



Save the Children
Norway

- Building peace out of war
- Children and Young People as Agents of Peace
 - The Young Generation's Challenge



Save the Children Norway's participation in
International Conference June 29 – July 3
Childhoods 2005 Oslo

Report
Oslo, the 15th of September, 2005

Peace is must

We need peace not killing

We need development not destruction

We need light of education not dark

We need lovely sound not the bullet of guns

We need fresh water not the flood of blood

We need peaceful places not a violent environment

We need pen and paper to read and write not a machine gun, grenade and atom bomb

That's why we always need peace

Madhuri Bishwakarma, Nepal

Preface

Save the Children Norway (Save the Children Norway) wants to thank Childhoods 2005 for giving the opportunity to organise a seminar during the conference in July in Oslo. This allowed for following up of our recent evaluation on children affected by armed conflicts and disaster, giving emphasis on children and young people's main messages, which are that they want to live in peace, they want education and they want to participate. At the conference a two-day seminar, *Building peace out of war - the young generation's challenge* was arranged. Fifteen children and young people from seven countries: Guatemala, The Kosovo part of Serbia and Montenegro, Uganda, Nepal, Sri Lanka, Somalia and Norway, prepared themselves during a three-day workshop, *Building peace out of war – children and young people as agents of peace* for the participation in the seminar at the Childhoods conference. The young participants are all members of children's groups, clubs or organisations, most of which led by themselves. Before leaving their countries, they had prepared for the meetings with their peers and will follow up in the same peer groups when going back.

Children affected by armed conflict is a key issue for Save the Children. As said in the introduction of the seminar: We may even say that Save the Children was born out of war, as its first task was to address children in Austria immediately after the First World War. Today SC has experience in work with children in nearly all countries with violent conflicts. Since the start up till today we can see an evolution of Save the Children's thinking and work. We now have the perspective that children are not only victims of armed conflicts and war, they also have many active roles in their communities during armed conflict, and several hundred thousand also participate through force, for survival or for ideological and personal reasons in warring parties. Children's needs and rights have to be included in peace processes and agreements, and they have to be respected in all post-war activities and peace initiatives. Children and young people are eager to take part in the reconstruction of their country and in peace building processes, and this has to be recognised and supported.

What characterizes Save the Children's work is that it embraces all issues relevant for children and young people affected by war: children's protection and participation; girls and boys associated with armed forces; children separated from their families; refugee and internally displaced children and their families; children who have lost their parents, education during armed conflict, and response to the psychological and social aspects of child development in all programmes. Issues related to all these groups of children and issues are addressed, and form the basis of a long-term community-based programme. What also characterises our work in conflict-affected countries is that Save the Children works during the whole conflict and continues to do so when peace comes and the reconstruction work starts.

Outcomes of workshops and seminars are likely to be found at different levels. After the workshop the young participants gave their opinions, such as:

- I liked the activities because I learned something really important for the rest of my life. - I have learnt a lot from you. I have so many impressions to work on. I feel I can understand better now. - I am happy to have learnt so much about how to prevent war. – I want to learn more about creating peace. - I am happy for what we have learnt these days that we can apply in our respective countries.
- I realize that other countries have similar problems [as we have], earlier I thought we were the only ones who had them.
- I am happy that we all agree that war is not good for the world, no matter if you win or lose.

Impact from the workshop and the seminar in the country programme will first and foremost be seen in relation to the young participants' initiatives and follow up in relation to their peer group and network and project, sometime it may influence the programme. Learning and experiences in SC Norway's work, and especially regarding the strategic objective *Fulfil the rights of children affected by armed conflict and disaster* and the working principle *Child participation*, will be follow up, for example in the thematic evaluation on children's participation.

Adult participants external to Save the Children Norway expressed their satisfaction about the children and young people's participation in discussions like this. It makes a difference to listen to young persons themselves when it is their situation that is being discussed, compared to people talking on their behalf.

This report is first and foremost meant to be document of reference for the participants and other people interested in this issue. The chapters follow the chronology of the events, starting with the workshop. The presentations are included in their length. The attachments include the abstract prepared for the seminar by the key note speaker, Elizabeth Jareg, senior adviser in SC Norway.

Oslo, the 15th of September, 2005

Annette Giertsen, Head of Thematic Section, Save the Children Norway

Elizabeth Jareg, Senior adviser, Save the Children Norway

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Executive Summary

Save the Children Norway was happy to receive the invitation from **The International Conference Childhoods 2005 on Children and Youth in Emerging and Transforming Societies** taking place in Oslo in June/July, and to arrange a seminar during the conference. We wanted to use this opportunity to follow up our global evaluation **Children affected by Armed Conflict, Displacement and Disaster**, and to give emphasis to the strong message expressed by children in this evaluation: their yearning for peace and for growing up in a peaceful world.

Save the Children Norway invited children and young people from five country programmes to take part in a 3-day workshop, **Building peace out of war – children and young people as agents of peace**, and then in a 2-day seminar, **Building peace out of war – the young generation's challenge**, at the conference itself. Sixteen children and young people from Guatemala, the Kosovo part of Serbia and Montenegro, Uganda, Nepal, Sri Lanka and Norway participated. Two young people from Somalia, based in Norway, also took part. Most of the young participants are members of children's clubs, groups or organisations, mostly led by children themselves. Prior to their participation in the workshop, they held preparatory meetings with their peer groups to discuss the relevant issues they wished to present..

The purpose of the workshop was to share experiences, reflections and proposals related to armed conflict and peace building; prepare presentations for the seminar; and learn more about conflict transformation and peace building. Under the heading: *Develop an understanding of conflicts and war, peace and peacebuilding*, the participants presented their views on: what is a conflict? what is violence and what do you think about violence? how can violence be prevented? and what is peace?. The responses cover situations from daily life as well as issues from national and international contexts. Examples of responses to "what is violence and what do you think about violence?":

[Violence arises when]conflicts are not addressed fully, for example when students are mentally tortured by their teachers and this makes them leave school. [Violence] makes you do things you do not want and regret – we get very scared and remember this for a long time. The lives of those who kill and those who killed are broken – it destroys society.

Examples of responses to: what is peace?

[Peace is] life and survival. It is [to] live in our houses and sleep without being displaced. [It is reflected in] how we treat each other and how we work and live. [It is to] respect each others' silence and listen to each others' song; to respect and realise that every single human being has got a worth. [It is] having social order and freedom of opinion; and having a government.

The workshop also discussed issues such as: how children and young people are affected by violent conflict and war; what rights are being broken? And how children and young people are best supported during armed conflict. Several participants were not aware that children in other countries also live in armed conflict, and that others may be to be worse off than them. The workshop addressed peace issues such as: How can we work for peace during armed conflict and in post-war situations? When peace comes, how can children and young people help to create and keep peace alive? Several of the young participants have experiences from peace initiatives and show that they are prepared to take part:

We have to educate ourselves for a peace culture; children from both sides should socialize in order to influence adults; young people could be mediators so we would not be involved in actual fighting; we have to be change-agents, be people who can continue the peace process and teach others to work with peace.

The participants proposed that they have to organise and form peace clubs and that the children should advocate different bodies to ensure protection. They also see their limitations: *The problem is that children cannot act as grown ups.*

The participants at the workshop confirmed earlier messages, that they reject violence and war, and that they are ready to take part in peace building initiatives. They showed that children and young people have valuable and concrete proposals such as doing voluntary work in communities to promote peaceful co-existence and to serve as role models for adults as well as other children; they will produce and publish material on peace initiatives and convey messages to relevant parties; they propose that children can organise peace-marches and organize exhibitions to show the impact of war on children; and they already declare schools, playground and religious places as war-free zones and children as zones of peace. During the workshop, the participants prepared their presentations for the seminar, **Building peace out of war – the young generation’s challenge.**

The seminar started with a key note speech, **Children in war and peace**, presented by **Elizabeth Jareg, senior adviser in Save the Children Norway.** Her starting point is that children and young people are yearning for peace. As adults we find ourselves *woven into the complex net of complicity and accountability surrounding armed conflicts, .. thus we are bound to react and engage ourselves with this ongoing assault on the lives of children.* This is evidenced by the major impact that war has on children’s development and lives. One challenge is to find ways to channel *the young generation’s energy and hunger for learning and meaning into paths that can release their positive development as members of their society.* Important initiatives at national and international levels have been taken to follow up the UN Study on the Impact of Armed Conflict on Children by Graca Machel. In all these issues child protection remains a considerable challenge.

Majlinda Rrecaj (Kosovo part of Serbia and Montenegro) and Madhuri Bishwakarma (Nepal) presented their experiences from war and how it affects them. Separation from parents during war, fear of loss of parents and family members, displacement, and being accused of belonging to one of the fighting groups, are issues that have a strong influence on young people and their lives. Listening to the young people telling their own story has a special impact on an audience. During the following discussion a proposal was made to document how children and young people are affected by violent conflicts and war, their experiences and thoughts, to make this part of the national history and heritage. These experiences represent a huge lesson learnt. Likewise children’s capacity to build peace should be documented.

The spotlight session addressed: **Children’s role in armed conflict – preparation for peace?** and was presented by **Maggie Brown, JMJ International LTD.** Based on the results from Save the Children Norway’s global evaluation on children affected by armed conflict, displacement and disaster (also undertaken by Maggie Brown), and the Norwegian Minister of Foreign Affairs’ strategy document, four issues were addressed: 1) How armed conflicts affects children - children’s priorities during armed conflict: protection; education also in the midst of armed conflicts; peace which is vitally important and an end in itself [and other issues]. 2) Children and young people’s role and responses – their contribution to peace-building: to enhance security; support political development by contributing to reconciliation, truth and justice; support to social and economic development by rebuilding education, economy and livelihoods. 3) How have institutions and adults supported children in peace-building? According to the children, this is being done by empowering children, providing psychosocial support and advocating for children’s rights at policy level. 4) Lessons learnt: children and young people are already playing significant roles in peace building during and after violent conflict; children and young people were eager to expand their role in these efforts. However, there was also a cautious opinion that children and young people should not be placed at further risk by participating in peace-building activities and we should be careful not to overburden children with participation, they also have rights to play.

Subashini Nirmalakumar (Sri Lanka) and Michael Odiya (Uganda) gave their opinions on how they understand peace, and said that peace is an environment where people live in harmony, understand each other, show respect for other people’s opinions, listen to and trust each other. They

listed peace initiatives during war which children and young people have been part of or want to put into practice, and mentioned actions such as arranging dialogues for awareness raising about peace and its importance; advocate governments to promote children's rights during war; promote peaceful coexistence and serve as a model for others including elders; declare places where children gather as zones of peace. They stressed the importance of organising in clubs and consortiums.

The second day of the seminar a panel discussion took place, responding to the following: **Windows of opportunities: The young generation is yearning for peace – has the adult world failed to recognise this? How can it be prepared to act?**

Norway's overall strategy for countries in violent conflicts and ways to support peace initiatives with special focus on children's needs, rights and their active role in peace building was presented by **Petter Wille, Deputy Director General, Ministry of Foreign Affairs Norway**. The Norwegian government is involved in a number of peace processes, which takes different forms: the government take the role of official facilitator of negotiations; sponsoring a back channel for secret negotiations and is an actor in international coalitions. Various features of the Norwegian involvement were mentioned, among them: the government supports leading actors rather than being a leading actor itself. It takes the role of a peace-helper and not a peace-maker, which is based on the assumption that the will to bring about peace must come from the parties themselves. It has got patience and involvements are followed up regardless of changing governments or political currents. There is also a domestic backing for the policy which means that resources are available for peacebuilding. The Norwegian government played an active role in bringing children's rights into the peace process in Sri Lanka. [This initiative was originally taken by Save the Children in Sri Lanka, handed over to UNICEF who presented it to the negotiating parties.] The result was an Action Plan for Children's rights which is being implemented under the cease-fire agreement, while working for the conclusion of the peace agreement.

The issue of **Children and young people as agents of peace** was presented by young participants from the workshop, **Isabel Hernandez Castro, Guatemala; Marthe Lamp Sandvik, Norway; Ajega Jackline, Uganda and Santosh Thapa, Nepal**. The introduction was a series of quotes, such as

We have to change the way we are thinking, and the way we act for peace, security and defence. War doesn't bring development, it only brings destruction. We are tired of all the violence; let us live in peace, for our generation and all future generations.

In the presentation children's rights was an overarching issue, the rights have to be considered at all times. Violations of children's rights should be monitored. Each country's national human rights commission should focus on children's rights not only on adults' rights. Adults should take responsibility and ensure children a life in peace. In times of war, children should not be blamed for the trouble of others. Children want to participate. The participants of the workshop want children and young people to join community work, and be represented at every level of decision-making, including policy making and budgeting. Young people should be able to form Youth Peace Councils, as other groups should form theirs. The groups should be respected by the government and could be part of ministry for peace. Concrete peacebuilding proposals address children who should be peace zones. They also addressed adults: peacebuilding should be globalized; countries should stop selling weapons, the arm trade should be abolished and arms production should be converted into production for civil purposes. Other proposals address adults and children: all should be trained in peace building; there should be peace education at every level of schooling and in society; and all aspects related to violence should be addressed to achieve peace.

Children's involvement in creating opportunities for peace was addressed by Save the Children Norway staff members, **Geoffrey Oyat, programme coordinator, Uganda and Bhola Dahal, programme director, Nepal**.

