Research Papers

International Network on Peace Building with Young Children

CINDE

The following two papers have been produced by the International Network on Peace Building with Young Children as part of an EU PEACE III funded project and also as members of the Peacebuilding Learning Group within UNA - the Global Learning Initiative on Children and Ethnic Diversity.

UNA is a global, inter-disciplinary network of leading researchers and practitioners committed to reducing racial and ethnic divisions and building socially inclusive communities through the promotion of effective early childhood programs. UNA shares a commitment to ensuring that all of its work is children's rights-based, outcomes-focused and evidence-informed.

For further information on the work of UNA go to **www.unaglobal.org**

For further information on the International Network on Peace Building with Young Children go to **www.early-years.org/international**

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Paper One

Protecting and Providing for Young Children in Regions Affected by Conflict – A Framework for Practice

June 2010

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Preface

The International Network on Peace Building with Young Children is a three year project funded by the European Regional Development Fund under the PEACE III Programme and managed by the Special EU Programmes Body.

The EU support for this innovative project will enable Early Years to consolidate and extend its international relationships and to continue to work to develop practice materials, training programmes and advocacy tools and strategies on reconciliation and peace building through early years programmes.

The Network aims to develop:

- An international programmatic tool that supports innovation in the field of peace building in early childhood care and education
- A pilot Masters Programme in Early Years and Conflict that will provide practitioners with a more focused knowledge of how to work with young children in conflict
- An advocacy model to support the early childhood sector in conflict

The International Network on Peace Building with Young Children was formed in November 2004 as a partnership between the World Forum Foundation and Early Years - the organisation for young children (formerly known as Nippa). It consists of early childhood specialists, teachers, practitioners, academics and representatives from civil society organisations from the majority and minority world representing such organisations and regions as:

- Albania
- Azerbaijan
- Canada
- Childfund International
- Colombia
- Consultative Group on Early Childhood Care and Development
- El Salvador
- Ethiopia
- Iraq
- Ivory Coast
- Israel
- Lebanon
- Nepal
- Northern Ireland
- Palestine
- Peru
- Serbia
- South Africa
- UNICEF

A full list of members is contained in Appendix 1.

The Network has met on several occasions over the past two years and has drawn on a range of methods to share information on Early Childhood Development (ECD) practice in different contexts. Our theoretical considerations took account of the following:

- An ecological perspective
- An appreciative approach
- A child rights based approach
- Combining aspects of positivist and interpretivist paradigms (circlers and frameworkers)

References will be made to these approaches throughout the paper. In addition to more conventional methods such as sharing research evidence, reports and publications, the Network has used participative group exercises such as World Café to share information and develop common understanding. This has been important in relation to growing understanding from different cultural contexts around the interpretation of the child rights principles of Protection, Provision and Participation in practice.

The development of shared thinking around programmatic approaches has also been rooted in the principles of Appreciative Inquiry, which focuses on people's strengths in understanding the situation of children in their communities, imagining a better life for children and creating a caring early years community. It looks at what is working and how we can build on that.

1

"Children are both our reason to eliminate the worst aspects of armed conflict and our best hope of succeeding in that charge. It is our responsibility as adults to give children futures worth having. Our collective failure to protect children must be transformed into an opportunity to confront the problems that cause their suffering." (Graça Machel).

There is a growing awareness throughout the world that the impact of conflict on our youngest citizens has traditionally been overlooked. Early childhood professionals and practitioners are now advocating that the early childhood sector has considerable potential to contribute to meeting the needs of young children, families and communities in whatever conflict situation they find themselves.

In 2004, a publication entitled From Conflict to Peace Building: The Power of Early Childhood Initiatives: Lessons from Around the World was published

by the International Working Group on Peace Building with Young Children, now known as the International Network on Peace Building with Young Children. This publication contained stories from eight countries experiencing a range of conflicts and showed that there is an emerging body of innovative work taking place around the world that has the potential to make a difference to the lives of children and families affected by conflict. The book looked at the nature and impact of conflict on children and identified strategies to build and maintain early childhood services that support peace building.

Recommendations from the book suggested a need to develop practice materials, a training programme and advocacy tools and strategies on reconciliation and peace building through early years programmes. Funding received by Early Years - the organisation for young children in 2009

Introduction

from the European Union's PEACE III Programme has enabled this international partnership to consolidate and extend these well established relationships and to implement the recommendations from the book.

The International Network believes that if programmes are to be effective, they need to attend to the health and security of the child and of the society, as well as providing holistic development. We realise however that for many countries, these intervention programmes are in their infancy and as such practitioners need support and guidance to help meet these needs.

This paper presents an overview of the key issues and challenges facing early childhood practitioners in developing programmes for young children, families and communities in conflict affected areas. It examines the changing nature and impact of conflict on young children and their communities and suggests a framework for developing and implementing appropriate programmes.

This is the first of two papers developed collaboratively by the International Network. In the second paper, we will look at programmes from around the world that translate theories about working with young children in regions of conflict into practice. We will look at how these programmes are being evaluated to show whether they are making a difference and if shown to be effective, we can then use this evidence to change policy. This will enable us to advocate for young children, to increase their visibility and to meet their needs and ensure their rights are respected.

2

2.1 The Changing Nature of Armed Conflict

Over the last century, the nature and impact of war and armed conflict has changed significantly. According to Cairns (1996), 191 million people lost their lives during the 20th century as a direct or indirect result of wars and half of them were civilians. Indeed, during the Second World War, civilians accounted for about 50 percent of casualties. This however has risen to about 80 percent in more recent wars and armed conflict situations (Connolly and Hayden 2007).

Today, armed conflicts are not so much between different countries but are more likely to be between two or more warring factions within the same country. According to UNICEF, these types of conflicts are usually carried out

in communities and civilians are often deliberately targeted. The conflicts vary from one situation to another and can range from ethnic cleansing and mass slaughter to families being forced to leave their homes.

In 2003, armed conflicts resulted in 11.5 million people becoming refugees (Maxted 2003). In some cases, families have to walk for miles without food or water and when they reach a safe destination, they often face more hardship. In South Africa, Thomson (2001) reported that families can become separated because there is no suitable accommodation and according to Connolly and Hayden (2007), they can also become the subject of hatred from the local community.

The Impact of Conflict
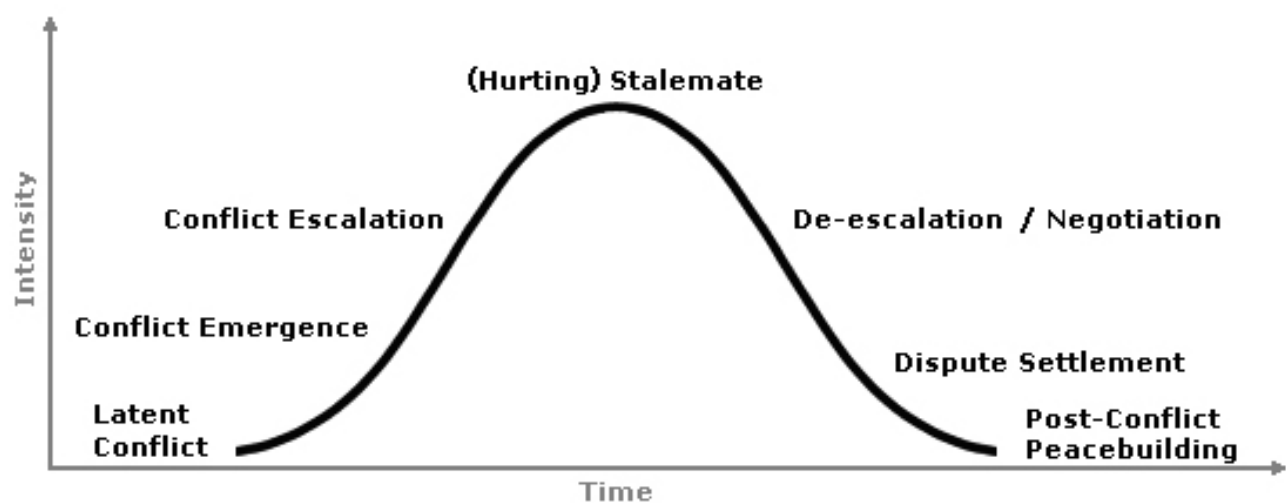
Figure 1. Stages of Conflict

2.2 The Stages of Conflict

There are many theories which exist around conflict and the various stages through which conflict moves. For the purposes of this paper, the Network felt that the above stages of conflict (Brahm 2003) reflected the various situations within their own countries and formed the framework for our thinking.

2.3 The Impact of Conflict on Young Children

Within wars and armed conflict situations, children pay a heavy price and over the last ten years it is estimated that around two million children have been killed, six million mutilated and a further one million orphaned. In addition, 12 million were displaced and left homeless

while a further 10 million were scarred psychologically (Connolly and Hayden 2007).

Even these worrying figures do not show the whole picture. Machel (2000) estimates that 300,000 children are being used at any one time as child soldiers in conflict regions. In Nepal, 11,800 children were abducted from rural schools during 2005 and either forced to join the militia or indoctrinated politically (Save the Children 2006).

Rape and the sexual assault of girls has also become part of armed conflicts. In addition, children who are born as a result of rape can be the victims of prejudice from their own communities. In the book From Conflict to Peace Building, it was clear from the story in Chad that support needed to be put in place to try to protect children from sexual assault. The level of sexual assault on young children is a concern in South Africa also.

Post traumatic stress is also a major factor for children affected by conflict. In 1996, UNICEF reported that 80% of children in Rwanda had lost a family member and one third of those children had actually witnessed the killing.

Children's emotional development can be greatly affected by the experience of armed conflict. In particular their sense of identity and self esteem can suffer. Some studies show that children can normalise violence and this can be seen through their play. In South Africa, children have been observed playing police raid games while children in Northern Ireland have

been observed building barricades. Quite often adults feel they must stop these types of games leaving children with no opportunity to express their feelings about what they have seen (Murray 2001).

2.4 Infant Mortality Rates

While the number of children dying as a direct effect of conflict is alarmingly high (almost half a million recorded in Mozambique over a five year period), many more children die as a result of the indirect effects of conflict. Young children are very vulnerable to malnutrition and the types of diseases which they can develop as a result of serious malnutrition. Children under the age of three face the greatest risk of mortality.

O'Hare and Southall (2007) compared rates of under-5 mortality, malnutrition, maternal mortality and other factors which influence health in countries with and without recent armed conflict. Forty two countries were included in the study in Sub Sahara Africa. Twenty one had experienced recent conflict and twenty one had not. A median of 27% of under-5s were moderately underweight as compared to 22% in those countries without recent conflict. Median maternal mortality in countries with recent conflict was 1000/100,000 compared to 690/100,000 in countries without recent conflict. The results clearly indicate an association between recent armed conflict and child mortality, malnutrition and maternal mortality.

Infant Mortality Rate/Under-5 Mortality Rate in Iraq per 1,000

	Infant Mortality Rate	Under-5 Mortality Rate
1984-1989	30	50
1990-1994	50	62
1999	101	122
2004	32	40
2006	35	41

Table 1: Department of Pediatrics, Boston Medical Center and Boston University School of Medicine

In the 1970s there were 80 deaths per 1,000 live births in Iraq. That dropped to an average of 40 deaths per 1,000 births by the 1980s. In 1984 for example, there were 30 deaths per 1,000 births. Deaths of children under five also declined during this period, going from 120 deaths per 1,000 children in the late 1970s to 50 deaths per 1,000 children in 1984. The sanctions imposed in the 1990s however led to Iraq's health system falling apart. In 1990, the year of the Kuwait invasion, there were 50 deaths per 1,000 live births, which then doubled to 101 deaths per 1,000 live births by 1999.

