complete each of the columns (see table below):

Group discussion on risks and their implications for decision-making:

We encourage you to identify and discuss any risks that are considered to be high severity of risk (serious risk) in order to inform decision making in the best interests of the child or youth.

- For high or medium severity risks are you able to take action to reduce such risks?
- Or should you consider changing the proposed activity to ensure that you do not put children or youth at severe risk of harm?

Plenary discussion:

We encourage you to discuss the reasons for involving children and youth in risk assessments and the importance of using the assessment results to inform action planning.

Feedback from children and youth about the tool:

It is a very nice tool. It is useful for Child Clubs when we are making programs... It helps us to decide what to do and what not to do (Children, Asia)

This is a good tool which helps us to take precautions before we perform an activity... It helps us to discover risks and identify measures ... [But] it takes a good amount of time to carry out. (Children and youth, Latin America)

We can use this tool for every activity that we want to organize and see how dangerous this activity can turn out to be... We can measure the risk and assess what can be done to mitigate it. (Children and youth, Europe)

Proposed child/ youth participation in peace building activities	Identified risks/threats to girls/boys, youth, parents, organisation staff	Likelihood of risk (high, medium, low)	Severity (seriousness) of risk (high, medium, low)	Risk mitigation – what actions have been taken to reduce risks?	Further action needed to ensure decisions in best interests of the child/ youth.
1.					
2.					
3.					

STRATEGIC PLANNING¹³

PURPOSE OF THE TOOL

Building upon the analysis and knowledge gained from applying some of the earlier conflict analysis and visioning tools, a strategic planning framework supports children and youth in developing a strategic plan to increase their role in peace building in different contexts.

MATERIALS NEEDED

- ✂ Handout on strategic action planning chart (appendix X)
- 📄 Flipchart paper
- 📄 Coloured paper
- ✂ Scissors
- 🔪 Glue
- 🖋 Pens

13 From *Designing Peacebuilding Programmes: Improving Sustainability, Impact and Effectiveness in Peacebuilding & Peace Support Operations*; International Peace and Development Training Center (IPDTC); material adapted for children and youth by Claire O’Kane.

PRACTICAL STEPS

Introduction:

A strategic planning tool is introduced to support children and youth in developing a strategic plan to increase their role in peace building at different levels. When developing a strategic plan it is important to have an inclusive planning process involving children, youth and adults from different backgrounds. It is also important

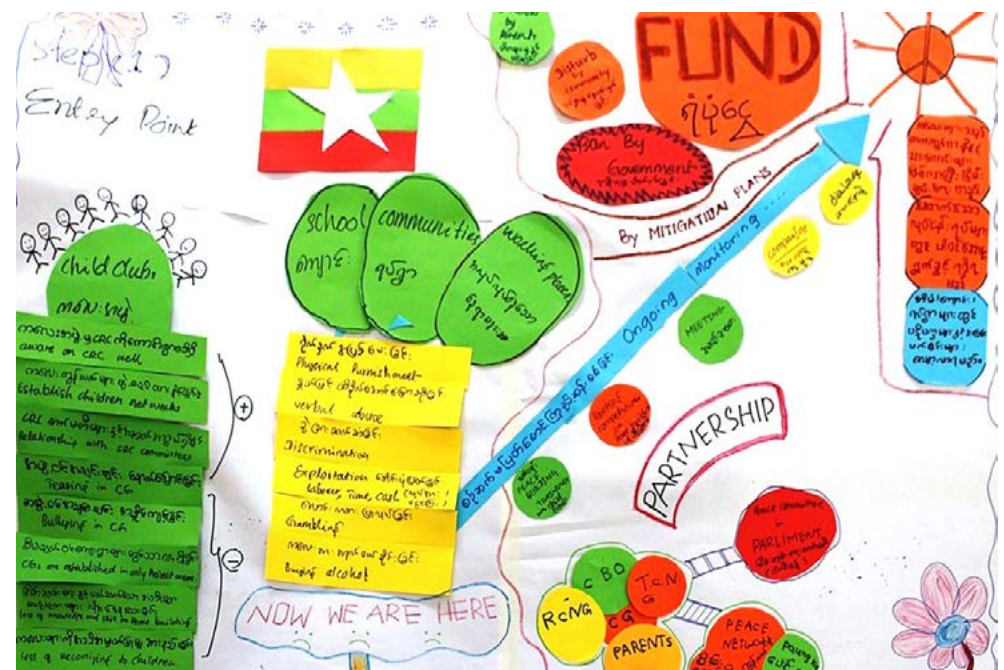


Figure 16: Strategic plan on peace building by children, Myanmar

to take time to build upon existing conflict analysis findings, and other assessments.