At the center of the conflict in **Uganda** is the abduction of children, boys and girls, to be used as fighters, "wives", camp helpers and spies by the Lords Resistance Army. An estimated 24.000

children have been recorded abducted since the beginning of the conflict. As a response to needs of children affected by the armed conflict, children are participating in activities to build capacity for reconciliation, where communities are addressed. Children take part in various activities, such as child rights clubs in schools and communities; drama, music and other recreational activities; radio and other media programs; as well as skills training, also for advocacy work. Peace clubs promote peace messages through cultural and sport activities; children bridge the division of conflict through exchange visits and take part in welcoming and promotion of acceptance of formerly abducted children in schools and communities. *Promotion of life skills and improving livelihoods* is taking place in various ways. For example are young people reducing their vulnerability and re-establishing positive social values through various skills training. Children in northern Uganda have started to present their views and desire for peace in the local FM station. Focus is also given to small positive happenings in daily life which give the hope to keep going, and on the value of having schools and play grounds available in situations of conflict. *Advocacy and information exchange* takes place when children present their views about the violent conflict and the need for peace to adults locally, nationally and internationally; and when they take part in meetings and discussions with other children in other parts of the world to exchange experiences and share practices, as is happening now.

The armed conflict in **Nepal** started in 5 districts in 1996 and has now reached all 75 districts. Children are being killed and injured, they become orphans, are internally displaced, and forced to migrate. Children and teachers are highly vulnerable due to abduction, arrest, killing and torture. There is also increasing violence and revenge cultures among children who are eyewitnesses of incidents; and less trust and confidence among community people. As a response to this situation Save the Children Norway implemented the concept of *children as zones of peace* (2001), which has led to various initiatives, among others the forming of a coordination committee on Children in conflict under the Ministry of Children; five major political parties made public commitment to respect children as zones of peace (CZOP); a national Coalition for CZOP has been formed; the Prime Minister's Office issued child protection guidelines for security forces and the Government announced schools as zones of peace. In addition children and child clubs are claiming themselves as zones of peace at school and community levels. This implies that no one is allowed to enter school with arms; ceasefire is declared on special days for children; special norms and rules are established such as no restrictions and disturbance of providing supplies of medicines, food and other necessary services and materials for children, the free and safe mobility of children and vehicles carrying children, and protection of special activities and programmes run by children. Children shall not be used in any activity related to armed conflict and children shall be met with gentle and child-friendly behavior. Children and child clubs take on different roles: they have their representatives in child protection committees; they disseminate the CRC and CZOP; and they negotiate with rebels for continuation of schools and child clubs activities.

The seminar ended with the presentation of the young participants **statement** by **Hedda Hakvåg, Norway; Juan Galberto Gonzalez, Guatemala; Stevan Rakic, Kosovo and Yohan Deshapriya, Sri Lanka**. The statement starts with an appeal: Please listen to us! Two of the six items address children and young people themselves: to be smarter than the adults and live in peace; and to do something now to avoid being ashamed when being a grown up. The rest of the items is directed towards adults and deal with what they want to learn; the need for change in politics and behaviour – their yearning for peace; and a strong appeal for being involved and taking part in peacebuilding.

One thing must be remembered:

Whoever wins the war, children are always loosing, and their lost childhood never comes back.

Bhola Dahal, Nepal.

Part 1

Save the Children Norway's preparatory workshop
with children and young people:

Building peace out of war:

Children and Young People as Agents of Peace

Theme 1: Develop an understanding of conflicts and war, peace and peace building

Presentation on conflict transformation and understanding of peace
by Kai Frithjof Brand-Jacobsen

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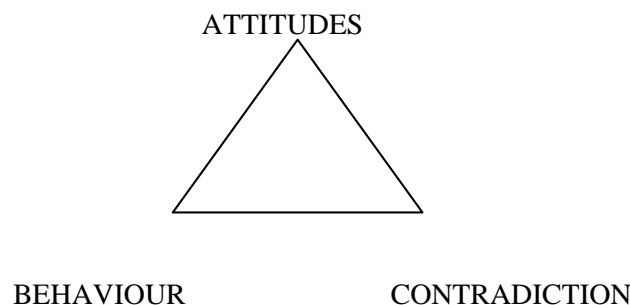
What is a conflict?

All participants were at the beginning asked to tell what they understand by a conflict. In their opinion a conflict is:

- Disagreements with others, in opinions, ideas etc.
- People in tension with one another
- Tension in the communities
- Individual – individual; group – group; country – country
- Injustice
- Wrangles and disputes
- Misunderstandings
- Starts small and increases
- Can be negative, can be positive
- Conflicts are good

As a model for understanding conflicts a triangle was introduced. All participants came up with ideas that would describe the different angles.

TRIANGLE - Conflict



Attitudes: anger, lack of respect, mad, nervous, lack intolerance, hatred, not to listen, we are right - they are wrong, nervous, proud, impatient, negative, competition, humiliated, misinterpretation, non-acceptance, helpless, scared.

Solution: Empathy.

Behaviour: Unreasonable, rude, impatient, nervous, arrogant, move back, withdraw, violent

Solution: Non-violence

Contradiction: Real issues, root causes to the conflicts

Solution: Creativity

What is violence and what do you think about violence?

- All participants were then asked to tell what they understand by violence and what they think about violence.

Violence is:

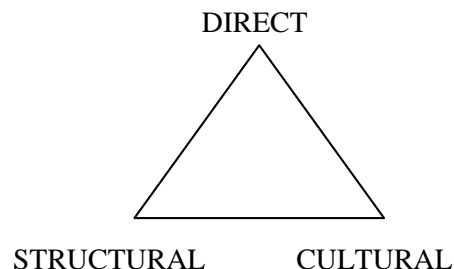
- To hurt and kill someone
- Aggressiveness
- All acts deliberately to hurt
- Injustice and mistreatment of people
- In conflict people's mind get blocked
- Physical and mental, even laugh at another person
- Because: we do not understand the other person
- And do not accept others' opinions
- To inflicting pain on each other

What we think about violence:

- It can scare us
- People think they will get something out of war – all loose
- Bad – you do things you would not otherwise have done – then come back to what has been destroyed
- Destructive, no opportunities for people to respect each other
- Not addressing a conflict fully - example of mental destruction of people and example of being mentally tortured by teachers, which make children leave school
- Result of conflict – it starts at a small level and escalates into war
- Bad, it breaks down harmony and culture
- Competition in the schools
- Make you do things you do not want to do and regret – we get very scared and remember this for a long while
- Family members loose each other
- Life of those who kill and those killed is broken – destroys societies
- Violence breeds/creates violence – always learn to hate and look down on other people – how to get out of this?
- Laws are violated – in fact war is illegal under international laws
- Torture
- Inhuman – example from village in Nepal

A new triangle was introduced to help understand violence. All participants came up with ideas that would describe the different angles.

TRIANGLE - Violence



Direct: Open war, killing, bombing, destroying, shooting people, battles, burning, torture, psychological, emotional, verbal, physical, sexual abuse, domestic violence, rape, abduction, kidnapping

Structural: Dictatorship, corruption, patriarchy, apartheid, WTO, slavery, Taliban regime, colonialism

Cultural: Circumcision, “sayings” and myths like “less than human”, “if you have a boy its good, if you have a girl its bad (pumpkin)”

What is peace?

- All participants were then asked to tell what they understand by peace.

Peace is:

- Quiet, silent, needed and liked
- Have responsibilities and have to follow the rules
- Song of a bird
- Justice, equality and harmony among all humanity
- Understand and have dialogue across cultures
- Free of fear, violence and pressure – where people can develop their potential
- Have dialogue after fight
- Respect and listen to others + their values
- Is life + survival
- Having a government
- Not war – in society with respect, agreement and co-operation
- Safe
- Silence and respect
- Live in their house, and sleep when they are not displaced
- Social order, freedom of opinion
- Like sun, we cannot live without sun – it gives light to see each other more clearly
- Respect and realising that every single human being has got a worth
- The ability to transform our conflicts constructively with empathy
- Peace is both a goal and a way – how we do it
- How we treat each other and how we work and live – respect each other’s silence and listen to each others songs

How can violence be prevented?

From group-discussions the participants presented how they think violence can be prevented: Respect each other + love

- Dialogue
- Co-operation among people
- To love and to help each other
- Peace education – know how to listen
- Strict control of production, importing and exporting of weapons
- Promote awareness an in community about damage of violence (can bring)
- Media mobilisation on violence
- Media mobilisation for non-violence culture. Solution for conflict transformation.
- Programmes on TV that are non-violent
- Reconciliation
- Change way of thinking of people to acceptance of each other
- Apology and forgiveness
- To learn to listen to others
- Learn children’s rights and advocating for children’s rights or humans rights. Children should be aware of their rights
- Equal rights in all aspects

- Co-operation among people. Bring different groups together for their betterment jointly
- Common interest in peace
- Coming together to a round table for peace talks
- Compromise – Solution that works for both
- Through understanding e.g. community culture
- Sharing of – information, resources, ideas
- Reintegration of the returnees to the community
- Amnesty law put in place to protect returnees
- Teach the children how to love, respect, Empathy.
- Organising activities like: drama, songs, poems, games, sports
- Respecting co-existence
- Awareness generation
- We have a mouth and two ears. Listen twice, speak once
- Include violent individuals/groups in peace process
- Changing the way of thinking “acceptance culture”
- Address the causes of conflict constructively
- Support through mediators
- Creating awareness in the community about damage violence can bring
- In decision making all parties should be involved

In the presentation in plenary some main points were elaborated.

Violence can be prevented by:

- Conflict transformation by peaceful means
- End and prevent violence (cease fire)
- Address root causes
- Peacebuilding
- Meeting basic human needs
- Build peace resources
- Heal

Theme 2: Violent conflict and war

Sub-issues:

- How are children and young people affected by violent conflict and war?
- How can violence that can lead to war be prevented?
- What have children and young people learnt?
- How can children and young people be best supported during armed conflict?
- What rights of children are being broken during armed conflict?

Participants from Uganda and Nepal presented the situation in their countries, while the others discussed the issues in mixed groups.

This is how children and young people are affected by violent conflict and war

UGANDA

- Children are being abducted
- They are tortured
- They are made to carry heavy luggage
- They have been left orphans
- They are displaced from their homesteads
- Children lose their limbs due to land mines
- They are used as wives to the Lord Resistance Army (LRA) Commanders
- They have been exposed to HIV/AIDS

- The abductees are forced to kill their community members
- There is a lot of hatred on children and young people who come out of the bush (LRA)
- They face a lot of stigma – being nick named. Makes it difficult for them to socialise
- Children loose their lives in the battle field
- Early pregnancy and child mother
- Education – lack of access

NEPAL

- Children are killed, tortured, injured, displaced, orphaned etc
- Children's access to health, education and other facilities are restricted, disturbed, delayed
- Children are being used in armed related activities like porter, informant, cook, cultural troops, and child soldiers
- Children are traumatised, living in fear, threat and uncertainty. Mistrust.

MIXED GROUP

- Separated from family/relatives
- Traumatized
- Losing parents
- Losing school, home, personal belongings
- Become targets, get killed
- Weakens family bonds
- Psychological effects – father/child
- Restless, no peace, nightmares, no freedom of movement
- Injuries
- Lose understanding of other things than war
- Lose education
- Falls out of school
- Lose childhood and opportunities
- Displaced
- See violence as the only opportunity. No fright of war. War is normal.
- Pressure to take revenge
- Forced/encouraged to become child soldiers
- Become dependant to the community
- The future of the country is destroyed
- No healthy environment for children

What rights are being broken?

UGANDA

- Freedom of association
- Protection of privacy
- Access to appropriate information as they are denied to listen to the radio
- Parental responsibility
- Protection from abuse and neglect
- Health and health services – no access to any health facility
- Social security – have not benefited from it as they are taken away while everybody sees
- Education
- Child labour
- Sexual exploitation
- Torture and deprivation of liberty
- Leisure, recreation and cultural activities
- The right of non-discrimination – they are looked upon as formal rebels, killers etc
- The best interest of the child is not catered for as they are abducted against their will
- The right for survival and development is being hindered as the children are killed and denied education
- Parental guidance and the child's evolving capacities – the parents no longer have the capacity to take care of their children
- Separation of the parents – the children have always been separated from their parents
- The child's opinion – it is not being listened to as they are always forced to do things against their will
- Freedom of expression – they don't have a say as they are taken as captives

NEPAL

- Children are exposed to exploitation, discrimination, abuse and trafficking
- Mobility of children and child clubs activities are restricted. There are no safe places for children even at home, school
- All rights guaranteed in CRC are broken by both conflicting parties including: survival, development, protection and participation

MIXED GROUP

- The right to live
- Education
- Develop yourself, live in peaceful society
- Survival and development
- Health care
- Play
- To have a home
- No part in armed conflict
- No separation from family
- Own religion
- To get information and participate actively
- To have a family and protection
- The best interest of the child
- To express your ideas and opinions
- To love
- Non- discrimination
- Protection from abuse and neglect
- To be respected and respect

How children and young people are best supported during armed conflict

UGANDA

- How to be assertive whenever something is going wrong
- Exposure to the peace building process
- Radio talk show hosting on peace building and conflict resolution
- Advocate for children's rights
- How to approach people even violent ones
- Make them form groups and associations in the peace building
- Encourage/support exchange visits, nationally and internationally
- Sensitisation of the communities to support children during armed conflicts (psychosocial support)
- Support from other stake holders – politicians, NGO's, CBO's (community-based organisations)

NEPAL

- Children and schools are to be protected as zones of peace
- Implementation and monitoring of the CRC, the Geneva Convention and rules of war
- Children and civilian are to be protected and not used
- Children should be empowered and sensitised on the CRC
- Children should be treated as children, not according to their family background
- Children should get first priority in rescue, relief, rehabilitation and reintegration
- School, health post, playgrounds should not be the target of conflict
- Media should not disseminate violent news pictures etc
- Peace education in society

MIXED GROUP

- Protection against weapons
- Under 18's should not join the army involuntarily
- Children's participation in peacebuilding
- Psychological help (youth network)
- Child refugees into families in other countries
- Children in peace-zones
- Children outsidess politics
- Let children be heard
- Remove children from conflict areas
- "Children refugee camps" (Where they are both safe and learning about peace. These camps are internationally recognised as zones of peace, and should have help-workers from organisations, and they should give attention to physical and mental problems.