Fatalities for young children also increased from 62 deaths for children under-5 per 1,000 to 122 per 1,000 in 1999. These two areas have improved since 2003 to the level they were during the 1980s. In 2006 there were 35 deaths per 1,000 live births, and 41 deaths of children under-5 per 1,000. Again, despite the better numbers, Iraq is still worse off compared to other Arab countries. In Kuwait there are 11 deaths per 1,000 live births and 26 deaths per 1,000 live births in Saudi Arabia and Jordan in 2006.

Infant mortality has long been viewed as a synoptic indicator of the health and social condition of a population. Infant mortality rates can also be an indicator of weak states which are at risk of falling into conflict. Rotberg (2003) argues that when there is decay at nation state level, health and educational services become weak and infant mortality rates increase.

In Zimbabwe when unemployment rates rose to 80% in 2003, HIV rates also climbed with 3000 people dying each week from AIDS. Infant mortality rates also increased. In these conditions insurgent movements can direct their frustration at the government which shows that infant mortality can be a precursor to conflict as well as a consequence of it.

2.5 The Wider Impact of Conflict

If children do not suffer directly from armed conflict, they can be affected indirectly by lack of services, poor health and malnutrition. Armed conflicts invariably break down communities and lead to the interruption and sometimes even the complete loss of services such as education, housing, health and food (Francis 2006).

Moreover, when conflicts have ended, children have to deal with the legacy of the conflict and the hatred and fear passed on from one generation to the next. Evidence of this is to be seen in countries such as Northern Ireland and Bosnia and Herzegovina (Connolly and Hayden 2007). Apart from the impact of conflict on children, there are many other ways in which the effects of conflict can impact directly on families and communities. Family members may be killed, families may have to flee their homes and some parents may suffer from deep anxiety and acute stress. For parents who are deeply affected, it can be difficult for them to support their children in a meaningful way and they can pass on their fears to their children (Cairns 1996).

However families and communities can also provide essential support in times of conflict. Research has shown that strong families and communities can reduce the long-term impacts of trauma. In addition the wider community has also shown itself to be an important source of support to families. A number of research studies have found that when children are able to stay within their own culture rather than forced to live in a new country where the culture is very different, the effects of long-term trauma have been reduced (Connolly and Hayden 2007).

Research has also shown that there is a correlation between poverty and conflict. For example, findings from Lebanon found that it was the poorest families who were more likely to experience violence and in Northern Ireland sectarian murders

were more likely to be carried out in the poorer areas (Connolly and Hayden 2007).

The literature and research evidence on the impact of conflict on children and families suggests that many regions share the same experiences and repercussions from the conflict incurred. One recurring issue throughout the research is the need to support families and communities as well as looking after the immediate needs of children and how these needs are all interlinked. This will be an important consideration in the development of any programmatic solutions.

2.6 The Resilience of the Child

Children's reactions to conflict related events and situations seem to vary. Some children show great resilience while others are affected dramatically, showing changes in personality, suffering nightmares, bed wetting and excessive attachment (Connolly and Hayden 2006).

A recent paper by the Inter-Agency Network for Education in Emergencies (INEE) on Early Childhood Care and Development suggests that while young children often successfully cope with brief periods of high stress, consistently high levels of stress affect the child physiologically and psychologically. The paper emphasises the importance of

the familiar caregiver to young children's resilience (mother, father, grandparent, older sibling) and the risk to the child if that person/s are unable to meet his or her needs for support.

Approaches to supporting children's resilience have varied, particularly in relation to the prominence given to the psychosocial over other aspects such as the physical. The appropriateness of western therapeutic approaches has also been challenged in the Machel report recommendation that the traditional therapy approach of 'having children talk about their experiences' may not provide a cross-culturally appropriate means of coping with trauma (Machel1996).

Boyden's work on resilience in conflict situations (2003) states that a number of agencies have sought to employ rather different ideas in their interventions with war-affected children, building on very different understandings of children and child development. Some of these are considering how the whole social system can support resilience rather than focusing on the individual level, which reflects the findings from the various international case studies.

"Such agencies have moved away from psychosocial interventions at an individual level and run programs, especially in post conflict settings, that focus on social reconstruction, social reconciliation

and healing. Working with families and communities in an effort to restore social structures and a sense of normality, they highlight the social ecologies of childhood as opposed to individual pathology. This variously entails reinstating community services and structures, rebuilding family and community networks, re-establishing productive capacity, developing mechanisms for justice and retribution and other such interventions" (Boyden 2003).

In South Africa, the emphasis is on strengthening protective factors. Rudolph's work (Rudolph 2008) describes the 'circles of support' that surround the child and which bolster resilience. There is the recognition that if the primary circle of support of parents is broken, then wider kinship circles must be strengthened and supported, similarly if kinship circles break down then the wider community must be strengthened and so on. This approach is rights based with emphasis on the responsibility of the whole social structure towards the child.

This focus on the social ecology of childhood and how the social system can support resilience has informed our thinking in relation to the principles which should underpin programmatic approaches and the development of the programmatic framework.

2.7 Principles of the UNCRC in Practice

The International Network used the participative group exercise 'World Café to share information and develop common understanding in relation to growing understanding from different cultural contexts around the interpretation of the child rights principles of Protection, Provision and Participation in practice. The Network came up with their own personal interpretations of the principles from their practice:

Protection

- Child Rights
- Innocence of the Child
- Hearts and Minds of the Child
- Actions to protect child from being at risk of damage from exclusion
- Violence
- Illness
- Protecting family, caregivers and communities

Provision

- Safe Spaces
- Nutrition and Water
- Healthcare

- Sanitation and shelter
- Education
- Information
- Capacity Building
- Psycho-social support
- Adequate time
- Providing play and contact with nature
- Family reintegration
- Normal routines
- Opportunities to express feelings
- Peace building programmes

Participation

- Listening to the voice of the child and the many ways they communicate
- Parents and communities
- Providing frameworks for participation
- Using the media
- Involving faith leaders
- Involving policy makers

Individual members of the Network went on to map their programmes under these three headings to assess how well they were addressing the principles of a child rights approach.

3

In the last 20 years, since the United Nations Convention on the Rights of the Child (UNCRC) has been widely ratified, there has been an increased awareness of the need for a Child Rights Perspective in developing, planning, implementing and evaluating policy and programmes. The particular focus of this Network is on the needs and rights of younger children and the need for a distinct focus on this age group as recognised in General Comment 7 of the Convention. In situations of racial or ethnic conflict, it is vitally important that the particular needs and rights of younger children are identified and prioritised in determining interventions as well as within peace agreements or in post conflict reconstruction.

3.1 The Machel Report

The landmark 1996 United Nations report 'The Impact of Armed Conflict on Children' proposed comprehensive actions to improve the protection and care of children affected by armed conflict. Known as the Machel report after its author, Graça Machel, the report is still widely used as the foundation for programming and advocacy. Machel's report challenged the world to recognise that 'war affects every right of the child'

and it proposed a comprehensive agenda for action to improve the protection and care of children in conflict situations. (See Appendix II for a full list and details on the recommendations).

While the recommendations recognised children and adolescents as a grouping in need of special protection, it is important to note there was a lack of focus on the needs of very young children (0-6).

International Theories on Conflict and Young Children

Within the ten priorities there is no clear recognition of the particular vulnerability of very young children in conflict and the need for specific interventions to address their needs and rights.

From the perspective of early childhood, the specific role and importance of early childhood care and education and its contribution to health, psychosocial well being and education is important, as is the recognition that while schooling is a key concern, children's education and development is broader than just schooling.

3.2 International Conference on War-Affected Children 2000

In September 2000, 10 years after the United Nations Convention on the Rights of the Child, Canada hosted the International Conference on War-Affected Children in Winnipeg. In preparation for the conference, Canada commissioned the Machel Review 1996-2000 to review progress in protecting war-affected children and to serve as the principal background document of the conference.

Machel addressed the conference and outlined the outcome of the review. She stated that despite laudable efforts by various governments, national and international groups and UN agencies, no-one had done enough or moved quickly enough to safeguard the millions of children suffering through wars.

'Power and greed can never be an excuse for sacrificing children…. in tolerating this scourge of war against children, every one of us becomes complicit in the violence and harm inflicted upon them' (Machel Conference Address 2000).

The review highlighted the significant achievements of the previous four years, including new measures to protect children from military recruitment and to prosecute and punish war crimes against

children and women. It also described the increased importance and emphasis on education as the fourth pillar of humanitarian relief, joining food, health care and shelter. It welcomed many new steps such as the appointment of Olara Otunnu as the Special Representative for Children and Armed Conflict and the formation of coalitions to strengthen advocacy in this area, but also pointed out the many areas for improvement.

In spite of the progress noted, the report found that serious violations against children were continuing. More than two million children had been killed in the wars of the 1990s and millions more died from war-induced malnutrition and disease. In respect of younger children, the review reported that of the 10 countries with the highest death rates of children under five, seven were countries affected by armed conflict.

The review highlighted HIV/AIDS as the most powerful new threat facing children in conflict-affected countries and called for urgent measures to address the compound impact of AIDS and war on children. Overall, the 2000 review conveyed a growing sense of impatience at the continued harm inflicted on children through armed conflict, stating that *'humankind has yet to declare childhood inviolate or spare children the pernicious effects of war.'* Machel maintained however that *'children present us with a uniquely compelling motivation for mobilization.'*

The outcome of the International Conference on War Affected Children was the Framework and Agenda for War Affected Children which included fourteen points that governments identified as priorities for action. Even though this document was non-binding and was not a treaty in any sense of the word, the end result was acknowledged to be weak and non-specific. Rather than challenging states to move further, the Agenda for Action did not move beyond a description of general areas of concern.

This raises the issue that although there are treaties and agreements protecting children during war, the implementation, monitoring and enforcement of these agreements is often poor. Too often governments and opposition groups in conflict ignore their international obligations and act with impunity, often targeting children specifically because of their vulnerability and violating their human rights.

3.3 Machel Review 2007

The most recent strategic review of the Machel report is a multi-faceted assessment of children affected by armed conflict. Where the previous reports focused on particular countries and themes, the Strategic Review set out to mobilise attention to the full scope of issues, addressing all impacts, on all children, in all situations affected by conflict. The Strategic Review report identified emerging challenges and priorities and the responses required for the next decade.

The report recognised the changing nature of conflict. Although the number of major interstate armed conflicts decreased in this period, the nature of conflicts had also changed. Intrastate conflicts have now become the major form of conflict. The review noted that the number of global conflicts in 2006 actually rose to 56, as compared to the 30 global conflicts cited in the original Machel study. It was recognised that these diverse forms of armed conflict presented new threats for children. *'Armed conflicts today often feature small, ill-trained and lightly armed groups. They benefit from the proliferation of small arms, can be fuelled and prolonged through exploitation of natural resources and economic motivations and often involve shifting landscapes of transnational organised crime or forms of terrorism. Civilians, especially children, are increasingly targeted and bear the brunt of consequences'* (Machel Review 2007).

The review noted that the direct consequences of war such as unlawful recruitment, sexual violence, displacement, killing and maiming received improved attention in the last decade. By contrast it noted that the indirect consequences of war – including the loss of basic services, such as water, sanitation, health and education, as well as the rise of poverty, malnutrition and disease are often overlooked. This is an important aspect in relation to the impact of war on younger children and the priorities and focus of interventions.