This tool presents five key steps which will help you to develop a strategic plan. Each of these steps draws upon analysis and knowledge gained from using some of the other tools that have been shared in this resource kit (such as the conflict analysis findings, or the “vision of peace”).

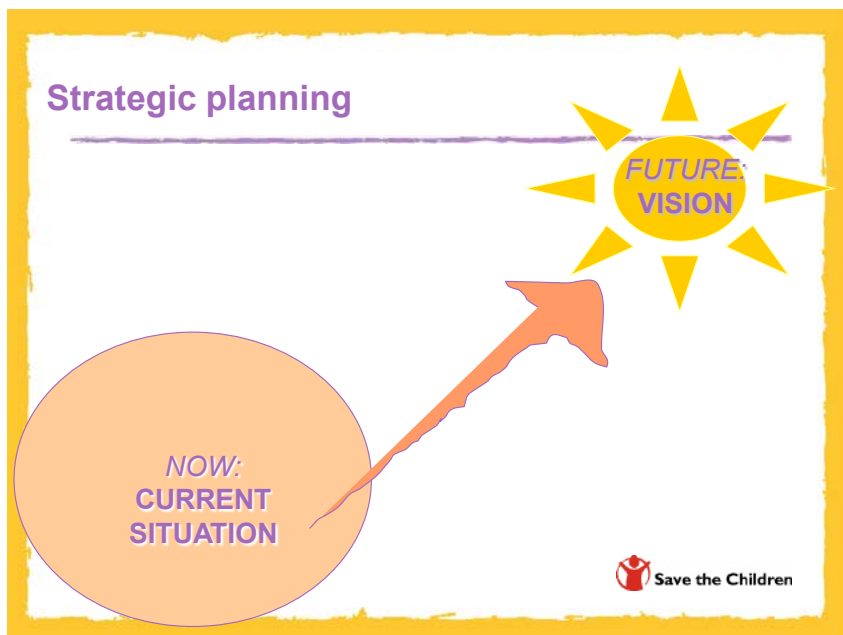


Figure 14: Slide introducing strategic planning

Providing an overview of the five key steps:

- Step 1. “NOW” – where we are now?
- Step 2. “FUTURE” – where do we want to go?
- Step 3. Which path will we choose?
- Step 4. Which milestones will form the path?
- Step 5: Keeping on the path – monitoring and evaluation