Reflections from other participants after the presentation

- I thought the war in Sri Lanka was the worst, now I think the war in Uganda is worse.
- I thought it was only Nepal has a war, now I know it is also in other countries.

Theme 3: Peace and peacebuilding

Sub-issues:

- How can we work for peace – during armed conflict and in post-war situations, when there is still violence and distrust between people?
- When peace comes: How can children and young people help to create and keep peace alive?

Participants from Sri Lanka, Kosovo and Guatemala presented the situation in their countries, while the other participants discussed the issues in mixed groups.

How can we work for peace – during armed conflict and in post-war situations?

SRI LANKA

Three Murals were presented by the Children of Sri Lanka on three themes. These were thoughts from children of Sri Lanka.

THEME: Children's role in building peace

How can violence that may lead to war be prevented? What can children and young people do about this? What have they learnt?

To prevent violence, it was suggested that all human beings should have the following characteristics:

- Listen to the views of others and respect each others opinions
- Make collective decisions
- Be friendly, understand each other and develop mutual understanding among one another
- Develop forgiveness, tolerance, care and love towards one another
- Respect the elders

It was suggested that children could prevent rising of conflicts and violence on the following occasions:

At Home

The family is the most important surrounding for a child. It is expected that all family members should have their meals together, seated at the same table. This will provide the opportunity for discussion and interaction. This way all members in the family get the opportunity to share their thoughts, issues, problems, and good, bad which leads to get to know one another better and thereby understand each other. Care for each other and develop a bond between the members of the family.

At School

The next best place where the children come together is at School. The children should respect one another and be helpful to each other. The teachers should respect children, listen to their opinions and take their opinions seriously.

At Children's Clubs

Gathering for the children club provides the opportunity for the children to interact with many different children in the village, and get to know each other better. In their group activities, in the club, decision making is part of everyone's responsibility. Thereby encouraging child participation, this then doesn't lead to any conflict. By being together and working together as a team, the children develop unity and togetherness. Children should be encouraged to be proactive and make the parents and community aware of peace and peace building.

At Village/Community

All children should get together and get involved in community development work. The interaction will lead to community strengthening and this will lead to a healthy environment to interact with one another and develop a mutual understanding among each other. Any religious, ethnic activity in the village, all children should take the initiative and participate. This will provide an example to the elders of the community to be interactive and not have differences among each other. When the children get involved in community work, the parents will also understand and realize that by working together, by helping different communities, different types of people, all can live together. They learn to respect one another and live in harmoniously.

Let's build a community free of violence

THEME: The Way to work for Peace

How can we work for peace, during armed conflict and in the post conflict situations when there is still violence and distrust between people?

The children saw there are several **obstacles** which prevail from achieving peace.

- The attitudes of parents which could be biased. Where the children are forced to follow. For example they are not encouraged to attend workshops or conferences where many get-together. They are asked not to participate
- Not respecting one another
- Not listening and taking each others opinions seriously
- Doesn't like to share their resources. [Some say that] The land belongs to the Sinhales and the Tamils should go to India. Therefore all resources belong to the Sinhales.
- There is no common language to share the ideas.

To overcome these obstacles and develop peace-building initiatives, it was identified that the **support** of many are needed.

- **Parent's** – support is very much needed. Some parents have a wrong attitude about living peacefully. Distrust and the wrong impressions about the communities are very difficult to change. In this instance the community based organization's programmes are helpful for the children. Some parent's don't want their children getting involved in any peace initiatives for the fear of thinking that by helping in the process, their children will get hurt, involve in disputes and harm themselves. It is important to make the parents realise that children should take o
- **Teachers** – who guide the children and open the doors to the world, play a major role in supporting the children. The understanding, guidance and encouragement should be provided by the teachers for children to respect one another and co-exist in the community.
- **Religious leaders** - Religious leaders are looked up to in the community. The message given by them regarding family, peace, belonging, living with different communities are accepted by the children, parents and community as a whole. Their guidance and support is very well accepted by all.
- **Community based organizations** - Helps to develop a friendship with one another, among different communities. There should be a likeness to achieve peace and commitment to achieve peace. The guidance and support provided by the CBO have given light to their life and provided direction to their lives for a positive change ex. Kids do not commit themselves for early marriages.

This is how we prepare ourselves

Develop friendship with different ethnic communities, different groups of people, thereby encouraging the different communities to live together with mutual understanding. Be brave; develop care and Love towards one another. Be determined that what ever difficulty that comes our way, we will achieve peace.

OUTCOME

This is how we can work for peace; our experiences; these are the obstacles for our participation in peace building. This is how we could get support for our peace-building initiatives. This is how we need to prepare ourselves.

What main messages do you want to share from your own experience?

THEME: Rays of Peace

The war has been prevailing in our country for more than 20 years. All we have seen from the day we were born is blood shed, loss of lives, homeless people, loss of family, anger, hatred, tears and pain. There is no food, water, animals, farming, harvesting, children playing. War has been surrounding our country. War has brought darkness into our lives.

We want the 'rays of sun shine' to come into our lives. We want light in our lives. The rays of sun shine bring 'peace' to our lives, to our villages, to our country. When the Rays of Peace touches our lives, the farmers will begin their harvesting; there will be water, agriculture, plenty of food, flowers

blooming and many trees. Plenty of animals, birds, fish in the villages. Children of different backgrounds coming together as one to play learn and are happy. There will be happiness and laughter surrounding us.

OUTCOME

Experiences and reflections on ending violent conflict and building peace

Reflections afterwards

- The ideas and reflections from Sri Lanka can be used in other/our countries
- I like the way they think about peace
- Murals [paintings] /exhibits are creative and very beautiful
- The “way to achieve peace” in the step by step approach is well understood

KOSOVO

How can we work for peace during armed conflict?

- To demand from adults to protect our rights and to remind them that they were children once

How can we work for peace after the war/conflict?

- Children from both sides should socialise together in order to influence adults
- Children participate together in activities
- To be tolerant and to have dialogue
- Helping each other

We can do the following to keep peace alive:

- To talk to other children and inform them about benefits that peace can bring, like in the western countries
- be honest to children on the other side [on the violent conflict]
- More friendship and love between all children

MIXED GROUP

- After the war there must be some people that hate each other. They can fight for peace instead of fighting against each other
- Once the war is over and during the war, opportunities for children on both sides so that people from both sides can come together
- To strengthen the civil government and the police and also to bring the civilians to know their relatives
- Since the war is over there should be no more military
- During war some pupils may not go to school, we should make them go to school
- Peace education
- When the war is over, doctors and medicine will be needed
- Bring the different groups together to form a team (like a football team) to do other activities than fighting
- Nationalism
- Train the local community about peace building
- There should also be some other possibilities to like jobs, treatments etc. so they can focus on something else [than the armed conflict]
- They should gather all those people that want peace to [let them] be together
- They can look for support from some donors, NGOs etc
- During and after the war somebody should provide economic help for people to survive
- Involving stakeholders like children, religious leaders in peace building activities

GUATEMALA

Several questions were answered in preparatory meetings with youth groups from different parts of the country

1) How can we solve the problems that occur in a war in a democratic way?

- Could be mediators, so we would not be involved in the actual fighting
- We have to work together so the people that are most vulnerable could live safely.
- Secure dialogue between different groups
- We think that in a conflict it is the children that are suffering most
- The problem is that children can not act as grown ups

2) Rights that are violated

- Right to life
- The right to health
- Education
- Identity
- Speak our proper language and to express ourselves in this language
- Freedom of speech
- Right to arrange and start groups

Why is this flip-chart blank?

It is because for the kids in Guatemala are not allowed to learn their own language. It is really difficult to write one's opinion in [for example] Spanish, when you have another mother tongue.

3) How can children and young people help to create peace?

- We have to change the ideas we have in society. The way we are thinking
- We have to be *multiplicadores* (change-agents), people who can continue the peace process and learn others to work with peace
- Young people need to agree that they will not fight anymore
- Speak to other children so they understand that we are not going to have any more conflict and war
- First of all we have to change our own attitudes, before we start to change the attitudes of other people
- We have to educate ourselves for a peace culture
- It is important to communicate that what happened during the war was bad and that we have to learn from the mistakes we did earlier
- Young people should put pressure on the government to have a better system
- One of the biggest problems is that children do not learn about the history and what happened during the war. We have to change this. Societies that do not know their history can easily do the same mistake again
- Why do you not learn about this? The government tries to hide what happened. Difficult for organisations to give out this information. The government is working against it to hide the history.

When peace comes, how can children and young people help to create and keep peace alive?

MIXED GROUP

- Spread happiness
- Provision of love, food, shelter, education etc
- Fight for our rights
- Teach people their rights
- Engage themselves to form peace clubs
- Training how to mobilise themselves and the community

- To give material like books which helps to understand more about peace
- Exchange-visits make us learn more about other places
- Radio talk shows should be encouraged based on peace
- The young people should respect their elders
- Focus on what we have in common, not the differences

UGANDA

[The group from Uganda presented two drawings; both had a child in the centre embraced by circles of protection representing family, community, district, country and international community. The difference between the two drawings was that one showed a broken ring of protection, the other a functional circle of protection.] The group brought a CD with documents from their preparatory workshop.

There is a dilemma of a broken ring of protection (with the child in focus). A child lives happily with his/her family. But suddenly the child is being abducted without anyone saying a word. While in captivity the child suffer the following:

- Hunger
- Carrying heavy logs
- Forced to kill
- Forced to become wives
- Forced to become child soldier
- Finally they are traumatised

When the child returns he/she is looked upon in different ways:

- By the international community: Defined as terrorists
- By the national country: Looked upon as rebels
- By the district: Looked upon as killers
- By the community: Stigmatised so that they don't socialise
- By the family: Parents deny them
- By the child: Forced to do things in captivity

Children should advocate for the ring of protection from the following bodies:

- International community
- Country
- District
- Community
- Family

To stop the abduction, give the child a warm welcome and secure reintegration. This will lead to a happy child. All the bodies above should:

- Protect the rights of the child
- Stop child abduction and violation of children's rights.

Children should be given the right to survival, development, protection and participation in society.

Brainstorming – what is a good peace worker?

She or he is: Tolerant, open-minded and flexible, able to understand situation, peaceful, legitimate, non-discriminatory, deterrent, understanding, patient, responsible, neutral and impartial, kind, strong, creative, analysing situations, empathy, co-operative, quick, interested to work, comprehensive, respect of different cultures and religions, love everyone in the world, well educated, brave and persistent, caring, humorous, social skills, caring, good sense of timing, optimist, idealist and realist, equal, prudent, smiles well and smells well.

Representatives from Guatemala and Sri Lanka got the opportunity to present the projects they are part of. This was a response to an invitation from the Norwegian Peace Council.

Part 2

Save the Children Norway's seminar: Building Peace out of War: the young generation's challenge

Welcome

Gro Brækken, CEO Save the Children Norway

Dear participants!

It is a great pleasure for me to welcome you all to Save the Children Norway's 2-days seminar:

Building peace out of war - the young generation's challenge. This seminar has been preceded by a 3-days workshop with children and young people from 6 different countries, including Norway, and I especially want to welcome our younger guests and their accompanying adults. It is important to underline that they do not represent their countries, they participate as children /young people from child-led groups in SC's programmes in different countries and have been elected by and among their peers:

- Isabel Hernandez Castro and Juan Galberto Gonzalez from Guatemala, with Catarina Lopez Yac as their accompanying adult - Guatemala has signed peace accords after more than 30 years of civil war. The great challenge is to put this into practice.
- Majlinda Rrecaj and Stevan Rakic from the Kosovo province of Serbia and Montenegro, with Juliana Olldashi and Dragan Radovanovic as their accompanying adults. - In Kosovo political questions remain unresolved, which are a source of continued insecurity and violence
- Ajega Jackline and Odiya Michael from Uganda, with Ochola Florence as their accompanying adult. - In the northern Uganda a 19 years conflict is still unresolved after a failed peace process.
- Subajini Nirmalakumar and YohanDeshapriya from Sri Lanka, with Shangar Sivasothy and Shyamali Abeyssekera as accompanying adults. - A cease-fire agreement has followed an 18 years armed conflict. Difficult and complicated peace negotiations are still ongoing. Nevertheless an action plan for children affected by armed conflict his being implemented since the cease-fire.
- Madhuri Bishwakarma and Santosh Thapa from Nepal, with Manisha Thapa and Bhola Dahal as their accompanying adults. Bhola Dahal will also be one of the panel speakers tomorrow. – A 10 years violent conflict is still expanding; there is no immediate peace process.
- From Norway participate 6 children and young people: Thamilselvan Selvarasa from Sri Lanka; Sakariya Ismail and Sahal Artan Ahmed from Somalia. From Press – Save the Children Norway's Youth Organisation participate Hedda Hakvåg, Marthe Lamp Sandvik and Eline Garberg.

Children affected by war is not a new issue for Save the Children. We may even say that Save the Children was born out of war, as its first task was to address children in Germany immediately after the First World War. Today Save the Children has experiences in work with children in nearly all countries with violent conflicts. Since the start up till today we can see an evolution of Save the Children's thinking and work and is now considering that:

- Children are not only victims of armed conflicts and war, they are also participating in them, without choice
- Children's needs and rights have to be included in peace processes and agreements, they have to be respected in all post-war activities and peace initiatives
- Children and young people are eager to take part in the reconstruction of their country and in peacebuilding processes, this has to be recognised and supported.

I hope this seminar will be a true illustration of our commitment to children and young people as resources, and will show the importance and also the need of bringing children and young people into peace building processes.

Good luck, thank you!

Introduction

Annette Giertsen, special adviser, Save the Children Norway

How is Save the Children approaching the field of children and young people affected by armed conflict; and children and young people in peace initiatives?

What characterizes Save the Children's work is that it comprehends all issues relevant for children and young people affected by war: children's protection and participation; girls and boys associated with armed forces; children separated from their families; refugee and internally displaced children and their families; and children who have lost their parents. Issues related to all these groups of children are addressed, and often at the same time.