The review noted that the previous decade had seen significant progress in the development of norms, standards and programmatic guidelines to protect children and respond to their needs and rights in situations of armed conflict. It also drew attention to many gaps and challenges in the application, implementation and monitoring of these positive developments. Our work is therefore concerned with specific programmatic guidelines for work with young children and also with their practical implementation and monitoring.

3.4 Machel Recommendations 2007

The Strategic Review recommended expanded action in four areas:

1. Achieving universal implementation of international norms and standards and as a priority to end impunity for crimes against children.
2. Prioritising the care and protection of children in armed conflict.
3. Strengthening capacity and partnership.
4. Preventing conflict and building peace.

The report also stated that in this period, much had been achieved as a result of the following:

- the ratification of the Optional Protocol on the Involvement of Children in Armed Conflict;
- the implementation of a monitoring and reporting mechanism on child

rights violations during armed conflict called for by the UN Security Council;

- the adoption by many states of the Paris Commitments and Paris Principles to prevent the unlawful recruitment of children.

In spite of this and given the alarming prevalence of violations of children's rights on the ground, the need for states to comply with and implement international standards and norms remains a key concern.

In relation to the care and protection of children in armed conflict, the importance of strengthening and expanding capacities across all sectors and achieving a comprehensive response was emphasised. Access to quality basic services and the allocation of adequate resources for long-term reintegration and recovery programmes was seen as core to this. The report also emphasised that proven interventions in health and nutrition need support, with emphasis given to supporting protection systems and providing education to children who have been denied schooling. The financial and security needs of women and children in post conflict situations was also recognised with greater priority placed on keeping families together and ensuring community-based long-term programming.

Here we see emerging an increased emphasis on a comprehensive response across all sectors focused on the needs of the child. From an early childhood perspective however, greater integration of care and education is needed as well as the awareness that education begins before schooling. The recognition however of the importance of family and community in the protection of the child, and in the provision of education and services for the child set in the context of government meeting international standards, suggests the beginnings of a child rights based programming framework.

Finally the review stressed the importance of prevention work at all levels. At the level of governance, states and other actors should prioritise the needs of children in all peace making and peace building processes, including with specific provisions in peace agreements and post conflict structures. The link between investing in the protection and well-being of the child was recognised as integral to building peace and preventing conflict.

4

4.1 Identifying the Need

Ilene Cohn's 1999 paper 'The Protection of Children in Peacemaking and Peacekeeping' stated:

'Children suffer disproportionately in war and benefit disproportionately less in peace. The international community has recognised the deficiency of the International Bill of Rights in addressing specific cases of injustice or the status of entire groups of persons and has acknowledged the need for programmatic tools to address the special needs of vulnerable communities.'

Cohn further proposes the UNCRC as 'the appropriate guidepost for child-orientated initiatives' to ensure the protection of children in peace and war. She identified the lack of information as to 'what works and why' in terms of post conflict programming for children, citing a lack of adequate methodologies, insufficient resources, competing priorities or simply a lack of deliberation as possible factors. The information gap was also identified between programming for immediate survival needs and programming for long-term impact. The overlooking of valuable opportunities to address 'systemic problems which are common to societies in conflict' was also recognised (Cohn, UN Chronicle 1999).

From Conflict to Peace Building (Connolly, Hayden, Levin 2007) identified the following key questions in relation to the work of the early childhood community in conflict and post conflict societies:

Developing the Programmatic Framework

- What support is required by caregivers in helping them deal with the effects of violence in children's lives?
- How best can we listen to the voices of young children and help them explore in a safe environment their experience of conflict?
- In situations where there are high and intense levels of violence how do we go about meeting the needs of children when their families and communities are literally disintegrating?
- How can we work effectively with families and communities in many different contexts and cultures?
- How can we be effective advocates for children living in conflict affected societies?
- What role can the early childhood professional play in terms of building peaceful communities?

These questions have been key in helping to guide our thinking as we develop a programmatic framework.

We also feel that the following are important programmatic considerations for supporting the needs and rights of young children in situations of conflict:

- There is still a lack of specific focus on the particular needs and rights of young children, who are often only considered within the general category of children and young people. The needs and rights of younger children and the need for a distinct focus on this age group as recognised in General Comment 7 of the Convention must be brought to the fore in programming and advocacy.
- There is a clear need for a focused programmatic approach to the

needs of young children in conflict situations. There is, to date, no programming tool that specifically and holistically focuses on the needs and rights of young children, their families and communities.

- Programmatic approaches should be child rights based, acknowledging that war affects every right of the child. The UNCRC should be seen as the appropriate guidepost for child-orientated initiatives to ensure the protection of children in peace and war.

- Just as war affects every right of the child, responsibility towards the child must be the concern of all sectors. The importance of strengthening and expanding capacities across all sectors and achieving a comprehensive response to meeting the holistic needs of the child is vital.

- Programmatic approaches must consider the needs and rights of children through all stages of conflict: pre, during and post conflict. Programming is essential both for immediate survival needs and for long-term impact.

- Prevention work is central to the care and protection of children. At the level of governance, states and other actors should prioritise the needs of children in all peace making and peace building processes, including with specific provisions in peace agreements and post conflict structures.

- The issue of enforcement and accountability to international standards must be addressed. In spite of existing international treaties and agreements protecting children

during war, the implementation, monitoring and enforcement of these agreements is often poor.

- There must be an emphasis on both direct and indirect consequences of war on young children. Indirect consequences of war including the loss of basic services, such as water, sanitation, health and education, as well as the rise of poverty, malnutrition and disease are often overlooked.

- The monitoring and evaluation of child rights impact must be established for all programming. Advocacy efforts must be focused on programmes that demonstrate a positive impact on young children.

These issues informed the development of a programmatic framework that is child rights based, multi-layered to consider the responsibilities of all sectors in society towards the child and which is focused on protecting child rights.

4.2 The Stages of Conflict

Narayan's Programming Framework (CIDA 2001) provided a reference point for considering the different interventions needed by children in armed conflict in the context of their needs and rights. The aim was to provide guidance in programme development for organisations working with children affected by conflict. The framework identified the following three stages of conflict: pre, during and post conflict and highlighted the potential negative impact on children at each stage. A number of key questions in programmatic design
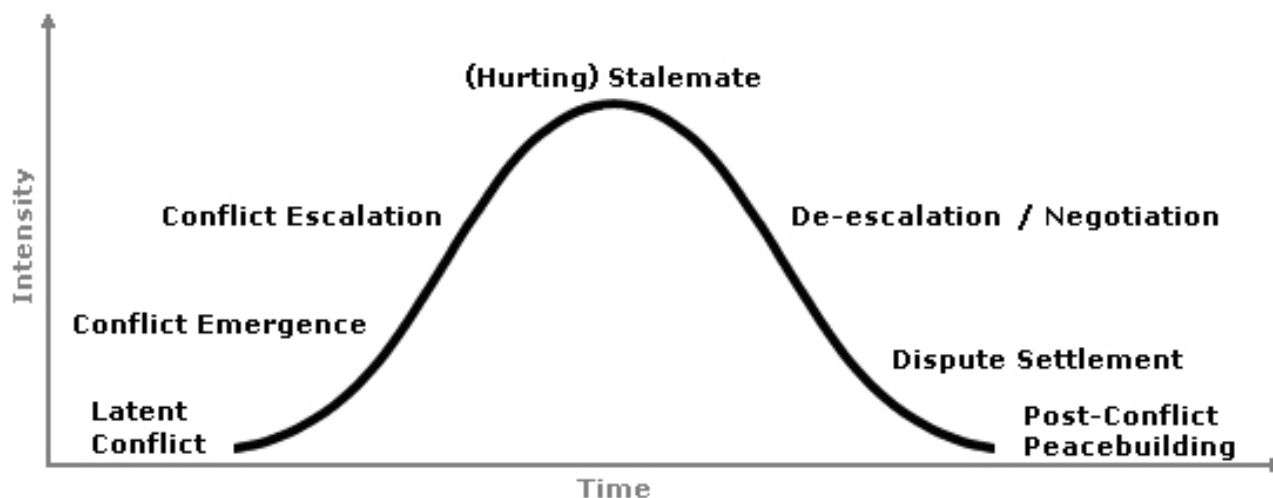
Figure 2. Stages of Conflict

were identified, with responsive strategies and monitoring indicators. There is some consideration of the needs and rights of younger children, but these are in the main focused on nutrition.

While useful in framing our thinking, it was generally felt that there are more than three stages in most conflict situations and the need to consider programming frameworks through all stages of conflict from pre-conflict, escalation, peak, negotiation to post conflict reconstruction and prevention was recognised as essential by the Network as well as the interlinking aspects of each stage. The Network feels that this is a useful mode of analysis and in no way do we assume that conflict will always fit within these parameters.

According to Brahm (2003), it has become common to describe conflicts as passing through a series of phases and although different authors name and describe these stages differently, most include those phases mentioned above. Brahm shows on the diagram how the different stages are usually described.

Brahm describes the stages by stating that the potential for conflict exists whenever people have different needs, values or interests. This is the 'latent' conflict stage. The conflict may not become apparent until a triggering event leads to the emergence or beginning of the obvious conflict. Emergence may be followed quickly by settlement or resolution or it may be followed by escalation which can become very destructive. Escalation however cannot continue indefinitely. De-escalation can be temporary or can be part of a broader trend towards settlement or resolution. Equally, escalation can lead to stalemate, a situation in which neither side can win. If the pain of continuing

the conflict exceeds that of maintaining the confrontation the parties are in what Brahm calls a hurting stalemate which often presents an ideal opportunity for negotiation and a potential settlement. Finally if and when an agreement is reached, peace building efforts work to repair damaged relationships and the long-term goal of reconciling former opponents.

Real life examples show that actual conflicts usually do not follow a linear path and they can start and stop; one minute moving forward towards peace, the next minute experiencing major setbacks. It is worth remembering at this point that progress from one stage of conflict to the next is not smooth and conflicts may repeat stages several times. Conflicts may also be cyclical with many conflict situations relapsing within five years of peace agreements (United Nations Peace Building Commission 2005).

Experiences from members of the Network have shown that over the last few years, a certain type of conflict has intensified whose dynamic contradicts the well-known stages i.e. where conflict and post conflict situations take place simultaneously. For example in some countries, while violence is being carried out in certain regions, others are experiencing relative peace and the effects of conflict are only occasionally seen. Such a reality can be seen for example in Colombia, where even though the country experiences tough confrontations in some regions, in other regions peace prevails. Similar situations

can be witnessed where drug trafficking and delinquency have become out of control and they affect the life of the whole of society. Various regions of Mexico and Rio de Janeiro, for example, are testament to this. In such scenarios, it is not uncommon for government to be simultaneously developing policies aimed at fulfilling the basic rights of its citizens.

In other countries the pattern of conflict doesn't begin in latent situations followed by violent outbursts after which comes peace. More often we are witnessing situations where the spark of violence is lit then extinguished, but it remains so for prolonged periods of time, keeping young children imprisoned in this pernicious dynamic.

Brahmn agrees that actual conflicts do not follow a linear path and that although different theorists have produced different models of stages of conflicts he acknowledges that all of the models are idealised. He also acknowledges that conflicts evolve in fits and starts, alternatively experiencing progress and setbacks toward resolution. The lack of linear progress helps to give the conflict a sense of intractability. Escalation may resume after temporary stalemate or negotiation and escalation and de-escalation may alternate. Negotiation may take place in the absence of a stalemate, however Brahm feels that models are useful because most conflicts pass through similar stages at least once in their history.