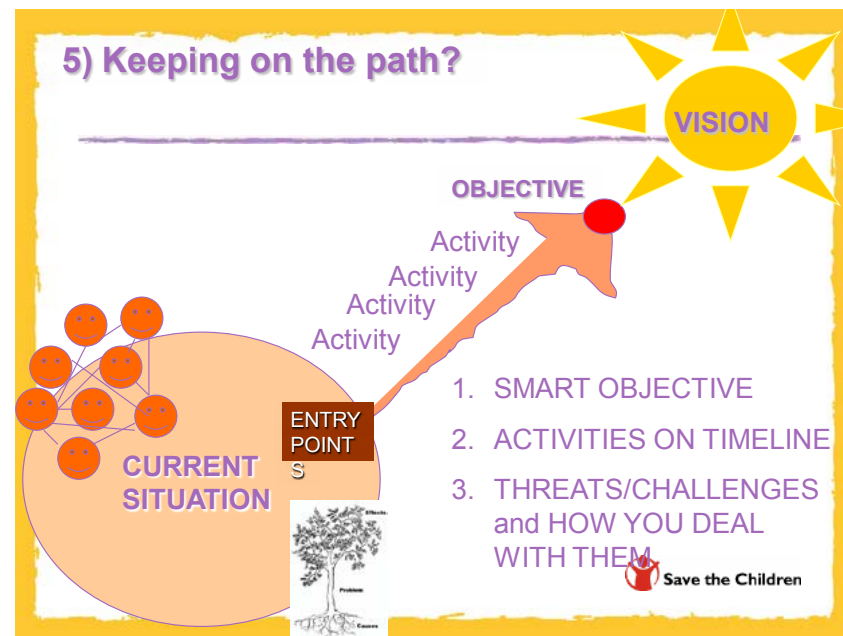


Figure 15: Strategic planning - keeping on the path

- **Introducing the strategic action planning chart** (appendix A) that will enable you to move ahead step by step to identify and draw upon existing analysis from relevant analysis and assessment tools.

STRATEGIC ACTION PLANNING CHART

Key steps	Most significant key analysis	Key action points
Step 1. “NOW” – where we are now?	<p>KEY analysis from existing conflict analysis or needs assessment tools including:</p> <ul style="list-style-type: none"> Conflict Mapping – needs and fears Conflict Profile Conflict Tree Venn diagram: partnerships H assessment 	<p>Building upon this analysis what new ideas do you have for action?</p>
Step 2. “FUTURE” – where do we want to go?	<p>What are key elements of your vision of peace:</p>	<p>Identify SMART (Specific, Measurable, Attainable, Realistic and Time-bound) objectives on outcomes and outputs at individual, school, community, national or other levels) to indicate progress towards your vision at different levels.</p>
Step 3. Which path will we choose?	<p>Identify your main approaches to peace building in families, schools, communities and at sub-national, national, regional or global levels.</p>	<p>Identify and list new opportunities and key entry points, or new tools that you can apply to strengthen your peace building at different levels:</p>
Step 4. Which milestones will form the path?	<p>What are the main risks, threats and challenges that may need to be overcome:</p>	<p>Identify key milestones along the path that will indicate progress:</p>
	<p>Key findings from the venn mapping – partnerships:</p>	<p>Key opportunities to strengthen partnerships:</p>
Step 5: Keeping on the path – monitoring and evaluation,	<p>What M&E have you been using to monitor and evaluate your peace building work:</p>	<p>Identify or strengthen M&E indicators and processes for participatory and systematic MEAL (Monitoring, evaluation and learning); How will you monitor and report on progress?</p>
		<p>How can you ensure accountability to children and stakeholders involved and share lessons learned?</p>

Developing visual illustration of your strategic plan:

You may also be interested to develop a visual illustration of your strategic plan so that you can discuss and share it with other children, youth and adult stakeholders.

Feedback from children and youth about the tool:

This is a useful for our future developments... It is very important to have a clear vision....

When using this tool we should take more time.

(Youth, Asia)



Figure 17: Strategic plan by young people, Albania

LINKS TO OTHER EXISTING ASSESSMENT AND ORGANISATIONAL TOOLS IN THE 2014 DIGITAL RESOURCE BOOK

Timeline – of children’s participation in peace building initiatives exploring key milestones, successes and challenges.

“H” assessment – to assess the strengths, weaknesses and suggestions to improve children and young people’s participation in peace building

LINKS TO:

Guiding Principles for Children and Young People’s Participation in Peacebuilding developed by the *Subgroup on Youth Participation in Peacebuilding of the United Nations Interagency Network on Youth Development*

A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults developed by *Save the Children*.

The Article 15 Resource Kit developed by CERG, Save the Children Norway, World Vision, and UNICEF to strengthen child led organisations and initiatives. The Article 15 Resource kit consists of 10 modules and 20 tools to help children’s groups to think about, plan, improve and monitor how it is organised.

A Toolkit for Monitoring and Evaluating Children’s Participation developed by Save the Children, Concerned for Working Children, Plan International, UNICEF and World Vision

MODULE FOUR:

CONFLICT MANAGEMENT AND PEACE BUILDING IN EVERYDAY LIFE

- *flow of tools*

Different tools shared in this toolkit can be effectively combined for use with and by children and youth in different settings and contexts where they are affected by violence or conflict. As each tool takes 90 - 120 minutes to use effectively, it is recommended that these tools are used and applied with children and youth through regular sessions at times that suit them over a few weeks or months. The process and use of the tools supports participatory analysis, planning and implementation by children and youth. Furthermore, partnerships and collaborative efforts between children, youth and adults are encouraged.