Looking at the seriously damaging impact that war and armed conflict have on children and young people, we cannot stop our support when war has come to an end. Our commitment has to be followed up and should include ensuring agendas for children in peace agreements, so that their rights become integral parts of peace agreements and peace building processes. Sri Lanka is an interesting example in this respect, where an action plan for children was prepared as an appendix to the peace agreement. Although the peace agreement has not yet been ratified, the action plan for children is being implemented. Uganda and Nepal are other examples where SC works to influence governmental initiatives in order to ensure the respect for children's rights and avoid actions that would violate them.

One of SC's greater challenges is to find ways to respect children's rights. This is even more urgent when children and young people are special vulnerable. One way to do this is to monitor children's rights and report on their violations. This can be done by establishing children's ombudsmen function. In Bosnia this has been of great importance for children. The ombudsman's mandate should also include training on children's rights for peace-keeping forces, mediators, governments and all other partners of peace processes and agreements.

Child protection systems are needed in all societies and also when violence has reached a high degree of acceptance and become a more common way to react. In armed conflicts and disasters where children are separated from their parents and become even more vulnerable for abuse, exploitation and trafficking, child protection systems are specially needed. In Sri Lanka a system for child protection was set up to trace separated children and to ensure their protection. This was the result of cooperation between the government, UNICEF and SC after the Tsunami. This shows that cooperation on child protection is possible; and should be applied in violent conflict situations as well.

Close to child protection systems comes education for children in emergency. This is what children in situations of armed conflicts set up on top of their list, this is their first priority. SC is following up on this area and has started a programme on *Quality education for children affected by armed conflict* through a global and coordinated five-year programme.

When SC goes into a country in violent conflict or disaster, we stay there during the whole conflict. When peace comes and the reconstruction work starts we are still there. This is necessary if we as an international NGO want to create confidence and trust from communities and governments, from all partners of a violent conflict, the basis for work.

We hope this seminar will be a true illustration of our commitment to children and young people as resources, and will show the importance of bringing children and young people themselves into peace building processes.

We want to thank the organisers of Childhoods 2005 who have given us this opportunity to discuss important issues on peace and war, and who also have given the opportunities for children and young people to express their views in an international setting like this.

Key note speaker: Children in war and peace

Elizabeth Jareg, Senior adviser, SC Norway

Children all over the world have in so many gatherings, in so many ways, expressed their yearning for peace-to grow up in a peaceful world. This is on the top of the agenda of the world's young generation.

Yet, many of the wars of the previous century continue to the present day, and leave indelible marks on the lives of millions of children. Civilian deaths have far exceeded those of armed combatants.

Due to the role international politics and commercial interests play in initiating, supporting and maintaining these conflicts, we are all in some ways, like it or not, woven into the complex net of complicity and accountability surrounding them. Thus we are bound to react and engage ourselves with this ongoing assault on the lives of children.

Armed conflict affects the development of children from before birth to young adulthood in a myriad of ways, the effects accumulating in interminable civil wars as children grow, and diverting them from normal life pathways in the culture and societies in which they live. The consequences of these childhood experiences will continue to reverberate throughout their lives. Armed conflict also continually violates and undermines all the rights of children as they are expressed in the Convention on the Rights of the Child.

There are several central characteristics of recent armed conflicts which have had, and continue to have a significant impact on child development and the lives of children and their families:

They last through generations; they are fought in the poorest countries with the youngest populations, and the battlefields are in the villages. Food production and the vital rhythms of subsistence farming life, which form a framework for people's lives and culture, are disturbed and distorted. Targeting of social service facilities of importance for children is a feature of many civil wars, and the destruction of schools impacts education for a whole generation. Displacement, family separation and fragmentation are commonplace, progressing relentlessly as the conflict continues, and has profound effects on the development and well-being of children. In many countries, the combination of HIV/aids and armed conflict, the one exacerbating and facilitating the other, leaves a wake of immense personal tragedy.

Children are specifically targeted to create terror and subdue local populations they are forcibly recruited/accepted as "volunteers" in their thousands to fight adult wars. There is overwhelming evidence from recent armed conflicts to show that children are not only the incidental victims of crossfire and so called "collateral damage" but are specifically sought out and killed, maimed and abused by warring parties.

In reviewing some of the major impacts of armed conflict on children, it is important to say that the way in which various events and incidents affect the individual child's life and development will of course be dependent on many factors. These include age, gender, ethnic group, caste, family circumstances, whether the family are town or rural dwellers, whether the event leads to displacement or not. Each child has unique personal capacities which affect outcome, and the *consequences* of an event will naturally take on different forms as a child grows.

Some of the major impacts on children's development and lives include that on their health and nutrition, the psychological and emotional impacts of growing up with continual fear, separation and loss of close family members and the sense of belonging, experiencing the inability of one's parents to cope, multiple experience of life-threatening, atrocities and other traumatic events, especially associated with being in fighting forces, sexual abuse, rape and other forms of violence, disability, institutionalisation, and loss of opportunities for education and work. In regard to the latter, the frustration and utter sense of despair and hopelessness produced by this state of affairs is deeply

disturbing. It is a huge challenge to channel the young generation's energy and hunger for learning and meaning into paths that can release their resources, and lead to their positive development as members of their society.

In the past decade, there have been some important milestones in international efforts to protect children affected by armed conflict. The most important was the UN Study on the Impact of Armed Conflict on Children. This global study, which researched a broad range of topics related to children in armed conflict in several regions of the world, was undertaken by Ms. Graca Machel and presented to the General Assembly in 1996.

The Study recommended a range of measures to increase the protection of children in conflict, ensure their education, their access to humanitarian assistance and to rehabilitation and reintegration.

Among the most important consequences was the establishment of the Office of the Special Representative for children affected by armed conflict to the Secretary General, the post since held by Mr. Olara Otunnu. His office reports annually to the General Assembly and the Security Council on the situation of children in armed conflict around the world. The report also lists countries where governments and/or opposition groups are recruiting children under 18 into armies.

The Special Representative or one of his staff members undertakes visits to countries undergoing conflict and attempts to talk to both sides, appealing, and in some cases, getting written agreements for better protection of children and non-recruitment. However, many such promises have been since broken.

The Office of the Special Representative has been able to institutionalise the practice of sending Child Protection advisers with UN peacekeeping missions. The role of child protection advisers is to ensure that the situation of children is adequately addressed during such missions

Children have now entered the agenda of the UN Security Council, and in all since 1998, five resolutions on children in situations of armed conflict have been passed, focusing on their protection, above all from recruitment. Annual debates on children affected by armed conflict are also held between Security Council members and major human rights/humanitarian NGOs.

All these measures have undoubtedly increased the visibility of children's situation in conflicts at international level. This has meant more funding for humanitarian work and also increased long-term support to war-affected children.

Other important initiatives have been: the establishment of the Coalition to Stop the Use of Child Soldiers and their Global report. The Coalition is formed by a number of leading human rights and humanitarian organisations, including Save the Children, and works through a global network of national and regional contacts to prevent and stop the use of children in armed forces in any capacity. For a second time they have produced the Global report on Child Soldiers, listing governments and non-state actors alike that continue to recruit children in contravention of the Convention on the Rights of the Child (CRC) and its Optional Protocol. The Coalition has also worked to ensure the world wide ratification of the Optional Protocol to the CRC prohibiting the recruitment of children under 18 years into armed forces.

The Inter-Agency Group for Separated and Unaccompanied children was set up in 1995, with a small steering group consisting of the International Committee of Red Cross (ICRC), UNHCR, UNICEF, International Rescue Committee, World Vision and Save the Children. The group has produced Guidelines for the identification, registration tracing and reintegration of separated and unaccompanied children, and continues to work as an advocacy and quality development initiative.

The European Union (EU) has also taken initiatives in issues of children affected by armed conflict. The Council of Europe passed a resolution 15th October 2003 on child rights and child soldiers in particular. Furthermore, EU Guidelines on children affected by armed conflict has now been

completed, and a mechanism developed by which the EU and its ambassadors can assess and report on the situation of children affected by armed conflict. There is also a suggestion from some parliamentarians that the EU should also have its own Special Representative for children affected by armed conflict. This is still being debated, but would certainly strengthen the focus on children.

Yet another result of the Machel study has been the inclusion of child rights training in peace-keeping missions under the UN Department of Peace Keeping Operations (DPKO)

Save the Children has also for some years now contributed with such training of UN troops in Norway and Sweden. In addition, Save the Children is increasingly involved in training government forces in child rights and protection (e.g. Nepal, Uganda, and Ethiopia).

In contrast to the massive and lasting effects of armed conflict on the young generation, they are virtually never invited, in common with many other sectors of civil society, to *participate in peace processes*. Children and youth, when given the opportunity, have demonstrated their unique ability to communicate across the barriers and lines set up by adults, thus their contribution towards establishing trust and confidence in the future could be invaluable. They need guidance and support from adults who will not manipulate them to do this work, and who help them in assessing the inherent risks underway. Above all, their role needs to be recognised as a legitimate one by those involved in peace processes.

It follows that children are not specifically considered in *peace agreements*, apart from some cursory mention in a few recent examples. Peace agreements usually set down modalities for disarmament, legal and political processes, formula for land division, and general security issues for the population. However, the recognition of the potential for building peace on the rights of the young generation is not recognised.

Ensuring the rights of the young generation who have grown up under armed conflict is not only a humanitarian concern, but is also of significant political importance in ensuring human resources needed to develop post-war societies and in the interests of national security. It is the most important investment that can be made in the interests of peace, development and human security.

In view of this, Save the Children proposed a comprehensive plan of action to be included in the process towards peace in Sri Lanka and this has been followed up by UNICEF in written agreements with the parties to the cease-fire. Although no final peace agreement has yet been signed, the plan of action, which included demobilisation of all children associated with the LTTE, is being put into action. The original rights-based plan of action recommend included:

- Urgent measures to strengthen the education system and ensure access for disadvantaged children in the war-affected areas, and concrete steps to address adolescent education
- Revitalisation of health services relevant for children
- Demobilisation, rehabilitation and reintegration of children associated with armed forces, as well as amnesty for all children who have left armed forces for whatever reason.
- Urgent effective support to children with disabilities due to the direct/indirect effects of war
- Approaches to alleviate the psychosocial impact of the armed conflict on children
- Support to ongoing efforts to resettle and reunite children with families
- Measures to reduce the number of children in institutions through family reunion empowering mothers on both sides of the conflict to bring up their children.
- Observance of the principles embodied in the Ottawa Treaty on Landmines
- In the interests of the continued protection and promotion of children's rights, the establishment of an ombudsman function for children

In spite of the above achievements, child protection still remains a considerable challenge on the ground. Save the Children has for many years, with and without local partners, worked to assist, protect and ensure the development of children and their rights throughout armed conflicts and during transition to troubled peace in nearly all the war-torn countries in the world. This comprehensive field

experience has, besides feeding into policy and models for action, also been a continual source of learning and reflection, some of which we hope to share and discuss with the participants of *Childhoods 2005*.

Children and young people's input

Majlinda Rrecaj, Kosova and Madhuri Bishwakarma, Nepal

My name is Majlinda Rrecaj and I am from Kosova.

During the last war in Kosova I have experienced fear; I have seen destructions, killings, massacres. I have heard that many people disappeared and are still missing. I also experienced myself two times separation from my family.

In the region where I live, which is Drenica, there were always wars, but time after time they stopped, and it is worth of mentioning that in the place where I live happened two most significant battles.

Before beginning of the first battle – which covered only the area where I lived – I went to spend some days with my relatives. As the fighting started I lost contacts with my parents because they were in Skenderaj and I was in Mitrovica (two towns which are not very far from one another but different). Skenderaj was isolated because it was a war zone and no information came from their side and the worst thing was that I couldn't manage to contact my parents, not even through the phone, and even the people in Mitrovica said that all people in Skenderaj were killed.

Not being in contact with my parents continued for two weeks and during that I felt miserable, but after the war struggles stopped for a while and the situation calmed down, I achieved to create contact with my parents and after that we reunited. The moments when I met my parents were very difficult even though happy, because I have heard that in my town everybody was dead but I was lucky my parents survived.

When I joint my parents we feared to go back and to continue living to Skenderaj, we stayed out of our town for a while. We stayed with our relatives for a long time, but after sometimes we got tired from this way of living, every time wandering from one relative to another, so finally decided to go back to our town, where luckily we found our apartment the way we have left it.

As the year of cease-fire ended, even though there were no fighting, there were frequent movements of soldiers and police who on their way maltreated people. In this way we faced the fear too. Beside all these there were cases when people lacked food and many times they came to us to ask for food, but rarely we had chance to help them because we had the same problem.

After a year ended from the first battle, the second battle began. During this time, all my family were in our home. This time, the fighting spread almost in entire Kosova, but still the worst ones was in my region, Drenica.

This second battle was spread all round Kosovo unlike the first one, and we felt fear and faced a lot of bad things. We decided to suffer at home because now the war was in every corner. But since we lacked food and we heard that some people from our town went to other towns where the situation was calmer, then me and my mother went to the closer town where we bought some extra food resource. When we wanted to come back to our town, we couldn't do this because the traffic was stopped. So, in this way me and my mother got separated from my father. Even though we have tried many times after that to go back to our town, we couldn't make it. And since we had no other option we went to some of our relatives where we stayed for about a week but not even during that time, could we make a contact with him in any manner. After a week of staying at our relatives, we were forced to get away from there, because the worst war struggles began. For some time we continue to wander from a place to a place, where after many endeavors followed with fear, we succeeded to move away from Kosova and we went to Albania, but still, we went there not having one single information about my father.

We were very welcomed in Albania, but even though we were having a good time and we had no fear for ourselves anymore, the fact we didn't know anything about my father made us feel very bad and we never felt calm.