Delineating different stages is also useful in efforts to resolve conflict. By recognising the different dynamics occurring at each stage of a conflict one can appreciate that the strategies and tactics for participants and interveners differ depending on the phase of the conflict. Brahm states that peace building should take place at all stages with the possible exception of the stable peace phase by which time peace building has become institutionalised and is done as part of every day life.

The Network feels that in our effort to enrich the programmatic framework, we need to take into consideration the complex situations that form part of the present world where conflict is being experienced.

4.3 Emergency Situations

There is significant common ground in addressing young children's needs and rights in emergencies and in conflict and the recent Inter-Agency Network for Education in Emergencies (INEE) paper focusing on ECD in emergencies is an important addition to our thinking on this front.

The INEE paper launched the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (INEE Minimum Standards), the first global tool to define a minimum level of educational quality in order to increase access, co-ordination and accountability. Developed with the participation of

2,250 individuals from more than 50 countries, the standards reflect rights and commitments as well as consensus on good practices and lessons learned across the fields of education and protection in emergencies and post conflict situations. The standards were designed to be an immediate and effective tool to promote protection and coordination at the start of an emergency while laying a solid foundation for the holistic quality education and disaster preparedness during reconstruction.

However the Network recognises that emergencies do not have the same characteristics in relation to stages and cycles of conflict and there are also distinct aspects in relation to programmatic approaches to preventative and post conflict stages that will be important from our perspective.

4.4 Layers of Impact

Having focused on the various stages of conflict, the next step for the Network was to identify the various levels in society which have responsibility for protecting children in both non-conflict and conflict situations.

Bronfenbrenner (1979) placed child development in an ecological perspective. His ground-breaking work combined aspects of sociology and developmental psychology and laid an enduring foundation for future approaches to looking at the child in the social world.

This led to our initial thinking being influenced by Bronfenbrenner's Ecological Systems Theory which looks at relationships between individuals and their environments from the point of view of the effects of these on the individual. The system specifies five types of environmental systems, with bi-directional influences within and between the systems. The term social ecology refers to the arrangement of family, school, neighbourhood and community contexts in which children grow up.

The original four interlocking systems that shape development are as follows:

1. *The micro-system.* At this level the micro-system is the home, parents and family. As the child ages, the microsystem is more complex, involving more people - such as the early years setting. Bronfenbrenner noted that as long as increased numbers in a child's micro-system mean more enduring reciprocal relationships, increasing the size of the system will enhance child development.

2. *The meso-system.* Meso-systems are the interrelationships among settings (i.e. the home, the early years setting and the schools). The stronger and more diverse the links are among settings, the more powerful an influence the resulting systems will be on the child's development. In these interrelationships, for example, the link between the parent and the early years setting plays a role in determining the quality of the child's meso-system.

3. *The exo-system.* The quality of interrelationships among settings is influenced by forces in which the child does not participate, but which have a direct bearing on parents and other adults who interact with the child. These may include the parental workplace, school boards, social services agencies and community initiatives.

4. *The macro-system.* Macro-systems are the interlocking social forces at the macro level and their interrelationships in shaping human development. They provide the broad ideological and organisational patterns within which the meso- and exo-systems reflect the ecology of human development. They are not static, but might change through evolution and revolution. For example, economic recession, war and technological changes may produce such changes.

5. Bronfenbrenner later added a fifth system, the Chronosystem - the patterning of environmental events and transitions over time in the course of an individual's life.
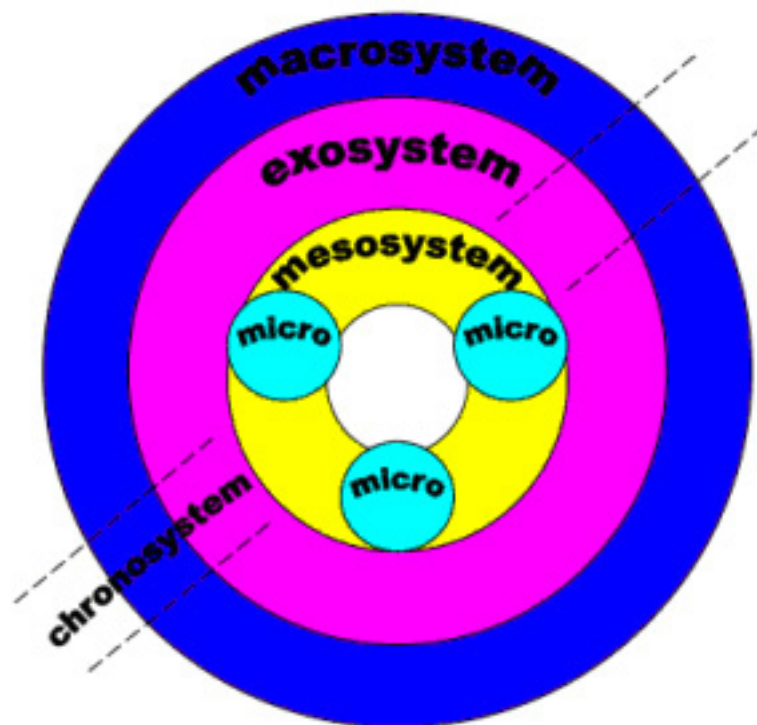
Figure 3. Bronfenbrenner's Ecological Systems Theory

These environments - from the family (micro) right through to economic and political structures (macro) - have come to be viewed as part of the life course from childhood to adulthood and each system contains roles, norms and rules that can powerfully shape an individual's development.

4.5 A Child Rights Approach

Alongside these environmental factors lie the contextual factors, both internal and external, that affect and are influenced by the overall development of the child and his or her realisation of child rights:

- Children's inner world (cognitive, emotional and spiritual)
- Children's outer world (physical, social, behavioural)
- Peers (other children and youth)
- Family
- Community, natural and built environment
- Civil Society, government and non-governmental
- Cultural, social, economic, civic and political

We then looked at the application of Bronfenbrenner's theory from a child rights perspective. In this regard thinking was influenced primarily by work developed by Norma Rudolph and others at the Children's Institute at the University of Cape Town in South Africa. The 'Champions for Children Handbook to Mobilise Caring School

Communities' (Rudolph 2008) was one of the models that connected the ecological systems of child development to a practical child rights approach. The Caring Schools Project used an action-research methodology to explore an expanded role for schools as nodes of care and support for vulnerable children affected by widespread HIV, AIDS and poverty. The project aims to help schools to mobilise role-players in their schools and broader communities to provide a greater level of care and support for children. Rudolph also applies a similar child rights approach to integrated ECD in post conflict South Africa (Rudolph 2008). Here the focus is on OVC (orphans and vulnerable children), where family support structures have collapsed leaving the child vulnerable and how strengthening kinship and community initiatives can protect children.

The child rights perspective advocated by Rudolph and others addresses the social environment influencing children and families and its influence on child well-being. Using an ecological perspective - which addresses the influence of risk factors and protective factors to child well-being - we considered how real implementation of the United Nations Convention on the Rights of the Child by all sectors of society through an ecological perspective would improve the lives of millions of young children in situations of conflict.

Child rights programming methodology has been led internationally by Save the Children, who have developed programmatic frameworks from the perspective of child rights impact (Child Rights Programming, Save the Children Fund 2001, Banos-Smith H, 2005).

More recently, a number of programming frameworks have emerged with a specific focus on the needs and rights of younger children. ACEV's 2008 paper 'Building a Generation of Reconciliation, the Role of Early Childhood Development in Peace Building' argues that theoretically, ECD programmes can have a major impact in reducing violence around the world and promoting peace at micro level, by influencing young children's behaviour, at macro level by reducing inequalities and by reaching across communal divides.

The INEE report, Early Childhood Care in Emergencies (INEE 2009) identifies that 'despite the plethora of guidelines and standards there is no single document that specifically and holistically targets parameters of assistance for young children and their families and communities in emergencies.' The report also points to the need for coordinated efforts to 'improve effective and cost effective interventions, advocacy and concrete policy and programmatic frameworks' (INEE 2009).

The Child Rights Ecology Model demonstrates how the child contributes to his or her social environment while simultaneously being affected and served by it; thus highlighting the inter-connectivity of child development and societal well-being.

Figure 4. Child Rights Ecology Model

Research indicates that stronger links between each of the above circles result in children having healthier connections through positive relationships with their environment. However, if these support mechanisms are removed or become unstable through social or political breakdown, children's developmental outcomes will be negatively impacted (Jessor, 1993; Shonkoff & Phillips, 2000; Werner & Smith, 1982).

Rudolph's work in South Africa (Rudolph 2008) has also shown how these support mechanisms can be strengthened at the different levels in order to restore the 'Circles of Care' in the child's world.

Not only does the Child Ecology Model highlight the various factors that interact with the child and his or her development, it also helps to identify how adults can support the overall development of children and embed children's rights in their approaches and practices.
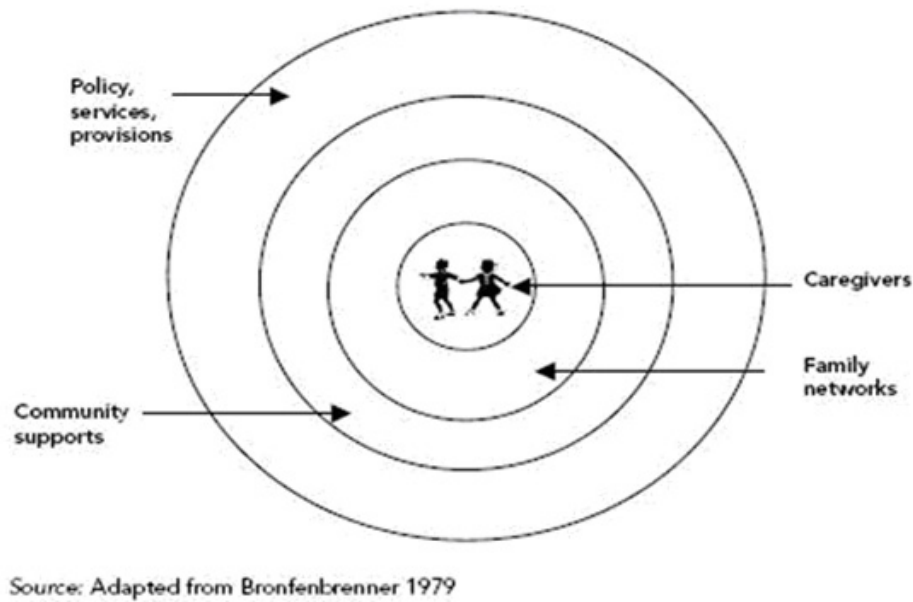
Source: Adapted from Bronfenbrenner 1979

Figure 5. Circles of care

The Network is of the opinion that the structure of the Child Rights Ecology will depend on the individual country, the child's socio-cultural environment within it and how the child interacts with and is situated within each system. The impact of any programmatic approach should be at all these levels.

4.6 The Proposed Framework

Taking into account Bronfenbrenner's Ecology of Development, the child rights perspective and the different stages of conflict, a challenge for us was to develop a framework for a programmatic tool which would allow practitioners to plan programmes which would work at the different levels during the five stages of conflict. We wanted the framework to be clear and easy to use and transferable across countries and cultures.