Here are a few examples of how different tools can be combined and used with children and youth in i) Child Friendly Spaces in an emergency context, ii) schools, and iii) with existing child led initiatives in a variety of contexts.

EXAMPLES IN THIS MODULE

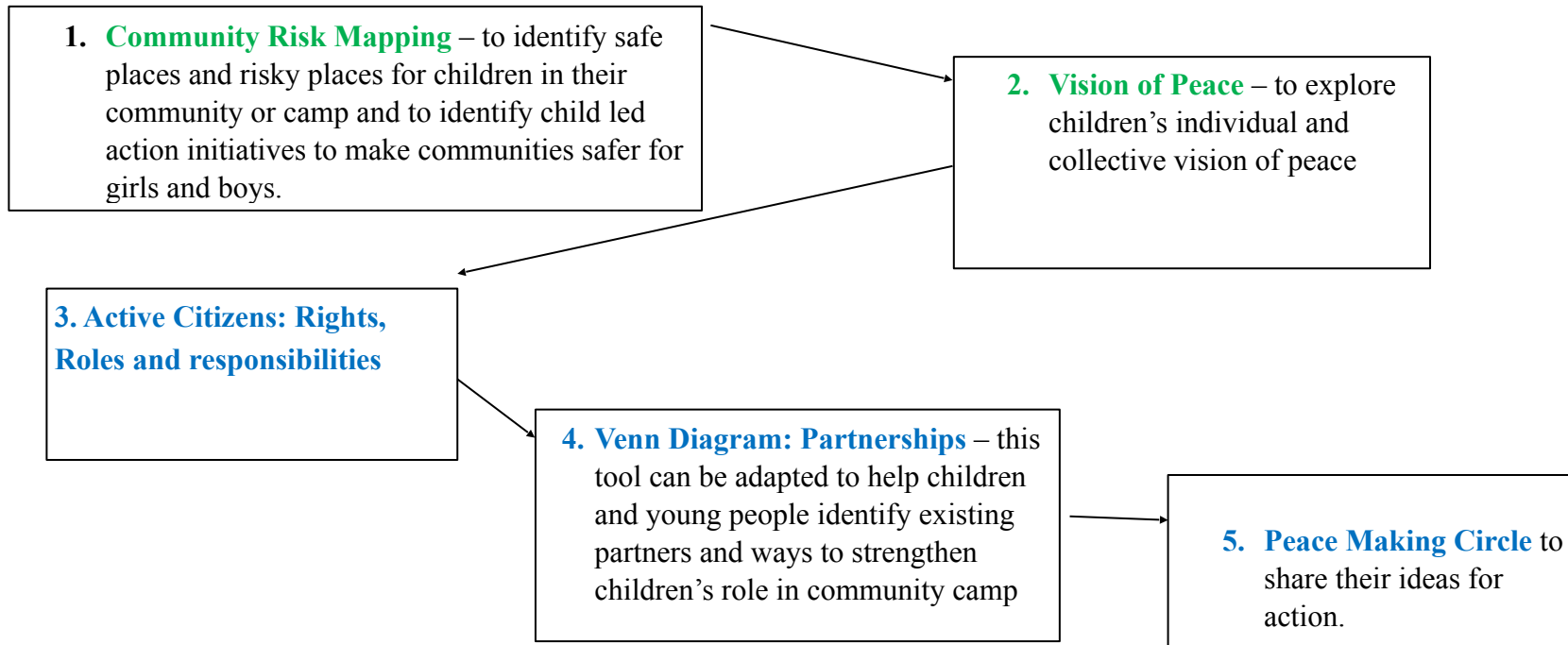
Example 1: Child Friendly Spaces (Relates to areas such as: Protection, Emergency, Education, Health and DRR)

Example 2: Violence in schools (Relates to areas such as: protection, education)

Example 3: Child led initiatives to address conflict and violence (Relates to areas such as: CRG, protection, DRR)