After two and a half months in Albania, after the NATO came in Kosova and the war ended in whole Kosova, me and my mother together with some relatives came back to Kosova, but even though we were happy for returning, we were so in fear that we might find my father dead and until we came in front of the apartment where I live, I didn't know whether my father was alive or not. And then when my neighbours told me and when I saw him myself I couldn't believe my eyes as we heard terrible things about the citizens of my town, the way they were left dead on the street.

This was a short history of that what I have survived during the last war in Kosova, but the worst thing is that the war is not finished yet, it just stopped for the moment.

Madhuri Bishwakarma, Nepal

1. Our experiences from living in war

Children are used as child soldiers, cooks, porters, cultural troops, informers, children are jailed and kidnapped

2. Our thoughts about living in war

- schools, playgrounds, health posts should not be target of the conflict; stop using children as mentioned above, as child soldiers, cooks, porters, cultural troops, informers, and stop jailing and kidnapping children
- children's rights should not be violated, the rights to survival, protection, participation and development
- from both sides [of the violent conflict] children should be protected as zone of peace
- first priority should be given to injured children

3. How these experiences have influenced our lives and us as persons

In 1996 conflict started in Nepal and due to this my life is totally destroyed. I was displaced from my birthplace Rukum. Due to this I have many problems: mentally, socially, and economically. Rukum is a place of Maoists. When my family was displaced to another district people of the new place thought that we were Maoists too, but we are not. Due to this I cannot study well and my mind is totally disturbed. Therefore due to war I am affected badly.

Questions for clarification and discussion

- It is important that we get to know what is happening in different parts of the world from children directly, especially in a forum like this. As a researcher I have presented some of my results on how the war is affecting children, and also about children's participation. But, we need much more information from children themselves about how they participate.
- For the first time ever children's experiences are now written down. From the WW II we had Anne Frank's diary. Your stories should be collected in national libraries, and be part of the national history, of our heritage. It must not be lost, it is a huge lesson learnt.
- How can we be able to address these issues to the right kind of people?
- Gathering stories is important. We rarely hear the stories of the children. Another story we seldom hear is what we can do to build peace. What it is and how we practically can work with peace transformation. It gives a feeling of empowerlessness. A lot of things can be done, but people never hear about them.

Spotlight Session: Children's role in Armed Conflict – Preparation for Peace?

Global Evaluation on Children Affected by Conflict or Disaster

Maggie Brown, JMJ International LTD

[Maggie Brown was in charge of Save the Children Norway's thematic evaluation on children affected by armed conflict, displacement or disaster, April 2005.]

Countries/territories in the evaluation

- Angola
- Bosnia and Herzegovina
- Guatemala
- Kosovo
- Sri Lanka
- Uganda

Why is children's contribution to peace-building so important?

- Research suggests that around half of all armed conflicts that have ended will re-emerge within ten years
- Many post-conflict states are left in a state of fragile peace with no real closure of the issues
- Children and youth grow into the generation that will take forward peace or armed conflict
- Children are increasingly targeted in conflict. As such, they are inevitably involved in the issues and processes

Structure of presentation

- How armed conflict affects children – what did children tell us about their priority issues?
- Children and young people's role and responses - how have they contributed to peace-building?
- How have institutions and adults supported children in peace-building?
- What have we learned to date?

Children's priorities in armed conflict

- Protection from abduction, recruitment to armed groups, sexual abuse, discrimination and from hunger and disease
- Access to education including education in the midst of armed conflict, not being forced out of school because of poverty, access to school materials, benefiting from committed teachers
- Peace as a vitally important end in itself and the fact that children often view reconciliation in different ways to adults
- Projects that help children to recover by building on self esteem, reducing stigma and provide hope for the future, rather than re-living the negative experiences in conflict
- Poverty reduction for children, parents and families
- Reducing stress on families than can prompt domestic violence
- Fairness and clear criteria in the distribution of aid and project support
- Participation in decisions and planning for the future and adults listening to children
- Access to health services in conflict

Contributions of children and youth to peace-building

Enhanced security

Children already participate in Demobilisation, Rehabilitation and Reintegration processes – Angola, Sri Lanka, Nepal, Sierra Leone

Challenge is for all agencies to ensure that: Children's rights and international agreements are met
There is sufficient support to reintegration

Inclusion of girls

Children already participate in mine education – through peer education, street theatre.

Political Development: Reconciliation

In Guatemala, rebuilding confidence and self-esteem through Mayan culture. Children as peer educators.

In Angola, youth participation in child protection committees - support to children subject to domestic violence exacerbated by the conflict

In Kosovo, Bosnia and Herzegovina, children and youth of different ethnic groups participated together in football training and summer camps

In Guatemala, children and youth participated in the design and painting of a mural across a cemetery wall to depict the history of the conflict

In children's clubs in Sri Lanka, Sinhala children are learning the Tamil language

In Sri Lanka, Tamil and Muslim youth working together on planning for local development.

In Kosovo, Albanian and Serbian youth from the divided city of North Mitrovica came together in a youth assembly

Political Development: Truth and justice

In Sierra Leone, Guatemala and South Africa, children participated in Truth Commissions. A separate Truth Commission report for children was prepared in Sierra Leone

In Uganda, children and youth – along with broader society – are calling for immediate peace and restorative justice. This is more important right now than the International Criminal Court (ICC)

In Guatemala, children and youth groups aim to monitor the Government's implementation of commitments made under the peace agreements – post-war social justice

Social and economic development – rebuilding education

Youth and communities participate actively in school reconstruction (Angola, Guatemala)

Children participate in governance through school committees in SEE and have helped to ensure fair access by minority groups

Children and families taking issues of discrimination in school to Ombudsman

Children and youth empowered by clubs in Sri Lanka negotiated with the army for a safer route to school

Social and economic development – rebuilding the economy and livelihoods

Children and youth in Uganda and Sri Lanka learn skills in vocational training, some access to micro credit

But still relatively limited initiatives – majority of youth in fragile states – especially in Africa - get no access to training/credit

There are commitments made to education, health services and livelihoods opportunities under PRSP commitments – more youth monitoring?

How have institutions/adults supported children's role in peace-building?

Key agencies – e.g. Save the Children, the International Refugee Committee (IRC), Christian Children's Fund CCF, UNICEF – play a facilitation role in:

- Empowering children
- Advocating for children's rights at policy level – UN, Security Council, governments, non State Entities
- Providing psychosocial support (counselling, vocational training, access to education, catch-up classes, support to child-mothers)
- But ... a long way to go before there is broad acceptance of children and youth's role in peace-building

Lessons learned so far

- Children and youth in the evaluation already play significant roles in peace-building during and after conflict

- The children and youth who participated in the evaluation were keen to expand their role - they can be empowered through children's clubs.
- Often simple joint activities are more effective than a deliberate focus on the notion of reconciliation – the term can be seen negatively
- Caution! – don't place children and youth at further risk by participation in peace-building activities
- Should be careful to not over-burden children with participation – they also have rights to play!
- Need for greater investments in resources for the reintegration of children and youth post-conflict: education, vocational training, micro credit.
- Gender issues – girls – especially child-mothers – often have the toughest time in reintegration
- A new field – results should be carefully monitored

Children and young people's input

by Subashini Nirmalakumar, Sri Lanka and Michael Odiya, Uganda

How do we understand peace?

Peace is an environment where people live in harmony, understand one another, show respect for people opinions, trust each other, listen to each other etc,

What peace initiatives during war have you been part of or wanted to put in to practice?

- Children and young people should come together having dialogue on peace in order to develop the relationship and understanding among them and demand adult to protect their rights.
- Children should come together and organize the awareness raising programme on importance of Peace in order to sensitize the communities on peace initiatives.
- Advocate and lobbying with Government, duty bearer and other stake holders in possible way to promote their rights of the children in war situation
- Children to offer some charity work / Voluntary work in the communities to promote peaceful co-existence among them and the community and to be seen as a role model this type of activities create the unity among the communities. All children should get together and get involved in community development work. The interaction will lead to community strengthening and this will lead to a healthy environment to interact with one another and develop a mutual understanding among each other. Any religious, ethnic activity in the village, all children should take the initiative and participate. This will provide an example to the elders of the community to be interactive and not have differences among each other.
- Production and publication of ILC materials on peace initiatives to the communities during the war situation and also children can organize peace march and convey the peace message to the relevant parties.
- Participation of Children in the peace talks to give the impact of war on a child to the warring parties.
- Children to advocate the world on a total banned on the use of "child soldiers"
- Children should participate in recreational activities such as song, drama, and football to divert their mind from the war.
- Organizing an exhibition to portraying the impact of war on an innocent child.
- Forming children clubs & district children consortium and developing coordination, networking and relationship among the children, institution and individuals. Gathering for the children club provides the opportunity for the children to interact with many different children in the village, and get to know each other better. In their group activities, in the club, decision making is part of everyone's responsibility. Thereby encouraging child participation, this then doesn't lead to any conflict. By being together and working together as a team, the children develop unity and togetherness. Children should be encouraged to be proactive and make the parents and community aware of peace and peace building.
- Organize the exposure visit to other districts and build the relationship with children in different communities and make them all we are children we do not have any differences. Helps to develop

a friendship with one another, among different communities. There should be a likeness to achieve peace and commitment to achieve peace.

- Children gathering places such as schools, religious places and playground need to declare war free zones.
- Display the Board and Hording in the common places that saying the message “children are prevented & protected”.

Questions for clarification and discussion

- We should look at the whole child in the context
- There should be some psycho-social support for children
- I am missing the case of separated children. There is a need for help for parents / family members to find their children again after conflict. Reunification is very important
- Fairly adult responses. Have any of the children mentioned a place to play?
Answer: When children mention play they say they do not have any places or opportunities to play.
- Are there any concrete ideas of how to include girls in demobilisation processes?
- When children are taken away they learn a new language and culture. When they come back it is difficult to be included. In Guatemala people fled to Mexico and other parts of the country. This happened for the last decades. The difficulty is reintegration.
- Are there any differences for boys and girls in terms of reintegration?
- It is more difficult for girls, because of the culture. They work within the house. Difficult for them to work with the psycho-social
- Girls that have been abducted are likely to be pregnant and face difficulties. Boys are considered to be combatant. Girls are cooks, sex slaves etc and not given the same rights in demobilisation
- Women feel the problem of poverty most. All the problems in society, women and especially mothers, meet them the most.
- Bringing everybody that belongs together back together again. Create security with people who belong together
- Reconciliation in the broadest sense of the term. There are projects where children were involved, example projects oriented towards the Mayan culture in Guatemala, the child clubs in Nepal and the kids in the Children In-Touch program in Sri Lanka.

Panel session

Windows of opportunities: The young generation is yearning for peace – has the adult world failed to recognise this? How can it be prepared to act?

Norway's overall strategy for countries in violent conflicts and ways to support peace initiatives with special focus on children's needs, rights and their active role in peace building.

Petter Wille, Deputy Director General, Ministry of Foreign Affairs Norway

Ladies and Gentlemen,

In times of conflict, children are the ones that are the most at risk.

Gone are the days when soldiers were the ones who bore the brunt of the violence of war. Today, targeting civilians is an integral part of ruthless war tactics. When the men leave for the war, women and children are left behind unprotected.

The conflicts of the post-Cold War era have seen a radical change in the ways wars are fought. Today's conflicts are primarily internal, often fought between rival fractions within state boundaries. In these wars the international norms of conduct between armies have been largely abandoned. Civilians, and children first among them, have become the victims. Five per cent of the victims of the First World War and 45 per cent of the victims of the Second World War were civilian casualties. In today's wars the figure is 90 per cent. And of these more than 40 per cent are children. It is estimated that since 1990, more than 2 million children have been killed in wars, 6 million have been seriously injured and more than 22 million have been driven from their homes.

Children are also victimized through getting caught up in conflict as combatants. We don't know how many the child soldiers are, but it probably runs into the hundreds of thousands. They don't volunteer; children are forced or pressured into joining the armed struggle. These children lose their freedom and innocence, but first and foremost they lose their childhood.

According to UNICEF, Africa and Asia have the highest numbers of children actively involved in conflict as combatants. A worrying tendency is that that use of children in conflict is not diminishing, it is increasing. Thousands of children in northern Uganda have been abducted by the Lord's Resistance Army. In Myanmar, there are still tens of thousands of children in the armed forces, while the number of children used by armed groups in Colombia has increased to around 14,000 in recent years.

Children become victims of war when they have to leave their homes, many times even their family, because of armed conflict. And their exile, even though it is usually seen as a temporary situation, many times becomes their life as they wait in refugee camps for the war to end.

Children become victims even after a conflict is over, due to the remnants of war. Abandoned explosives and weapons, landmines and unexploded ordnance kill and maim thousands of children each year. Remnants of war many times prevent access to fields or wells, clinics or schools for whole communities, prolonging the effects of the war even after the war is over. Landmines alone claim between 15,000 and 20,000 new victims each year. Two thirds of the 65 countries that suffered new mine casualties in the period between the years 2002 and 2003 had not experienced active conflict in that period.

The problems are obvious, but what should we do about them?

There are many things one should do, and I will briefly touch upon what the Norwegian Government has been and will be doing to promote the protection of children from violent conflict:

- Norway will work for the promotion of the inclusion of children's special needs and rights in peace negotiation, the mandates of peacekeeping operations and the planning and implementation of peacebuilding measures. Special attention must be focused on the situation of girls and children who are on their own. This requires personnel who have relevant professional expertise and the necessary authority. Peacekeeping operations should include special advisers who are responsible for safeguarding children's rights and needs. Ethical guidelines for all humanitarian personnel should be implemented.
- Norway will work to ensure that the additional protocol on the involvement of children in armed conflict is ratified by as many countries as possible. The same applies to Norway's obligations under Security Council resolution 1325 on women, peace and security (20002).
- Norway will increase its support to children subject to violent conflict, both in terms of preventive protection and rehabilitation. It may be necessary to earmark assistance specifically for children in order to ensure that it reaches the target group. NGOs will be an important channel here in relation to families and the local community.
- Norway will give particular priority to educational and recreational programs, training in non-violent conflict resolution and psycho-social rehabilitation for children, both as part of its humanitarian assistance and in its peacebuilding efforts. This applies particularly to girls who have been subject to violence in armed conflict, particularly rape and other sexual abuse. Children who are born of rape and their mother will be particularly important target groups for Norwegian assistance.
- Norway will work to prevent the recruitment of children to armed forces and to promote the disarmament, demobilization and reintegration of child soldiers into their local communities.
- Norway will seek to ensure that children's rights and needs are safeguarded in humanitarian mine clearance measures.
- Norway will seek to ensure that programs for refugees and internally displaced persons safeguard children's rights and needs, e.g. for psychological counseling services, schooling and tracing their families.