We began by identifying the following specific environments which we felt have a direct or indirect impact on the child, based on the child rights ecology. The Network wanted to focus on what they considered to be the most important areas which impact on children's well-being and decided on the family, the early years setting, the wider community and the even wider structures which have an influence on the child.
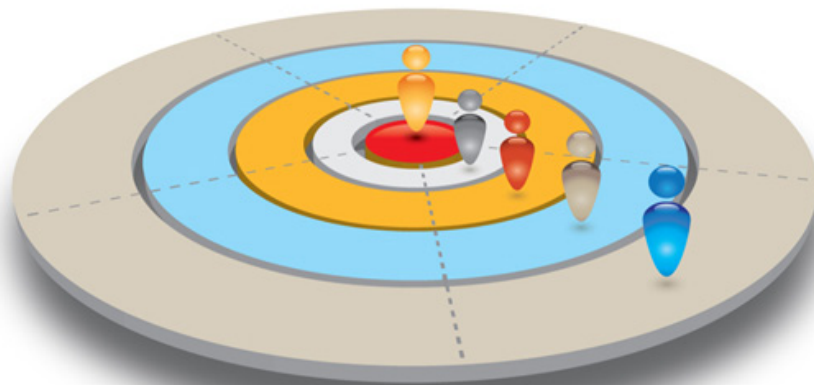
Child
Family
Early Years Setting
Wider Community
Culture, Economics, Governance, Research, Media

Figure 6.

Child - While the nature and scale of the conflict is different in every situation, children suffer either as a direct casualty or physically or emotionally as a result. Therefore the child is at the centre of our framework and our thinking and actions must take account of the various environments which have an impact both on the child and each other.

Family - Conflict situations can put considerable strain and stress on families and affect their ability to care effectively for their children. The trauma felt by families can be picked up by children and internalised. Hatred can also be passed on from one generation to the next. Therefore we must support families in

conflict situations. 'ECD programmes with a strong parent education component can have a particularly powerful impact on social capital by bringing together parents in ways that build trust across divided groups' (ACEV 08).

Early Years Setting - 'Like children's education in general, pre-schools are of great and immediate psychological value during war, providing a safe space for children to gather and offering structure and hope in chaotic and otherwise seemingly hopeless situations' (UNESCO 2002; Nixon et al 1996).

According to Connolly and Hayden, ECD programmes have the ability to

encourage communities in conflict to develop alternative visions of the future based around the needs of children. In the aftermath of conflict, rebuilding societies is challenging as they are usually characterised by tension, distrust and hatred. Many interpersonal relationships have their roots in early childhood. Therefore interventions in the early childhood years can contribute to attitudinal and behavioural transformation. All ECD programmes need to be based on child centred pedagogy and focus on building empathy, self esteem and respect for diversity.

Wider Community - It is not only families that are destroyed but communities can also disintegrate as a result of conflict. Hospitals, roads, sanitation and water supplies can be affected. This can lead not only to suffering and displacement but to new deeply divided communities being created (Connolly and Hayden 2007). *'When ECD programmes are designed as social development intervention bridging macro and micro levels in conflict prone societies, they can reach across community divisions and have a positive impact on social capital and pro peace dynamics'* (ACEV 08).
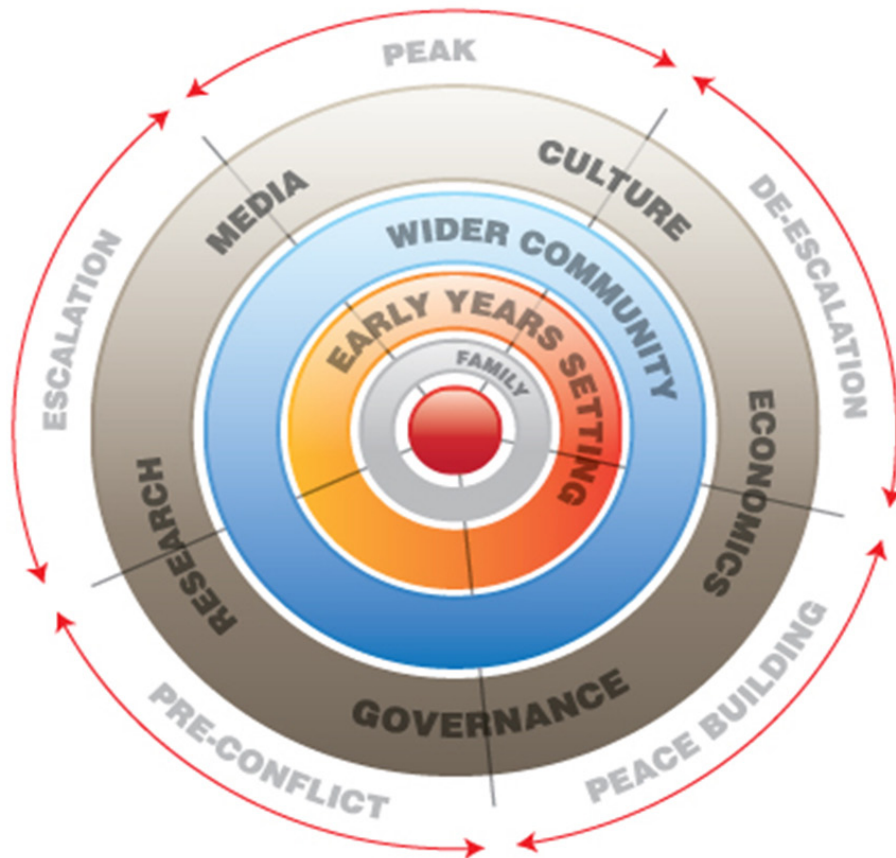

Figure 7. Programmatic Framework for Early Years Practitioners Working in Conflict

Culture, Economics, Governance, Research, Media - This is the largest and most remote set of people and things to a child but which still has a great influence over the child. These include things such as the relative freedoms permitted by the national government, cultural values, the economy, the impact of the media and evidence based programmes. These influences can affect a child either positively or negatively.

Figure 6 represents the child at the centre of society and the layers which impact upon and surround the child at any given time. We felt that whatever programmes practitioners and professionals are developing for children they must take account of all these layers.

We also wanted to create a framework which would also incorporate the five stages of conflict as set out in figure 4. The intention was that practitioners and professionals will always be able to map their programmes against whatever stage of conflict their country or region is experiencing. This led to the development of the framework in figure 7.

We believe that the above framework will be a useful tool for practitioners to map programmes against in order to maximise the potential of their programmes and to minimise the negative effects of conflict on young children. When mapping programmes against this framework, practitioners can ensure they are thinking about all the layers that impact on the child during all the stages of conflict.

Paper two from the Network will look in detail at the framework and how it can be applied to programmes in conflict countries. It will also highlight any gaps in the protection of the child. Examples from these programmes are as follows:

Child
Peace Education and Life Skills Programme for Children and Youths Living under Risk Circumstances – El Salvador

Work to secure children's safety and to provide safe spaces for children was established. Opportunities were provided for children to express their feelings so that children's emotional security and self reliance would be strengthened throughout the programme.

Family
Colombians Helping Colombians

Access to psychosocial services was secured for the whole family and both children and families were registered to enable them to have access to health and nutrition services. Home environments were improved to make them safe and nutritional programmes were provided for caring for children from 0-6.

Early stimulation programmes for children from 0-6 were also organised. Mothers were supported to help them meet the social needs of their children and access to vocational training was given to the displaced to support job security.

Early Years Setting
Peace Zones for Children - Iraq

Teacher training programmes were put in place with 4 x3 day modules over the year. Priority was given to teachers in districts most affected by conflict and poverty and examples of modules covered included awareness of what to do in a conflict situation. Support was provided for teachers through training to understand the effects of trauma on children and on themselves. Counselling was provided for teachers who were traumatised by such things as loss of their own children.

Training also focused on changing behaviour and attitudes by introducing new techniques such as role play, group work and conflict resolution skills. Peer support for teachers was encouraged and the role of the teacher as leader and motivator for children, parents and communities was encouraged. Teachers became peace builders.

Wider Community
Children as a Zone of Peace - Nepal

A Resource Centre to try to ensure the quality of early childhood services by providing training for teachers and parents was established. The Centre carried out research on the effect of conflict on children and looked at ways of influencing government plans and policies.

Strong social networks of organisations advocating for the safety and well being of children were developed with member organisations coming together to share good practice.

Culture
Child Friendly Spaces for Young Children - Chad

In Chad, necessity and shortages resulted in the recruitment of both male and female Animators, working together, The teams represented a previously taboo situation in this Muslim region where gender segregation for workers had been the norm. Similarly children in the schools which were developed were not segregated by gender.

Economics
The Media Initiative for Children Respecting Difference Programme - Northern Ireland

Funding has been sought from a range of funders, including the Department of Education, the International Fund for Ireland and the EU to train, resource and support early years staff, parents and management committees to implement and support the programme.

The programme has represented excellent value for money as the research shows that the programme has the potential to not only make a difference for young children but also their parents and those who work with them.

Governance
Social Inclusion of Marginalised Children in South Serbia

After three years of working in the field, efforts to make the relevant State bodies aware of the extent of the problem of not registered children reached several local, central and international organisations, including the Ministry of Education and Interior who understood that the legislation had to be changed and the fact that there were many people (both children and adults) who physically existed but legally were non existent had to be dealt with. A new model law about acquiring the personal documents has been developed in a dialogue and joint work with Pomoc Deci which had field experience in this issue, so some of the previously impossible cases to solve have now been recognised and the legal environment for solving this problem in a systemic way has been established.

Research
Addressing the Needs of Children and Families – Palestine

The findings from the evaluation of the health programme showed that it was well worth while investing in communities and in the mother. Mothers were seeking out less health care because they were taking better care of their children themselves. The health status indicators such as improved nutritional status of children in the programme areas were noticeable.

By supporting families to look after themselves after an emergency, the health care system was not over burdened with children at less risk who could be well managed at home. The programme also had the long term effect of empowering women. One of the lessons learned was that it was very important to develop programmes that have very clear objectives.

Another lesson that was concluded from the evaluation was that the empowerment model is very important in building capacity in communities.

Media

*The Media Initiative for Children
Respecting Difference Programme -
Northern Ireland*

The cartoon messages are shown on national television three times a year for a three week period to give support and recognition to the programme. All forms of media, including radio and newspapers are used to promote the programme to the community, policy makers and funders.

4.7 Key Quality Principles and Evaluation

The principles of a child rights approach includes as crucial, the evaluation and measurement of the impacts of interventions. Connolly and Hayden (2007) concluded in From Conflict to Peace Building that the key principles for programmes for young children in areas of conflict include:

- quality child-centred environments for young children;
- safe spaces for children to express and explore their feelings including those related to their experiences of conflict;
- training and ongoing support to those working with young children and their families;
- direct support to parents;
- a community development approach that aims to empower local communities and builds capacity so that they can build and maintain

early years services for themselves;
- the contribution to peace building and reconciliation more broadly;
- advocating for young children nationally and internationally and bringing pressure to bear for peace;
- the importance of evaluation and applied research to measure the impacts of the programmes.

We are therefore committed to advocating and promoting effective early childhood programmes which are guided by the UN Convention on the Rights of the Child and are evidence-based. These core values will be used for approaching the design of programmes and evaluating existing programmes. We are committed to evaluation and open discussion and debate about what we want these programmes to achieve and to access if they are actually working.

4.7.1 Approaches to Evaluation

Appropriate monitoring and evaluation strategies are essential to document and track progress and measure the impact of programmes on children, families and communities. Twenty years ago there were no empirically validated prevention programmes. Efforts were guided primarily by good intentions and gut instinct and hundreds of million of dollars were spent without any accountability. "Two decades of rigorous scientific research have informed our knowledge of epidemiology, aetiology, methodology and preventive practice (Perkins and Bumbarger 2007).

Today there are many programmes that have been proven effective in well designed studies and these have been independently replicated. Evidence based programmes ensure the smart use of limited resources by increasing the likelihood that programmes will have expected impacts and also gives accountability to funders. Through evidence based programmes we have a better understanding if a programme is effective.