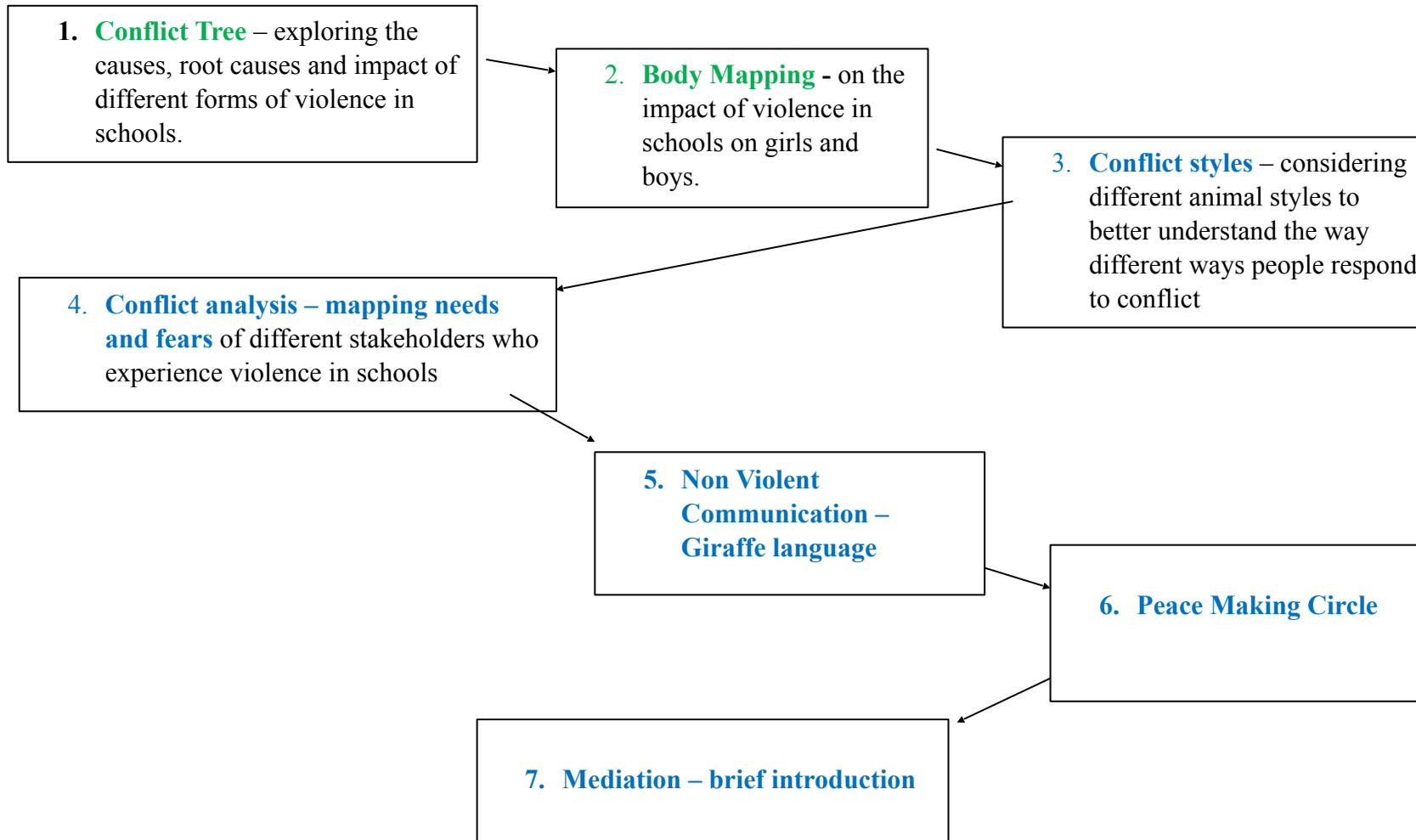
EXAMPLE 1: CHILD FRIENDLY SPACES

(Relates to areas such as: Protection, Emergency, Education, Health and DRR)



EXAMPLE 2: VIOLENCE IN SCHOOLS

(Relates to areas such as: protection, education)



EXAMPLE 3: CHILD LED INITIATIVES TO ADDRESS CONFLICT AND VIOLENCE

(Relates to areas such as: CRG, protection, DRR)