At a more general level, Norway will its extensive economic, political and diplomatic efforts in Africa, Asia and Latin America to prevent armed conflict, promote peaceful solutions to conflicts and build lasting and stable peace.

Norway has been and is still involved in a number of peace processes and negotiations.

Our participation takes different forms:

It ranges from acting as official facilitator of negotiations – as in Sri Lanka and the Philippines, to sponsoring a back channel for secret negotiations – as in the Middle East, to being an actor in an international coalition – as for example in Sudan, as well as in Ethiopia-Eritrea, Somalia, Colombia and Guatemala.

People sometimes ask me how Norway has come to play a role in peace and reconciliation processes.

Generally speaking, our efforts are always part of a broader setting. Norway's role as a peace facilitator follows on from our long-standing support for the UN mandate for peace and security, and builds on our tradition of humanitarian action and development co-operation.

We tend to support other leading actors rather than serve as the leading actor ourselves. But in certain cases Norway does take a leading role as a facilitator in peace processes. This is always at the request of the parties involved in the conflict.

One of the general features of our involvement is that Norway is a patient facilitator. There is broad political consensus in Norway on our policy of promoting peace and reconciliation. One example is

our engagement in Sri Lanka, which has been maintained by three different Ministers of Foreign Affairs – from three different parties. This in turn ensures consistency. We are able to keep up our commitment regardless of changing governments or political currents. And we remain engaged – even at difficult stages in a peace process.

The broad domestic political backing for our policy in this field also means that resources are available for peace and reconciliation processes. We are able to use these financial and human resources in a flexible way. This means we can become engaged quickly.

Another important factor is the importance we attach to co-operation with national and international NGOs. Norwegian NGOs have gained valuable experience through their activities in different parts of the world over several decades. And perhaps even more importantly, their altruistic approach has earned them a reputation as highly professional teams of experts dedicated to helping others. The NGOs have valuable networks and hands-on knowledge of the various regions, and we have been able to draw on the skills and expertise of these organizations.

A common denominator for many of the peace processes in which we have been involved is the interaction between diplomatic and humanitarian assistance, and between government and non-state actors. This has proved to be a good recipe for success.

It is also important to remember that in many places where we have become involved in peace processes, we have a much longer history of development co-operation and humanitarian assistance. In the case of Sri Lanka, our development co-operation goes back to 1977, and in Sudan we have had a significant humanitarian presence through our NGOs since the early 1970s.

In many quarters Norway is regarded as impartial. We have no colonial past, and we are usually perceived as having no hidden political or economic agendas.

Because we cannot achieve success on our own, we work together with other international actors. This means that we can draw on resources we do not have ourselves, and ensures the necessary support for the processes we are involved in.

Finally, an important aspect of our involvement is that we are peace-helpers – not peace-makers. As a facilitator, we try to do what we can in supporting the parties – but at the end of the day, the will to bring about peace must come from the parties themselves.

These factors go a long way in explaining how Norway has come to play such a role. To the question of why we choose to do so, the main answer is that, like many others, we feel we have a moral obligation to contribute to the peaceful resolution of conflicts around the world.

But it is not altruism alone that drives us. Although we are situated in the far north, contributing to peace in other parts of the world is also in our own interests.

Today there are fewer conflicts between countries. However the new security order that followed the end of the cold war has led to an intensification of internal conflicts and greater international focus on these conflicts.

Globalization has proved to be a double-edged sword. On the one hand it has had the positive effect of bringing the countries of the world closer together through the flow of trade, investments and ideas.

On the other hand, instability and insecurity also flow freely through the system. The effects of internal conflicts spread beyond the immediate site of the conflict through migration, disease, environmental degradation, transnational organized crime and international terrorism.

The fundamental principles of human rights, international humanitarian law and each individual's right to freedom are more often than not the first casualties in armed conflicts. These principles are a cornerstone of our own societies.

Internal conflicts have become a global concern. Yesterday's humanitarian situations are today's core security policy issues. Norway is therefore engaged in preventing and resolving conflicts and rebuilding societies that have been ravaged by conflict.

Peace diplomacy is one instrument in our quest for peace. But the quest for peace is also very much a question of building and strengthening alliances and partnerships. It involves providing development assistance, and ensuring good governance and respect for human rights. It may also involve using military means when the situation calls for it.

Our policy is based on high ideals: lasting peace and a life in dignity for all. At the same time we are pragmatic with regard to the means we employ to achieve them.

For example, in our efforts as facilitator for the peace process in Sri Lanka, Norway has sought to assist the parties to the conflict to take concrete steps to address children's rights and needs while the peace process is ongoing. Children in the north and east of Sri Lanka have been disproportionately affected by the two-decade long war, which destroyed much of the infrastructure and economy of those areas. The Tamil Tigers (LTTE) also have continued to recruit children in their teenage years to the organization in contravention of the Ceasefire Agreement and international law.

In the peace negotiations between the Sri Lankan government and LTTE from September 2002 – March 2003, facilitated by Norway, we proposed that the parties cooperate with UNICEF to end underage recruitment and to improve the situation for children affected by the armed conflict. In the third session of peace talks in Oslo in December 2002, the parties agreed on this need and on the inappropriateness of bringing children into the civilian or military workplace. The LTTE also committed to engage in a partnership with UNICEF for restoring normalcy to the lives of children.

The Action Plan was established by UNICEF and the LTTE shortly thereafter and continues to function today. The plan includes mechanisms for the return and reintegration of children recruited by the LTTE, as well as initiatives to restore normalcy for all children in the north and east, including assistance for education and training, in cooperation with other agencies such as UNDP and ILO. Norway provides financing together with other donors for the Action Plan.

While underage recruitment has not ceased under the Action Plan, and reports of recruitment and re-recruitment continue, a number of children have been returned and UNICEF and the LTTE continue to work step by step to end recruitment. The Action Plan has also provided transitional assistance to a number of children from across the north and east, despite the fact there remains much to be done before all children regain the opportunity to lead normal lives.

The intention behind the Action Plan is to take pragmatic steps to begin to transform the situation of children even before the conflict is resolved, in order to address their immediate humanitarian needs, as well as to lay the groundwork for the peace process to reach our ideals.

Questions

Question Norway has a role as peace facilitator. I am concerned about the well being of children. Should it not be a goal for Norway to decrease its weapon export?

Answer We have very strict regulations in Norway. I do not think our weapons are used in conflicts we are talking about here. But, of course international co-operation would be a good thing.

Question Would Norway initiate this?

Answer We cannot promise anything. Initiatives in this area need to be very carefully planned and I do not have enough information to give you a detailed answer.

- Question Thank you for Norway's contribution. You are mentioning some of the strategies you are using and the goal of the work. But, are you letting children taking part in peace negotiation?
- Answer I think the most important thing is to secure needs and rights, not to include children
- Question But, if you include children, wouldn't they know a child's needs better
- Answer Maybe, but we try to base it on the CRC, and what we think that defines children's needs and rights. But we do not exclude the possibility of including the children when that is appropriate.
- Question How would you analyse the situation in Nepal?
- Answer It would not be right of me to analyse the situation. We will help and our key message is: Co-operate with the UN and international organisations, for example is there a big and ambitious plan from the High Commissioner for Human Rights.
- Question What are the Norwegian government's future plans in Nepal?
- Answer I cannot give a comprehensive answer to that. There are two points. 1. Put pressure on Nepal's government, i.e. human rights commission. 2. Convince the government to open a human rights office in Nepal and contribute financially.
- Question I appreciate many of the comments and initiatives. But your figures on civilian deaths in wars are completely incorrect. Children have always been the most vulnerable group. Many children are volunteering and taking active part in wars, they are not only victims. There are not more internal wars now then previously, but the internal wars were earlier not counted as such. Internal wars have escalated to other wars. Small weapons are the ones that kill the most people. Those are the ones that Norway exports.
- Question I am enthusiastic about the fact that Norway is going to promote the inclusion of the CRC and children's need in peace processes. A step further would be to look at several groups, and as our concern, young people in this process. One of the damaging things is the length of the wars. War becomes a way of life and is damaging for childhoods. Are there any discussions on these issues? Some of them are kept alive with external weapon support.
- Answer Everybody agrees that wars are too long. There are different factors and reasons for this. The measures have to be addressed in relation to the reasons for the war in each specific situation. This is a question which the people involved are concerned about. Zimbabwe is an example. To the other question: We try to co-operate with civil society and to include them.
- Question Thank you for the positive perspective of the Norwegian government. You made the point that the lack of respect for international convention/laws is creating problems. The fact that a lot of Western government have not made enough fuzz about the break of Rights in the war against terror is a pity.
- Answer We have repeated that war against terror must respect international laws. We have to do that [fight terror] within the legal framework. One encouraging thing that has happened is the strengthening of the mandate by nominating a special *rapporteur* on war against terror, and the Security Council's resolution.
- Question I will address the fact that Norway believes in international institutions. In my part of the world, we have increasingly serious doubt about the effectiveness of these institutions. One example is the situation in Northern Uganda. We have had no success in bringing the violent conflict in the north to the UN Security Council, because the situation is not considered relevant enough. The situation is not discussed as such but smuggled in. How can we change this system so it is effective for all people in the world?
- Answer The UN is as effective as the member countries want it to be. I agree about the situation in Uganda, it is a devastating situation. Is it not so that the conflict is given increasingly more attention? Let's hope that this is a positive development.

Children and young people as agents of peace

Isabel Hernández Castro, Guatemala; Marthe Lamp Sandvik, Norway; Ajega Jackline, Uganda and Santosh Thapa, Nepal

Introduction/Conclusion & Quotes

“Children and people need peace as trees need water.”

“We have to change the way we are thinking, and the way we act for peace, security and defence”

“War doesn’t bring development, it only brings destruction. We should abolish war forever.”

“Violence breeds violence.”

“Peace is possible, join us!”

“Why war, when we can have peace?”

“We are tired of all the violence, let us live in peace. For our generation, and all future generation.”

Non-discrimination and non-violation of the Rights of Children

- War is a violation of human rights and children’s rights.
- Children are the present and the future. Adults should leave them to live in peace.
- In times of war, children should not be blamed for the trouble of others.
- Those who are most violated are children. We want dignified democracy and inclusion.
- Each country has national human rights commissions, they should focus on children’s rights, not only adults. Children’s rights violations should be monitored and awareness of violations raised globally.
- Children’s rights should be considered at all times and children’s basic needs should be met.
- Children should be allowed to be children!

Children’s Participation and Representation

- Children’s participation and representation at every level of decision-making (including policy formation, budgeting, etc.)
- Children should be allowed to join in the community work, social work, and politics.
- Participation in meetings so that children know what we want to say is being said (building upon the model of UN General Assembly Resolution 1325 which says that in all peace negotiations at least 50% should be women. There should be children and youth participants in all peace negotiations, processes and decision-making).
- We want to make political, social, economic and cultural decisions democratically.
- Youth Peace Council – equally respected by the government. By law so it is not easy to ignore. Young people should be able to vote for it, even if under 18.
 - Also “peace councils” for adults and different groups.
 - All “peace councils” could be part of a Ministry for Peace.

Concrete Peacebuilding Proposals

- Children should be peace zones.
- All people should participate in peace work.
- Adults and everyone else, including children, should be trained in peace building.
- Globalize peacebuilding.
- There should be peace education at every level of schooling and in society.
- Countries should stop selling weapons – abolish the arms trade.
- Convert arms production to civilian production.
- It is necessary to change all aspects around violence for peace to be kept.

Challenges and opportunities for children and young people's participation in peace initiatives based on experiences from peace building

Frithjof Brand-Jacobsen, Director of PATRIR; Co-Director of TRANSCEND

(no document available)

Children's involvement in creating opportunities for peace

Geoffrey Oyat, Programme co-ordinator, SC Norway in Uganda

Brief background to Conflict in Northern Uganda

- Northern Uganda has experienced an ongoing internal conflict for the last 19 years with negative consequences for the population especially children.
- At the center of the conflict is the abduction of children to be used as fighters by the Lords Resistance Army, the major rebel group. An estimated 24.000 children have been recorded abducted since the beginning of the conflict
- Violence and abuse associated with the conflict include the use of children as soldiers, sexual abuse of girls, unaccompanied night commuters, displacements, lack of access to education & health services.

What are children in northern Uganda doing?

- Children are participating in activities that seek to build peace & community capacity for reconciliation in response to needs of children affected by armed conflict.
- The activities are various and include child rights clubs in schools and communities, drama, music and other recreational activities, radio and other media programs, skills training and advocacy.

Peace clubs, reconciliation and cultural activities

- Peace clubs are involved in the promotion of peace messages through cultural music & dance, drama, drawings & art.
- There is emphasis in Uganda by children to bridge the north/south division through exchange visits
- The children are involved in various sporting activities for reintegration as well as peace building, for example the Gulu peace cup
- Welcoming & promoting acceptance of formerly abducted children in schools & communities
- Presentation of children's view on peace on major days like the Day of the African Child.