We are aware however that the methods for planning, designing, monitoring and evaluating programmes are varied and opinions will differ on what is the most effective approach. For this purpose, we found Neufeldt's (2007) paper on Circlers and Frameworkers (Positivist and Interpretivist Approaches) to be helpful in raising our awareness of the complexity in assessing the effectiveness of peace building programmes.

In this article, Neufeldt identifies two different ways of looking at peace building in practice. She names these different approaches as 'frameworkers' and 'circlers' suggesting that they have different ways of conceptualising and operationalising issues of impact and change in programme design, monitoring and evaluation. She then goes on to look at ways of bridging the different approaches in order to strengthen and broaden the way we assess the impact of peace building work.

While there are differences in the approaches to planning monitoring and evaluation, both frameworkers and circlers believe that peace building and development work have the capacity to bring positive change and impact on people's lives. They are however coming to the process with a different way of seeing and of developing the methodology and the conceptual framework.

4.7.2 Frameworkers

Frameworkers believe that peace building programme design is based on linear cause and effect thinking. They assume it is always possible to make a direct link between cause and effect. Programmes are explicitly laid out with their assumptions in logical frameworks, hence the name.

Impact is examined with respect to the degree to which planned activities or outputs are met. Indicators and objectives are SMART: specific, measurable, achievable, relevant and time bound (Roche 1999).

Assurance is that we can track progress, can measure numbers, frequency etc and programmes are accountable, financially and managerially.

An assumption in this approach is that we can measure and to some extent predict

impact. Frameworkers also have the desire to identify generalisable lessons and indicators that hold up across a variety of contexts; though there is also a recognition that this is difficult in conflict contexts.

4.7.3 Circlers

Circlers approach peace building in a way that is relationship focused and elliptical. They have a desire to be flexible and responsive to each situation tuning in to the worldview of local people. Circlers argue that often what interests them most is the un-measurable and they seek community based organic processes. They often view frameworks as too focused on pre-set outcomes. They think that events in conflict cannot be predicted "because they are constructed by multiple, interlocking influences, which at any moment might be thought of as "cause" and "effect" or both intertwined" (Neufeldt). Circlers are interested in the uniqueness of communities and are focused on the stories that emerge from specific contexts. Assumptions in this approach include the belief that every situation is unique, lessons are not always transferrable, planning has limitations and flexibility is always an asset.

These different approaches can result in misunderstanding. Circlers may suggest frameworkers are too rigid and western. They fear that this approach may not be appropriate or sensitive to different contexts. Frameworkers may feel that circlers are too scattered and vague and do not invest enough time in planning and this may undermine impact.

Frameworkers dominate in large NGOs which use logical frameworks for most programming. Donors, while increasingly requiring evidence of impact and learning, still use the delivery of outputs as the bottom line for their return on investment (Britton 2005).

There is pressure from donors to identify indicators that are transferrable across time and place e.g. child mortality indicators. This has implications in the search for global indicators to measure impact.

The area of Peace and Conflict Impact Assessment (PCIA) has grown and there is substantial new work emerging around 'tools' for peace building. Generally these favour the 'Frameworker' approach with a cause-effect logic.

Neufeldt identifies a number of challenges for both Frameworkers and Circlers in approaching peace building such as:

- Time dimension of change. Social change is long and cyclical and programmatic intervention tends to be short (1-2 years) therefore impact may be negligible in the short term but built over time
- Complex social changes require complex interventions – it is hard to attribute what it is that has made the difference
- Measuring - hard to measure something like 'increased trust'
- Stakeholder perspectives differ – donors/funders often have short time frames and short term outputs rather than some of the longer term changes people on the ground see in practice.

If we adopt exclusively a framework approach which is where most funders and NGOs are headed, we need to ask what may we be losing if we listen only to frameworkers and not to circlers? Roth and Mehta both advocate that a combination of the two approaches will provide a richer evaluation and assessment.

Positivist and interpretivist analytical approaches are frequently believed to be incompatible as research strategies and ways of understanding the world. Roth and Mahta (2002) argue that not only may versions of positivism and interpretivism be combined in the analysis of contested events, but this combination can further the goals of both approaches by contributing information that may have been missed by adopting only one.

4.8 Qualitative and Mixed Methods Research Approaches

The Qualitative Methods Learning Group of Una – the Global Learning Initiative on Children and Ethnic Diversity, has in its first paper looked at the research design, methods, techniques and broad findings from 25 published qualitative and mixed methods research studies.

This Learning Group (2010) also acknowledges that capturing effectiveness is complex and states that:

"Qualitative researchers attempt to understand and explain complex social phenomena by providing rich, multi-layered descriptions of people's actions, experiences, perspectives and understandings - often as a narrative. Such descriptions offer insights into the meaning of a specific individual's behaviour and experiences in their specific cultural, historical, social, economic and geographical circumstances. Consequently, they counter any tendency to over-generalise their findings and they provide sound foundations on which to build theories that are culturally appropriate."

This Group is in agreement with Pascal and Bertram (2009) who state that listening to the voices of young children is important. They also emphasise the need for researchers to build trusting relationships with young children to

ensure open dialogue. They realise that this process takes time for the researcher to do this. The belief is that researchers need to listen very carefully to what young children are communicating and reflect on what this is telling us.

Taking these perspectives into account we therefore feel that there is a need to consider carefully the methods of research and evaluation used to assess the effectiveness of peace building programmes.

4.9 Building Capacity in Early Years and Conflict

Through the many discussions the Network has had on the complexity of working with young children, families and communities in regions of conflict, we have become aware that there is a need for all those working in this field to have access to study the design and implementation of programmes, policies and research methods orientated to children and their significant adults in conflict and post conflict situations. As a result the Network is in the process of developing a Masters Programme for this purpose.

The Masters will be based around the following approaches to be then used by participants in their practice:

- Pedagogy – the manner in which practitioners engage with young children
- Frerian – an approach to social change that is uniquely situated in the midst of participatory theory, method and praxis
- Appreciative - it will build on strengths and provide opportunities to celebrate small successes in order to generate energy to take on larger challenges
- Participatory using diversity as an opportunity for enriching learning
- Building a learning community/ community of practice to create conditions for collaborative relationships and networks to lead and support peace building and advocacy efforts; to distil from their practice new knowledge and approaches and help; for others to distil new knowledge from their experiences with conflict and violence in its various contexts
- Educational experiences as opposed to activities
- Reflective practice to strengthen their capacity to continually assess and improve their own practice
- Appropriate methodology and evaluation drawing on the work of Neufeldt that promotes both interpretive and positivist strategies as necessary with an emphasis on complexity theory.

5

This paper has provided an overview of the key issues facing early years practitioners in conflict regions throughout the world. Too often, early years practice isn't tailored to suit the environments in which it is being delivered and the main aim of this paper is to progress the premis that working with young children in conflict regions requires a different set of principles and approaches. As identified in From Conflict to Peace Building 'it is however possible to identify a number of core issues that transcend specific situations and thus represent key challenges for early years professionals wherever they are working' (Connolly and Hayden 2007).

The Network has considered international policy and evidence which has helped influence the thinking of the ECD sector in working with children in conflict affected regions. It has also identified the need for specific actions for young children in conflict regions, who too often have been ignored.

We recognise that working as early years practitioners and professionals in conflict affected countries is not just about working with children. The problems are multi-layered and therefore need a multi layered approach if we are to be effective in minimising the negative effects of conflict on young children. We do not only need to work with children and families but need to engage with the wider community and beyond and early years practitioners and professionals have a very important role to play in advocating for children.

We have examined the need for a programmatic approach and have considered the principles on which it should be based. While each conflict is unique, the experiences of children and families have much in common. This has enabled the Network to develop a framework that will enable early years practitioners and professionals to map

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programmes against and ensure they are aware of the importance of influence at all levels whatever stage of conflict their country is experiencing. The challenges faced by those working with young children in conflict situations around the world will vary greatly. It is the aim of the programmatic framework to support all those involved to ensure that all early childhood development programmes include the key components to ensure the rights and needs of young children are met.

The Network has concluded that at all stages of conflict whether it be when the conflict is at its height or in a post conflict situation, it is important to work at a number of different levels to support young children's needs and rights. There are many layers to dealing with the impacts of conflict on young children. Early childhood professionals play a

crucial role and it is equally important that politicians, policy makers, community professionals, community leaders, educators and families ensure that the needs and rights of the child are placed at the centre of policy making. 'Working with children and families in situations of conflict or in the aftermath of conflict becomes a process of investing in social, economic and political structures and policies that minimise violence in all its forms and in all spheres of life and maximise justice, equality and harmony for all groups and individuals' (ACEV 08).

The Masters Programme which the Network is developing will support those working in this field. It will link with the programmatic tool and increase participants understanding of and ability to articulate the potential impact on children and significant adults of high

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quality, evidence informed early childhood programmes that incorporate peace building content and competencies.

Central to the child rights approach is the evaluation and measurement of the impact of intervention. It is vital that ECD interventions are not just well intentioned, but that they make a positive impact on children's lives. In this regard, we will consider approaches to the evaluation of ECD programmes from the perspective of child rights impact that will be discussed in paper two.

The second paper from the Network will demonstrate the framework in action, using programmes specifically developed in regions of conflict from around the world. This framework has not been developed in isolation but is very much based on practice and experiences of our members.

Members of the Network have already mapped their programmes against the child rights principles of protection, provision and participation. They are also looking at what has made the most significant changes in their communities and how these programmes were evaluated. Paper two will then map these programmes from around the world on to the programmatic framework to illustrate the tool in practice.

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Appendices

Appendix 1

List of Members of the International Network on Peace Building with Young Children

Alejandro Acosta	Colombia
Ali Shaar	Palestine
Batuhan Aydagul	Turkey
Cairo Arafat	Palestine
Clionagh Boyle	Northern Ireland
Eleanor Mearns	Northern Ireland
Daphna Dinerman	Israel
Gilberte Amari	Ivory Coast
Hassan Ba'ey	Iraq
Ingrid Jones	Albania
Kevin Fearon	Northern Ireland
Kishor Shrestha	Nepal
Lina Hamaoui	Lebanon
Ljiljana Vasic	Serbia
Louise Zimanyi	Consultative Group on Early Childhood Care and Development
Margalit Ziv	Israel
Margarita de Guardado	El Salvador
Maria Cristina Garcia	Colombia
Marta Arango	Colombia
Mohammed Shaheen	Palestine
Norma Rudolph	South Africa
Pauline Walmsley	Northern Ireland
Serkan Kahyaoglu	Turkey
Siobhan Fitzpatrick	Northern Ireland
Lamiya Baylarova	Azerbaijan
Mary Moran	Childfund International

Appendix 2

Machel Recommendations 1996

1. **Peace and security.** The needs of children and women must be at the heart of all actions to resolve conflicts and implement peace agreements, including those mandated by the United Nations Security Council, the General Assembly or the High Commissioner for Human Rights. Peace-keepers have a vital role to play in promoting children's rights.

2. **Monitoring and reporting violations of child rights.** Children in armed conflict situations must be treated as a distinct and priority concern in all monitoring and reporting activities by UN field personnel and any other responsible organisations which may be involved.

3. **Health, psychosocial well-being and education.** These should be the pillars of all humanitarian assistance for children in emergencies. Psychosocial well-being can best be ensured through community rather than institutional approaches. Education lies at the centre of a viable community, so maintenance of schooling during emergencies is an indispensable imperative.