Promotion of life skills and improving livelihoods

- Young people are reducing their vulnerability and re-establishing positive social values through various skills training
- Other life skills such as adolescent reproductive health & HIV prevention and care are also provided
- Radio & media for children's involvement in peace
- Children in northern Uganda have started to present their views and desire for peace in the local FM station. Selected themes are run every week
- Other messages from children have been printed in other media such as newspapers & t-shirts.
- Focus on small positive aspects in daily life to give hope and keep going, and on the value of schools & play spaces available in situations of conflict.

Advocacy & Information Exchange

- Presentation of views about the war and need for peace to the adults locally, nationally and internationally as opportunities arises

- Meetings and discussions with other children in other parts of the world to exchange experiences and share best practice.

Concluding voice of a child

“... I came back from captivity pregnant and was only thinking of killing myself because when I came back, I had nowhere to go so I started living on the Lira streets. At one time I thought life in captivity was better and was looking for ways of going back. Through counselling and the love, care and all the material support from the project, I now love myself and my baby. Now I'm doing tailoring at one of the outreach vocation centres. I know that I will be able to support myself and my baby”.
(Child mother, aged 15 years with 7 months old baby)

Initiatives for Children as Zones of Peace

Conditions, risks and achievements:

An experience from Nepal

Bhola Dahal, Programme coordinator Save the Children Norway in Nepal

Situation of armed conflict in Nepal

- Armed conflict started from 5 districts in 1996 has reached to all 75 districts
- About 70% of the territory is controlled by the Maoist, 15% is buffer zones and 15% by security forces (South Asian Human Rights Forum)
- 12,000 people killed including 450 children (4,500 by Maoist, 4,700 alone in 2002)
- 374 children injured, 5,000 orphans, 20,000 internally displaced, 500 leave every week for India
- Security expenses gone up to 16% (2004) of national budget which was 5% in 1999
- 50% budget cut off in social sectors since 2002
- School calendar has gone down from 180 days to 143 days

Findings from quick survey in 2002

- Interruption of schools and health posts by both parties
- High vulnerability of children & teachers (abduction, arrest, killing, torture, used as porters, cooks, informants..) even at school premises
- Restriction in supply of medicines, food and education materials by both parties
- Increasing violence and revenge cultures among children who have eyewitness of incidents
- Less trust and confidence among community people (suspecting even with neighbors)
- Silence among journalists and human rights activists at Village Development Committee (VDC) and district levels

Let's claim "children as zones of peace" (czop)

to fulfil our responsibilities, individually and collectively, to protect the rights of children affected by armed conflict because:

- Children have the right to be protected from the effects of conflict
- Children have the right not to be used in conflict in any way
- Children have the right to be helped to recover from the effects of conflict
- Adults and their institutions-both state and non-state are obligatory/duty bearers in fulfilling the rights of children even in conflict situation

CZOP movement in Nepal

- Schools as zones of peace concept developed in 2001 by Save the Children Norway after a long closure of schools
- CZOP campaign launched in Jan 2003- a public appeal to state and non-state parties by Save the Children Norway+
- Children in conflict coordination committee formed under the Ministry of Children in April 2003
- Five major political parties made public commitment to respect CZOP in May 2003

- National Coalition for CZOP among 35+ child rights organizations formed in August 2003
- Training to journalists, security forces, NGO Federation on UN Convention on the Rights of the Child (CRC) and CZOP
- Prime Minister's Office issued child protection guidelines for security forces in June 2004
- National Human Rights Commission (NHR) issued code of conduct for organizations working on children in armed conflict (CiC) in August 2004
- Government announced schools as zones of peace
- Children and child clubs claiming themselves as zones of peace at school and community levels
- Child rights desk established in NHRC in Dec'04

International instruments on CR

- Human rights Declaration of 1948
- Geneva Convention of 1949 and its two optional protocols of 1977
- Convention on the rights of the child, 1989 and its optional protocol on non-involvement of children in armed conflict 2000
- ILO convention-182
- International criminal court charter 1998
- Security council resolution- 1261, 1314, 1379, 1460 and 1539

Children are zones of peace...

- Declare school as zone of peace and no one allow to enter into school with arms
- Declare ceasefire for special days of children and respect their programmes
- Not to disturb the supply of medicines, food and other necessary services and materials for children
- Not to restrict and disturb the mobility of children and vehicles carrying children
- Not to disturb the special activities/ programmes run by the children and their child clubs
- Not to broadcast the news, pictures from public media that affect children and their mind negatively
- Not to use children in any activity related to armed conflict and be gentle and do child friendly behaviors to children
- Pay first priority to children in rescue, relief, rehabilitation & reintegration activities run by government organizations (GOs), NGOs and Community Service Organization (CSO)
- Allow organizations that are working for humanitarian services to children and their families
- Develop and promote peace education and peace cultures from children & family to national level

How schools are protected at zones of peace

- Interaction among teachers, parents and children in each school about conflict, its impact on children and ways out to minimize it
- One of the way out to protect children is to declare school as zones of peace with some social norms
- A notice board shows the Do's and Don'ts in each school to promote school as zone of peace
- A joint monitoring team for violation of the norms formed by children and community people
- Rebels and security forces are respecting it by not entering and attacking schools

Roles of children and child clubs

- Inclusive child clubs: all groups, all castes...
- Child to child initiatives: scholarship, emergency support, counseling, schooling
- Empowering children on their rights and to say no to warring parties
- Representation of children in child protection committees
- Dissemination of the CRC and CZOP- rallies, street drama, wall magazines, radio programmes
- Negotiation with rebels for continuation of schools and child clubs activities
- Mine risk education in schools and communities

One thing must be remembered=

Whoever wins the war, children are always losing, and their lost childhood never comes back

No mountain is higher than the Mt. Everest

No relation is stronger than the relation of peace

Krishna Bhandari, 10 yrs, a child of Dailekh living in Sahara Child Care Home

Thank you!!!

Panel discussion including questions from participants

- You emphasise a lot the schools in Nepal. What about the children who are not in school?

Answer: One of the 10 points in the program is the schools as a zone of peace. The other 9 points are addressing the situation of out-of-school children as well. There are child clubs for out-of-school children as well.

- There are three things related to the situation of peace, and maintenance of peace:

1) To create meaning – restore meaning in particular to adolescents – to their life and give some direction. One of the reasons why so many children do not want to involve with youths, to get into a situation of “the meaning of life– is that programmes are boring because you cannot use the resources you are given. It is like living in a vacuum – a waiting room. Recreation is a basic thing.

2) To empower children and make children’s contribution to build peace in community, we must not widen the gap between children and parents. Children in the modern world have mobile telephones, PCs etc, while parents can not read and write. We have to think about what we are doing with relationships in a family setting. 3) How to exploit media while they are exploiting us?. You, the youths, could make such a great impact if you managed to work with national/international media. We often see children as victims but seldom children as active contributors. There is a lot of work to be done. In all communities there are people having a radio, and that is a huge potential for us.

- I would like to emphasise and agree with the three points mentioned. 1) What we see is important and which is always lacking, is a vision of what kind of community we want to live in. What kind of world do we want to have? A conflict to day is a continuation of a conflict that has started a long time ago. We have to come up with an inspiring aspiration for the future. 2) Programs should be holistic. We may create a new cast system, in relation to other children and their families. Have been cases in Croatia where NGOs had good programs, and the children went home and were beaten by their parents because they became friends with their enemies. NGOs must be concerned about these effects. 3) Media is an important actor, also for participant in war. Training of journalists is important; Rwanda is an example of that. Imagine what can be done with a peace radio.

- I am from Kenya, and work at the Saloona University in Belgium with school violence. I would like to focus on three points: 1) There has been a lot of attention about transition of youth cultures in Africa. Youths have taken on an active role. This is threatening. What do other youths think about this, and what about Save the Children? 2) What about countries that are “a time bomb” like Kenya, with easy access of weapons and high insecurity. What are the initiatives children can do to avoid war in such regions? 3) About the CRC, during my research I came to learn that within school teachers tend to blame child clubs and child rights in the curriculum as one of the main causes of the violence, because children are not taught their responsibilities but only their rights.

Answer: For many people working concretely in peace building one of the most worrying things is the normalisation and training in violence. i.e. video games developed for American soldiers used by children. We have to broaden how we look at and approach violence. I.e. gang violence in Kenya and Brazil compared to wars. Programmes directed towards raising awareness on rights

should also focus on how we can be involved in fight for these rights in a non-violent, peaceful way.

Answer: As children's rights activists we must be aware of the context we operate and be careful of what issues we introduce. We try to work with children and adults in the context of the culture. In the African Charter responsibilities are included.

Statement from the children and young people

at Save the Children Norway's workshop:

Building peace out of war – Children and young people as agents of peace

Presented by Hedda Hakvåg, Norway; Juan Galberto Gonzalez, Guatemala;
Stevan Rakic, Kosovo; and Yohan Deshapriya, Sri Lanka
Oslo, the 2nd of July 2005

PLEASE LISTEN TO US!

We are 18 children and young people from Save the Children's programmes in Guatemala, Uganda, Kosovo, Sri Lanka, Nepal and children and young people in Norway from Somalia and PRESS - Save the Children Norway's youth organisation.

During three days, from the 26th to the 30th of June, we have been sharing experiences and thoughts in a workshop called "Building peace out of war – children and young people as agents of peace". Now we want to share with you our statement on how we as children and youth can contribute to peace and what contribution we want from you, the adults.

LET'S BE SMARTER THAN THE ADULTS, LET'S LIVE IN PEACE, BECAUSE THE FUTURE WORLD BELONGS TO US!

All wars are started and carried out by adults! Adults often use violence to resolve problems!

PLEASE DON'T TEACH US TO HATE, TEACH US TO LOVE AND RESPECT EACH OTHER!

Love is the only thing that can bring peace & stop violence! We were born free of prejudices & problems; we should be able to grow up that way!

PEACE IS THE BEST WAY TO FIGHT THE WAR, DON'T FIGHT WAR WITH WAR!

Violence breeds violence! Experience shows that war destroys every opportunity for a peaceful & beautiful world!

LET US TAKE PART, SUPPORT US STRONGLY, AND LET US KNOW HISTORY SO WE CAN USE IT AND THIS CAN HELP US NOT TO HUMILIATE EACH OTHER!

We know best what our needs are! Treat us as equal, because we feel when you don't!

PLEASE, LET US TAKE PART IN PEACE-BUILDING AND LISTEN TO OUR OPINIONS!

We want to secure our future! Our ideas are fresh, creative and practical! Only if we come together can we build peace!

WE WANT TO DO SOMETHING NOW SO THAT WE ARE NOT ASHAMED WHEN WE GROW UP!

Attachment 1 - Abstract

Children in war and peace

Elizabeth Jareg, Senior adviser, SC Norway

Children all over the world have in so many gatherings, in so many ways, expressed their yearning for peace-to grow up in a peaceful world. This is on the top of the agenda of the world's young generation.

Yet, many of the wars of the previous century continue to the present day, and leave indelible marks on the lives of millions of children. Civilian deaths have far exceeded those of armed combatants.

Due to the role international politics and commercial interests play in initiating, supporting and maintaining these conflicts, we are all in some ways, like it or not, woven into the complex net of complicity and accountability surrounding them. Thus we are bound to react and engage ourselves with this ongoing assault on the lives of children.

Armed conflict affects the development of children from before birth to young adulthood in a myriad of ways, the effects accumulating in interminable civil wars as children grow, and diverting them from normal life pathways in the culture and societies in which they live. The consequences of these childhood experiences will continue to reverberate throughout their lives. Armed conflict also continually violates and undermines all the rights of children as they are expressed in the Convention on the Rights of the Child.

There are several central characteristics of recent armed conflicts which have had, and continue to have a significant impact on child development and the lives of children and their families:

They last through generations; they are fought in the poorest countries with the youngest populations, and the battlefields are in the villages. Food production and the vital rhythms of subsistence farming life, which form a framework for people's lives and culture, are disturbed and distorted. Targeting of social service facilities of importance for children is a feature of many civil wars, and the destruction of schools impacts education for a whole generation. Displacement, family separation and fragmentation are commonplace, progressing relentlessly as the conflict continues, and has profound effects on the development and well-being of children. In many countries, the combination of HIV/aids and armed conflict, the one exacerbating and facilitating the other, leaves a wake of immense personal tragedy.

Children are specifically targeted to create terror and subdue local populations they are forcibly recruited/accepted as "volunteers" in their thousands to fight adult wars. There is overwhelming evidence from recent armed conflicts to show that children are not only the incidental victims of crossfire and so called "collateral damage" but are specifically sought out and killed, maimed and abused by warring parties.

In reviewing some of the major impacts of armed conflict on children, it is important to say that the way in which various events and incidents affect the individual child's life and development will of course be dependent on many factors. These include age, gender, ethnic group, caste, family circumstances, whether the family are town or rural dwellers, whether the event leads to displacement or not. Each child has unique personal capacities which affect outcome, and the consequences of an event will naturally take on different forms as a child grows.

Some of the major impacts on children's development and lives include that on their health and nutrition, the psychological and emotional impacts of growing up with continual fear, separation and loss of close family members and the sense of belonging, experiencing the inability of one's parents to cope, multiple experience of life-threatening, atrocities and other traumatic events, especially associated with being in fighting forces, sexual abuse, rape and other forms of violence, disability,

institutionalisation, and loss of opportunities for education and work. In regard to the latter, the frustration and utter sense of despair and hopelessness produced by this state of affairs is deeply disturbing. It is a huge challenge to channel the young generation's energy and hunger for learning and meaning into paths that can release their resources, and lead to their positive development as members of their society.

In the past decade, there have been some important milestones in international efforts to protect children affected by armed conflict. The most important was the UN Study on the Impact of Armed Conflict on Children. This global study, which researched a broad range of topics related to children in armed conflict in several regions of the world, was undertaken by Ms. Graca Machel and presented to the General Assembly in 1996.

The Study recommended a range of measures to increase the protection of children in conflict, ensure their education, their access to humanitarian assistance and to rehabilitation and reintegration.