4. **Adolescents.** Their educational, training and health care needs should be given priority attention to assist their well-being and to discourage their participation in armed conflict, trafficking, prostitution and drug abuse. This cannot be achieved without the participation of youth in their own personal and community development. Child-headed households urgently need protection and care.

5. **Gender-based violence.** Whether committed by a soldier or an official, whether as a matter of public policy or individual behaviour, all incidents of wartime rape and other sexual torture must be prosecuted as war crimes. Military and peace-keeping troops and personnel of all humanitarian agencies must have special training on their responsibilities to children and women.

6. **Internally displaced children.** In each emergency, a lead organisation should be assigned overall responsibility for the protection and assistance of internally displaced persons. In collaboration with that lead organisation, UNICEF should provide leadership for the protection and assistance of internally displaced and unaccompanied children, with particular reference to preventing family separation and promoting family tracing.

7. **Child soldiers.** A global campaign should be launched to stop the recruitment of children under 18 into armed forces and to ensure that governments and opposition forces demobilise all such children immediately and incorporate their needs into peace agreements and

demobilisation programmes. The first such step should be to speedily conclude, adopt and adhere to the draft Optional Protocol to the Convention on the Rights of the Child, raising the age of recruitment and participation in armed forces to 18 years.

8. **Land-mines.** The report supports the international campaign for a complete ban on the use, production, trade and stockpiling of land-mines; programmes to instruct children in mine-contaminated areas about the dangers of mines; child-centred rehabilitation programmes and land-mine clearance with contributions required from countries and companies profiting from land-mine sales.

9. **Prevention.** The international community should closely monitor arms transfers and impose a total ban on arms shipments to conflict zones. Governments and civil society, with support from donors and development agencies, must address the root socio-economic causes of conflict and support the social infrastructure that protects children.

10. **Special Representative.** A Special Representative of the Secretary-General should be named to monitor implementation of this report and ensure that issues of children and war are kept high on international human rights, peace, security and development agendas.

Paper Two

A Programmatic Framework in Action for Practice with Young Children in Regions Affected by Conflict

October 2010

Contents

1 Introduction

The International Network on Peace Building with Young Children is concerned with sharing and disseminating knowledge and expertise in relation to the development and delivery of early childhood programmes. It has a particular focus on the specific challenges and problems that arise from doing this in regions that are either experiencing significant armed conflict and/or are emerging out of armed conflict.

This is the second paper devised by the International Network on Peace Building with Young Children and follows on directly from paper one which presented an overview of the key issues and challenges facing early childhood organisations when developing programmes in conflict affected regions. Paper one, entitled Protecting and Providing for Young Children in Regions Affected by Conflict – A Framework for Practice also looked at the nature and impact of conflict on young children and their communities and the paper proposed a programmatic framework that can be used by practitioners to help focus their planning and development of such programmes.

The second paper from the Network will map how the programmatic framework from paper one might be applied in practice in conflict affected countries around the world. Members of the International Network on Peace Building with Young Children have examined programmes with which they are involved in their own countries and these programmes have been put forward as examples of best practice from their regions.

These programmes represent both the northern and southern hemispheres and east and west and include the following countries:

- Northern Ireland
- Serbia
- Iraq
- Nepal
- South Africa
- Albania
- Colombia
- Lebanon
- Chad
- Georgia
- El Salvador
- Palestine

2

The publication From Conflict to Peace Building: The Power of Early Childhood Initiatives – Lessons from Around the World which contained stories from conflict regions around the world identified the following questions in relation to the work of the early childhood community in conflict and post conflict societies:

- What support is required by caregivers in helping them deal with the effects of violence in children's lives?
- How best can we listen to the voices of young children and help them explore in a safe environment their experience of conflict?
- In situations where there are high and intense levels of violence, how do we go about meeting the needs of children when their families and communities are literally disintegrating?
- How can we work effectively with families and communities in many different contexts and cultures?
- How can we be effective advocates for children living in conflict affected societies?
- What role can the early childhood professional play in terms of building peaceful communities?

These questions were key in helping to guide the thinking of the Network and in tackling the challenges of developing a programmatic framework.

2.1 Developing the Framework – Stages of Conflict

In devising programmes for working with young children, members of the Network reached the consensus that at the core of any framework should be the recognition that all countries were not necessarily going through the same type of conflict. The Network also felt that these different types and stages of conflict should form the basis of any programmatic framework.

Narayan's Programming Framework (CIDA 2001) considered three stages of conflict to consider when examining the impact on children in conflict affected areas. However the Network used the five stages of conflict model described by Brahm (2003) in relation to the socio political context of programmatic development. The model identifies the following stages:

- pre-conflict
- escalation
- peak
- de-escalation (negotiation)

Conclusion from Paper One

- post conflict (reconstruction and prevention)

The Network also made particular reference to the non linear and interlinking aspects of each stage.

2.2 Developing the Framework – Societal Impact

The next step in developing the framework was to identify the social systems which impact on children in both non-conflict and conflict situations. Bronfenbrenner's Ecological Systems Theory was a useful starting point in the Network's thinking as it specifies five types of environmental systems which lead the Network to consider the following social structures which surround the child:

- Family
- Early Years Setting
- Wider Community
- Culture, Economics, Governance, Research, Media
- Change over time (chronosystem)

Taking into account these social systems and the different stages of conflict, the following programmatic framework was devised which would assist practitioners in the planning of programmes which would work at the different levels during the five stages of conflict.

The Network wanted the framework to be clear and easy to use and transferable across countries and cultures. Although early childhood programmes are operating in very different cultural contexts and at different stages of conflict, some of the issues for children and families are in many ways similar.

The programmatic framework focuses on the areas and different levels we need to strategically network across if we are to become strong advocates for children.
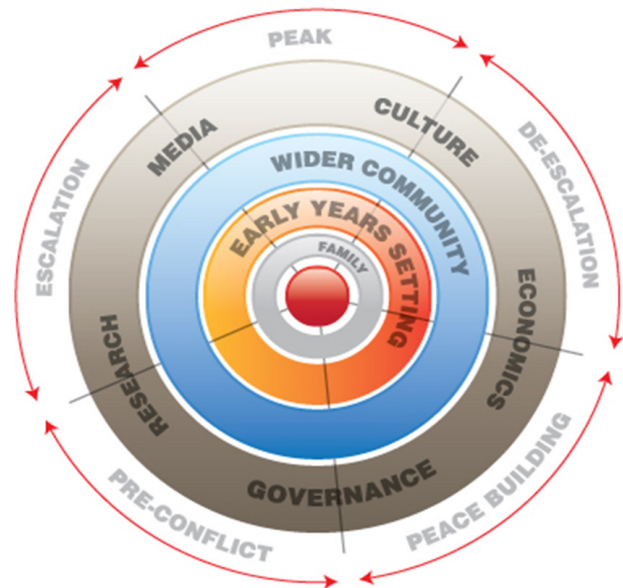

Figure 1 - Programmatic Framework for Early Years Practitioners Working in Conflict

2.3 Approaches to Programmatic Mapping - Transferrable or Culturally Specific?

The notion of programmes being transferrable across cultures is in itself contested and merited further examination. One of the challenges for the Network has been in identifying common understandings and approaches that are relevant in a cross cultural context. Is using the media for early childhood development (ECD) in Northern Ireland some kind of learning that can be transferred to South Africa or Colombia? Does the concept of Zones of Peace mean the same thing in Iraq as in Nepal?

Not only are societies experiencing different stages of conflict but also the cultural understandings of how best to address these can differ. In addition, the cultural understandings of childhood and the context of the various social structures described in the programmatic tool also vary from place to place. In some contexts, the assumption is that young children are with their families; in other situations, this primary circle of care may be broken and an alternative structure established to nurture and protect.

The combination of these factors makes it challenging to identify a set of universal principles that can be applied across contexts and at different stages

of conflict. In the development of the Network's thinking between papers one and two, it was decided that rather than considering culture as a system within the programmatic tool, culture would be considered in terms of how it influences each system. This approach captured the complexity of how culture influences from family through to governance.

2.4 Elicitive versus Prescriptive

This tension between applying a set of universal principles and building from the cultural context up has been identified within conflict transformation theory more broadly. The distinction between 'elicitive' and 'prescriptive' approaches was first described by John Paul Lederach's (1996) paper entitled Preparing for Peace, Conflict Transformation across Cultures. Following on from this, the difference in approach is described as follows by Douglas Young:

"Prescriptive approaches generally assume universal models of conflict resolution which are then applied or adopted in particular cultural situations."

"Elicitive approaches, on the other hand, recognise the existence of distinctive cultural understandings of conflict and its resolution which are then clarified, elucidated and enhanced through reflection and dialogue."

Prescriptive	Elicitive
Training as transfer	Training as discovery
Resource - knowledge of trainer	Resource - within setting knowledge
Training content orientated	Training process orientated
Master approach and technique	Participate in model creation
Empowerment learning new strategies	Empowerment validating from context
Trainer as expert	Trainer as catalyst
Culture as technique	Culture as foundation/seedbed
Assumes universality-transfer based	May miss cross-cultural

There are strengths in both prescriptive and elicitive approaches. While elicitive approaches have undoubted strength in their participative, process orientated approach, they may miss the opportunity for cross-cultural learning. The Network recognises that members are interested in international networking opportunities precisely because they want to move beyond current practices in their own context and learn from others. Cross-cultural networks are one of the richest ways of learning and expanding knowledge and as Lederach points out, it is essential that empowerment is embedded in the process of knowledge exchange:

"What is crucial in maintaining empowerment is a high view of participation, being provided a voice and the power to evaluate and decide which ultimately is rooted in their understanding of themselves and their own setting." (Lederach 1996).

In developing the programmatic tool, the Network has been mindful to build participative group work exercises and opportunities for reflective practice into the process at all stages. While Lederach and Young are describing approaches to conflict resolution and transformation more broadly, the methodology they describe is relevant to the task of developing the programmatic tool. In developing the tool, the Network has used the universal principles of child rights as a guide but interfaced this with exploring more deeply the cultural contexts of childhood and of conflict in the different locations.

In this way, the Network has used both elicitive and prescriptive processes in what has been described in conflict resolution theory as a 'hybrid model.'

3

In paper one, the Network reviewed a range of theoretical perspectives on the impact of conflict on children. In this paper we have put specific focus on the emerging body of work on comparative perspectives on ECD and conflict. Since the landmark Machel report (1996) there has been a range of studies on the impact of conflict on children (Cohn 1994, Cairns 1996, Narayan 2001), and a number of these from a rights based perspective (Freeman 1996, Harvey 2003).

There is little however that focuses on the needs and rights of younger children specifically and less still that looks at this within a comparative context. The invisibility of young children within theoretical discourse reflects their invisibility at the level of policy and governance which in turn has significant ramifications for the support and resourcing of ECD interventions. The lack of focus on young children in state policy is noted by Garcia, Pence and Evans (2008) in their recent analysis of ECD programmes in Africa:

"For much of the 20th century and throughout most of the world, early childhood (from birth through school entry) was largely invisible as a state-policy concern. Children, in the eyes of most states, were an appendage of their parents, or were simply embedded in the larger family structure. The child as an individual social entity was largely formless. Children did not emerge from the shadow of their families until they entered school, typically at age 6 or 7." (Garcia, Pence and Evans, 2008).

The gap in literature relating to ECD in areas of conflict was recognised in Connolly and Hayden's 2007 work From Conflict to Peacebuilding (Connolly and Hayden 2007). Using a sequence of practitioner narrated stories, the book captured innovative practice with young children in areas caught up in or emerging from armed conflict situations. Connolly and Hayden conclude that although this work is taking place in different contexts, it is possible to identify a number of core issues that transcend specific situations and represent key challenges for practitioners.