Among the most important consequences was the establishment of the Office of the Special Representative for children affected by armed conflict to the Secretary General, the post since held by Mr. Olara Otunnu. His office reports annually to the General Assembly and the Security Council on the situation of children in armed conflict around the world. The report also lists countries where governments and/or opposition groups are recruiting children under 18 into armies.

The Special Representative or one of his staff members undertakes visits to countries undergoing conflict and attempts to talk to both sides, appealing, and in some cases, getting written agreements for better protection of children and non-recruitment. However, many such promises have been since broken.

The Office of the Special Representative has been able to institutionalise the practice of sending Child Protection advisers with UN peacekeeping missions. The role of child protection advisers is to ensure that the situation of children is adequately addressed during such missions

Children have now entered the agenda of the UN Security Council, and in all since 1998, five resolutions on children in situations of armed conflict have been passed, focusing on their protection, above all from recruitment. Annual debates on children affected by armed conflict are also held between Security Council members and major human rights/humanitarian NGOs.

All these measures have undoubtedly increased the visibility of children's situation in conflicts at international level. This has meant more funding for humanitarian work and also increased long-term support to war-affected children.

Other important initiatives have been: the establishment of the Coalition to Stop the Use of Child Soldiers and their Global report. The Coalition is formed by a number of leading human rights and humanitarian organisations, including Save the Children, and works through a global network of national and regional contacts to prevent and stop the use of children in armed forces in any capacity. For a second time they have produced the Global report on Child Soldiers, listing governments and non-state actors alike that continue to recruit children in contravention of the Convention on the Rights of the Child (CRC) and its Optional Protocol. The Coalition has also worked to ensure the world wide ratification of the Optional Protocol to the CRC prohibiting the recruitment of children under 18 years into armed forces.

The Inter-Agency Group for Separated and Unaccompanied children was set up in 1995, with a small steering group consisting of ICRC, UNHCR, UNICEF, International Rescue Committee, World Vision and Save the Children. The group has produced Guidelines for the identification, registration tracing and reintegration of separated and unaccompanied children, and continues to work as an advocacy and quality development initiative.

The European Union (EU) has also taken initiatives in issues of children affected by armed conflict. The Council of Europe passed a resolution 15th October 2003 on child rights and child soldiers in particular. Furthermore, EU Guidelines on children affected by armed conflict has now been completed, and a mechanism developed by which the EU and its ambassadors can assess and report on the situation of children affected by armed conflict. There is also a suggestion from some parliamentarians that the EU should also have its own Special Representative for children affected by armed conflict. This is still being debated, but would certainly strengthen the focus on children.

Yet another result of the Machel study has been the inclusion of child rights training in peace-keeping missions under the UN Department of Peace Keeping Operations (DPKO)

Save the Children has also for some years now contributed with such training of UN troops in Norway and Sweden. In addition, Save the Children is increasingly involved in training government forces in child rights and protection (e.g. Nepal, Uganda, and Ethiopia).

In contrast to the massive and lasting effects of armed conflict on the young generation, they are virtually never invited, in common with many other sectors of civil society, to *participate in peace processes*. Children and youth, when given the opportunity, have demonstrated their unique ability to communicate across the barriers and lines set up by adults, thus their contribution towards establishing trust and confidence in the future could be invaluable. They need guidance and support from adults who will not manipulate them to do this work, and who help them in assessing the inherent risks underway. Above all, their role needs to be recognised as a legitimate one by those involved in peace processes.

It follows that children are not specifically considered in *peace agreements*, apart from some cursory mention in a few recent examples. Peace agreements usually set down modalities for disarmament, legal and political processes, formula for land division, and general security issues for the population. However, the recognition of the potential for building peace on the rights of the young generation is not recognised.

Ensuring the rights of the young generation who have grown up under armed conflict is not only a humanitarian concern, but is also of significant political importance in ensuring human resources needed to develop post-war societies and in the interests of national security. It is the most important investment that can be made in the interests of peace, development and human security.

In view of this, Save the Children proposed a comprehensive plan of action to be included in the process towards peace in Sri Lanka and this has been followed up by UNICEF in written agreements with the parties to the cease-fire. Although no final peace agreement has yet been signed, the plan of action, which included demobilisation of all children associated with the LTTE, is being put into action. The original rights-based plan of action recommend included:

- Urgent measures to strengthen the education system and ensure access for disadvantaged children in the war-affected areas, and concrete steps to address adolescent education
- Revitalisation of health services relevant for children
- Demobilisation, rehabilitation and reintegration of children associated with armed forces, as well as amnesty for all children who have left armed forces for whatever reason.
- Urgent effective support to children with disabilities due to the direct/indirect effects of war
- Approaches to alleviate the psychosocial impact of the armed conflict on children
- Support to ongoing efforts to resettle and reunite children with families
- Measures to reduce the number of children in institutions through family reunion
- Empowering mothers on both sides of the conflict to bring up their children.
- Observance of the principles embodied in the Ottawa Treaty on Landmines
- In the interests of the continued protection and promotion of children's rights, the establishment of an ombudsman function for children

In spite of the above achievements, child protection still remains a considerable challenge on the ground. Save the Children has for many years, with and without local partners, worked to assist, protect and ensure the development of children and their rights throughout armed conflicts and during transition to troubled peace in nearly all the war-torn countries in the world. This comprehensive field experience has, besides feeding into policy and models for action, also been a continual source of learning and reflection, some of which we hope to share and discuss with the participants of Childhoods 2005.

Attachment 2 – Agenda

Building peace out of war – Children and Young People as Agents of Peace

Childhoods 2005

SC Norway's workshop with children and young people:

Proposal Children and young people's detailed programme

38110

Objectives for the workshop: Present preparations / share information and experiences

Prepare presentations for the seminar

Learn more about peace and peacebuilding

Participants: 20 children + 9 accompanying adults + 4 adults (facilitators)

Equipment: Flipcharts, wall paper for input from children, for instance “what I would like to know about Norway”;

“What you would like to learn” etc

Time	Theme	Activity/method	Responsible	Comments
Day 1: June 28				
10.00	Welcome Presentation of participants and expectations to the workshop Agenda: 4 prioritized themes	Plenary	Facilitators: Annette Giertsen and Grete Vanvik	
11.00 – 11.30	Break with fruit and biscuits		Elin Myran Papdelis	
11.30 – 12.30	Theme 1: Develop an understanding of conflicts and war, peace and peace building	Presentation from each country Presentation on conflict	Participants Kai Frithjof	

		transformation and understanding of peace	Brand-Jacobsen	
12.30 – 14.30	Lunch break Picnic in <i>Sofienbergparken</i> with out-door games / Alternative picnic inside – depending on the weather		EMP	
14.30 – 17.50	Theme 1 continues: Break is included		AG + GV	
17:50-18:00	Proposals: What I like / what I want to propose for the workshop	2 post-it for each participant, to be stuck on wallpaper...	GV	
18.00-	Preparing the coming day: Meeting with 2 co-facilitators from children and young people - summing up and prepare the next day		AG + GV + co-facilitators	
19.00	Dinner at Haraldsheim		EMP	
Day 2: June 29				
09.30 – 12:30			AG + GV + co-facilitators	

	<p>Brief summary from yesterday</p> <p>Theme 2: Violent conflict and war: - How are ch&yp affected by violent conflict and war? How can violence that can lead to war be prevented? What have ch&yp learnt? How can ch&yp be best supported during armed conflict? What rights of children are being broken during armed conflict</p>	<p>Presentation from countries</p> <p>Presentation (<i>depending on theme 2</i>)</p>	<p>Reporters</p> <p>Participants</p> <p>KF B-J</p>	
11.00 – 11.30	Break with fruit and biscuits		EMP	
11.30 – 12.30	Theme 2 continues.		AG + GV + co-facilitators	
12.30 – 13.30	Lunch in canteen		EMP	
14.30 – 16.45	<p>Theme 3: Peace and peace building: - How can we work for peace – during armed conflict and in post-war situations when there is still violence and distrust between people? – When peace comes: How can ch&yp help to create and keep peace alive</p>	<p>Country Presentations</p> <p>Presentation – <i>depending on theme 3</i></p>	<p>AG + GV + co-facilitators</p> <p>Participants</p> <p>KF B-J</p>	
17.00	Visit at Norwegian Peace Council	Participants have the opportunity to present themselves and their work (voluntary)	GV + Norwegian Peace Council	
18.00 -	Preparing the coming day: summing up and preparing		AG + GV + co-facilitators	

18.00	Trip to the Nobel's Peace Centre; Fortress of Akershus or Hovedøya, including dinner and entertainment		EMP	
Day 3: June 30				
09.30	<p>Brief summary from yesterday</p> <p>Theme 4: Follow up i) Prepare for interventions, presentations and statement</p> <p>ii) Plan of action? country-specific and/or group as a whole</p>		<p>AG + GV + co-facilitators</p> <p>Reporters</p> <p>AG + GV</p>	
11.00 – 11.30	Break with fruit and biscuits		EMP	
11.30 – 12.30	Theme 4 continues		AG + GV + co-facilitators	
12.30 – 13.30	Lunch		EMP	
13.30 – 16:30	Theme 4 continues Break is included		AG + GV + co-facilitators	
16:30 -17:00	Evaluation of the workshop	What I liked/ proposals for improvement	AG + GV	
17.00	Tourism: Boat trip		EMP	
	Dinner, optional			

Day 4: July 1.				
10.30 – 15.00	Seminar at Childhoods 2005			
19.00 – 21.00	Barbecue with Childhoods participants, in FaFo garden		AG + EMP	
Day 5: July 2.				
10.30 – 15.00	Seminar at Childhoods 2005			
17.00 ?	Tourism: The Viking ships; Holmenkollen + sightseeing Oslo		EMP	
	Farewell dinner at Haraldsheim (Barbecue)		EMP	
Day 6: July 3.				
	Returning home			

Attachment 3 – Agenda

Building Peace out of War: The Young Generation's Challenge

Childhoods 2005

Save the Children Norway's seminar:

1st of July: Georg Sverdrup's House Aud. 1,

2nd of July: Georg Sverdrup's House Aud. 2 The University of Oslo

35704

Time	Issue	Activity	Responsible
	Day 1: Friday 1st of July		
10:30-12:30	Session 1: Key Note Session		
10:30-10:40	Welcome	Plenary	Gro Brækken, CEO Save the Children Norway
10:40-11:30	Key Note Speaker: Building on what children and young people have been through considering the importance of children and young people as part of peace initiatives.	Plenary	Elizabeth Jareg, Senior Adviser, Save the Children Norway
11:30–12:00	Children and young people's input Questions for clarification and discussion	Plenary	Representatives of children and young people
12:00-12:30	Film presentation		
12:30-13:30	Lunch		
13:30-15:00	Session 2: Spotlight Session		
13:30-14:00	Children's role in war situation – a preparation for peace?		Maggie Brown, JMJ International LTD
14:00-15:00	Children and young people's input Questions for clarification and discussion: <ul style="list-style-type: none"> • Why do you think wars go on for such a long time? / Why are we not able to stop them? • How to make peace real in children's lives? • Do we really believe that children can take part in peace processes? Why do peace institutes not work for (and with) children?	Groups and brief feedback to plenary / or plenary discussion	Representatives of ch&yp
	Closing 1 st day - Linking to the second		
	Day 2: Saturday 2nd of July		

10:30-12:30	Panel session	Facilitator
	Windows of opportunities: The young generation is yearning for peace – has the adult world failed to recognise this? How can it be prepared to act?	
10:30 -10:55	Norway’s overall strategy for countries in violent conflicts and ways to support peace initiatives with special focus on children’s needs, rights and their active role in peace building.	Petter Wille, Director of Global Department, Ministry of Foreign Affairs Norway
10:55-11:20	Young people as agents of peace Questions for clarification	Child- and youth-led groups and organisations
11:20-11:45	Challenges and opportunities for children and young people’s participation in peace initiatives based on experiences from peace building Questions for clarification	Frithjof Brand-Jacobsen, Director of PATRIR; Co-Director of TRANSCEND:.
11:45-12:30	Examples of children’s peace initiatives: conditions, risks and achievements Questions for clarification	Bhola Dahal, Programme coordinator SC Norway in Nepal: Geoffrey Oyat, Programme coordinator, SC Norway in Uganda
12:30-13:30	Lunch	
13:30– 15:00	Windows of opportunities continues Panel discussion including questions from participants	

Attachment 4 - List of participants

Young people	Ajega Jackline	Uganda
	Eline Garberg	Norway
	Hedda Hakvåg	Norway
	Isabel Hernández Castro	Guatemala
	Juan Alberto González	Guatemala
	Madhuri Bishwakarma	Nepal
	Majlinda Rrecaj	Kosovo/a
	Marthe Lamp Sandvik	Norway
	Odiya Michael	Uganda
	Sahal Artan Ahmed	Norway/Somalia
	Sakariya Ismail	Norway/Somalia
	Santosh Thapa	Nepal
	Stevan Rakic	Kosovo/a
	Subajini Nirmalakumar	Sri Lanka
	Thamilselvan Selvarasa	Norway/Sri Lanka
	Yohan Deshapriya	Sri Lanka
Adults	Bhola Dahal	Nepal
	Bjørn-Richard Monsen	Norway (Guatemala)
	Catarina López Yac	Guatemala
	Dragan Radovanovic	Kosovo/a
	Florence Ochola	Uganda
	Fuad Dakhare	Norway/Somalia
	Juliana Olldashi	Kosovo/a
	Manisha Thapa	Nepal
	Muse Gudane	Norway/Somalia
	Nahid Popal	Norway/Afghanistan
	Shangar Sivasothy	Sri Lanka
	Shyamali Abeysekera	Sri Lanka
Facilitators	Annette Giertsen	Norway
	Elin Myran Papadelis	Norway
	Grete Vandvik	Norway
	Kai-Frithjof Brand-Jacobsen	Norway