The key lessons that the Connolly and Hayden study identified are:

- the need to develop quality child centred environments and safe spaces for young children to express their feelings
- the need to provide training and

Comparative Perspectives on ECD and Conflict

support to those working with young children
- the provision of direct support to parents
- the need for a community development approach

On a broader level, Connolly and Hayden identify that the early years sector has considerable potential to contribute to peace building and to advocate for children nationally and internationally (Connolly and Hayden, 2007).

The Network's view is that the programmatic approach identified in paper one and expanded in this paper takes account of these recommendations from the level of family support to the level of advocacy.

The 2008 study of ECD in Sub Saharan Africa by Garcia, Pence and Evans includes a chapter by Wessels and Monteiro reviewing ECD programmes in Angola. The authors identify the gulf between well meaning calls for action and effective programming that makes an impact:

"Support for young children in war zones is easier to call for than to construct. In addition to issues of logistics, security,

and resource scarcity, thorny issues arise concerning concept as well as practice. Poorly conceptualized efforts frequently have limited, unsustainable impact, and some violate the humanitarian imperative of "do no harm." (Wessels and Monteiro, 2008).

This is an important issue highlighting the need for quality interventions and evidence based impact in programming. CCF's programme in Angola which is examined in some detail in the study stands on four strategies. The first of these is the use of an ecological approach recognising that in order to support young children, it is necessary to support their caregivers. Wessels and Monteiro draw on research by Garbarino et al:

"Young children's well-being is strongly linked with that of their mothers, who typically provide care and protection. Research has shown consistently that the single most important factor in enabling children's well-being is the care of a competent, emotionally available adult caregiver." (Garbarino, Kostelny and Barry, 1998).

The ecological approach grounded in Bronfenbrenner's systems theory

(Bronfenbrenner 1979, Dawes and Donald 2000) forms the basis of the programmatic tool that this Network proposes. Wessels and Monteiro expand the parent-child relationship to include sibling caregivers, recognising that parental resilience and capacity can be severely diminished in conflict situations:

"This principle should be expanded to include sibling caregivers, because it is not uncommon for an older sister to care for children who have been weaned. Unfortunately, the accumulation of severe stresses in the conflict and post conflict situations overwhelms some mothers, causing depression, poor lactation, health problems and difficulties providing care and protection. While other mothers exhibit relatively high levels of resilience, the impact of war and hardships may have degraded their parenting skills, made them less attentive to young children's needs, or encouraged a fatalistic attitude toward their children's health and well-being. In this context, it is useful to focus on supporting both mother and child and their relationship rather than focusing on young children alone," (Wessels and Monteiro, 2008).

The second strategy identified is community mobilisation, which advocates an empowerment model rather than a service model for emergency support. Here the authors highlight the dangers of external agencies providing support and how this can diminish local capacity:

"When well-intentioned agencies provide services for war-affected children and adults, they risk creating dependency and tacitly encourage local people to take a relatively passive role that is antithetical to recovery and sustainable development. Psychologically, a key to recovery is for people to regain a sense of personal and collective efficacy and the ability to influence their children's well-being. In fact, following an overwhelming experience, the reassertion of control - even in small ways - is a valuable source of psychosocial support." (Wessels and Monteiro, 2008)

The rationale is that as communities mobilise and plan, they engage in a process of collective healing that allows them to put the time of war behind them, reweave the shattered social fabric, form relationships offering support and rekindle hope for the future. The proposal is that this should be the approach from the outset, even in the initial stages of a conflict or emergency. Wessels and Monteiro use the example of communities addressing child protection and the efficacy of local mechanisms for monitoring and reducing risks and for preventing the abuse and exploitation of young children.

The third strategy identified is programme integration. The lack of interaction across sectors results in a non holistic approach which wastes resources, fails to build synergy and address the holistic needs of the child. To address this problem, CCF Angola uses "an integrative strategy of building psychosocial and protection supports for young children into multiple sectors of humanitarian assistance."

Importantly, the integration strategy warns against targeting specific groups advising that an 'exclusive focus on a particular group can create jealousies, marginalise those not receiving aid, and divide communities at the moment when they most need unity. In this respect, a programme integration strategy makes the support of young children one element in a wider system of supports for all children.

The fourth strategy identified by Wessels and Monteiro is to use a culturally grounded approach. Through ethnographic research, the programme in Angola has mapped local beliefs and practices, identifying resources such as healers, rituals and other cultural practices that are then used to support children. Importantly the programme recognises that there can be a conflict between respect for culture and the paramountcy of children's rights:
"Recognizing that not all cultural practices are positive, the CCF team takes a critical stance by avoiding romanticizing local culture and by respecting children's rights. In addition to reducing ethnocentric biases, this approach helps to avoid problems of imposing outsider views of childhood, what is good for children, and how to support children. When outsider views are privileged, as occurs in many situations, the results are the disempowerment of local people, the marginalization of local practices, and the conversion of humanitarian aid into a form of neo-colonialism." (Dawes and Cairns, 1998; Wessells, 1999).

The authors identify a deeper problem with outsider led approaches in that they encourage local people to see their culture as inferior thus inhibiting the development of community and grassroots led approaches. This is a vital point in developing programmatic approaches in an international context and further stresses the importance of elicitive over prescriptive approaches (Lederach, 1995).

The 2008 paper produced by ACEV Building a Generation of Reconciliation, the role of ECD in Peace Building (ACEV 2008) similarly identifies two levels of programming focus:

- at the micro level - building pro-peace values, attitudes and skills in young children;
- at macro level - ECD for changing economic and social structures towards more peaceful societies.

Again, this ecologically based analysis is consistent with the approach proposed by the Network which addresses the different social systems. The practice example in the ACEV report demonstrates the bringing together of the micro and macro through ECD and peace building in Turkey. At micro level there is an emphasis on building empathy:

"While being present at birth, empathy gradually develops during infancy, through childhood and into adolescence. Empathic responses grow both in frequency and complexity during the first two years of life and the care environment in the first years

of life are extremely important for developing the child's ability to empathize with others." (Roth-Hanania, Busch-Rossnagel & Higgins-D'Alessandro, 2000).

The paper emphasises the importance of the immediate environment and supporting parents, recognising that this shapes the child's value system and can determine the child's ability to manage conflict:

"Programs that entail a combination of intensive family support along with early education services address a multiple range of family risk factors for delinquency and provide the most cost effective methods of addressing the "environmental" causes of violence and crime. Early intervention in violence-prone or disadvantaged areas can lead to long-term positive and cost-effective results in reducing crime and violence." (ACEV 2008).

There is a clear common thread emerging in that the next area identified is the importance of child centered spaces:

"Child-care centers, kindergartens or nursery schools are potential safe spaces that can bring both children and parents together around a common goal even in the midst of

high levels of inter-community tensions and widespread violence. Such safe spaces can play a key role in empowering pro-peace elements of the community by ensuring the presence of pockets of stability and peace. ECD programs with a strong parent education component can have a particularly powerful impact on social capital by bringing together parents in ways that build trust across divided groups." (ACEV 2008).

A significant addition to the body of research on comparative perspectives on young children and conflict is the 2009 INEE paper on Early Childhood Care and Development in Emergencies. The main recommendations of the INEE paper highlight the need to disseminate knowledge on the critical importance of the early years and the long-term impacts of trauma on a child's development, particularly around the area of stress and brain development. The recommendations identify opportunities to enrich, support, and enhance existing health and nutrition programmes by incorporating an ECD perspective into all interventions.

Again the importance of supporting families to cope with stress and recognising the critical role of positive child caregiver attachment and responsive interactions in the first two

years of life is emphasised. The linking of early learning and primary school is highlighted as is the importance of educators being reminded "that children need structured, routine and safe learning environments during times of risk." Young children at particular risk e.g. girls and children with disabilities are identified as being in need of intensive services.

"At the macro level of policy and governance the recommendation is that governments and policymakers recognize that effective investments in the early years are a cornerstone of human development and central to the success of societies. Indeed, our planet provides no examples of highly successful societies among those who have ignored development in the early years." (INEE 2009).

While ECD and emergencies and ECD and conflict have important distinctions, there is significant overlap in that the outbreak and peak stages of conflict are often identified as emergencies as well as common ground in relation to post conflict reconstruction and reconstruction following emergencies.

However important distinctions remain and must be considered in that intra and inter-communal conflict, ethnic tension and militarisation are not always a

feature of emergencies and these have a particular impact on young children and families. These aspects are the particular concern of this Network in developing comprehensive programming approaches. On the macro level, the cyclical aspect of war and conflict (Brahm, 2004) has a particular and different social and political dynamic from that for example of a natural disaster. The intergenerational impact on attitudes and behaviour in young children, parents and families and the challenges of social reconstruction in ethnically divided societies demonstrate the degree of challenge at macro and micro level that programmatic approaches must address.

4

The International Network on Peace Building with Young Children feels that the programmatic framework is a useful tool for practitioners to map programmes against in order to maximise the potential of their programmes and to minimise the negative effects of conflict on young children. When mapping programmes against this framework, practitioners can ensure they are thinking about all the layers that impact on the child during all the stages of conflict.

The mapping exercise will also show which layers haven't been taken into consideration and what gaps there are in ensuring effective protection for the child.

The following in-depth case study on the Media Initiative for Children shows the framework in action and how a well rounded programme covers all the systems contained in the framework.

4.1 The Media Initiative for Children Respecting Difference Programme

The Media Initiative for Children is a Respecting Difference Programme which was developed in a post conflict scenario by Early Years – the organisation for young children in Northern Ireland and the Peace Initiatives Institute in the United States. This programme has been explored in great depth as an example of how early childhood initiatives can be mapped on to the programmatic framework in order to ascertain how they are addressing the different levels in society that affect young children's development.

We have also looked at the development of the programme and the cultural context, and the stage of conflict in which the programme was developed was taken into consideration, as well as the methods used to evaluate it. The mapping also looks at the lessons learned and how the evidence found will be used to influence policy and make a difference in the lives of young children in a post conflict situation.

4.2 The Cultural Context in which the Programme was Developed

Northern Ireland is politically part of the United Kingdom and located in the north east corner of the island of Ireland. It is a small but deeply divided country with the majority of its 1.7 million inhabitants belonging to one of two communities.

Using the Framework in Practice

The Unionist community, who are in the majority (53%), tend to be of the Protestant religion and view themselves as British, while the Nationalist community (44%), tend to be Catholic and view themselves as Irish.

From 1969 until the announcement of the ceasefires in 1994, Northern Ireland suffered a prolonged period of armed conflict. The conflict involved paramilitary groups representing both communities, as well as conflict between Republican paramilitaries and the British Army, with the former determined to drive Britain out of Northern Ireland and create a united Ireland. The British Army was protecting the interests of Britain and the loyalist paramilitary groups aimed to defeat republican paramilitaries in order to protect Northern Ireland's position as part of the United Kingdom (Connolly and Hayden, 2007). During the 25 years of armed conflict, more than 3,600 people were killed and more than 40,000 were injured.

Following the ceasefires in 1994, a series of talks began between the British and Irish governments and representatives from the main political parties in Northern Ireland. These talks culminated in 1998 with the signing of the Belfast Agreement (also known as the Good Friday Agreement) and the formation of the Northern Ireland Assembly, the region's devolved government. The Assembly is responsible for many issues including: economic and social matters; agriculture and rural development; culture; arts; education; health; social services and public safety.

The Northern Ireland Executive, comprising ministers from all the political parties, meets to agree on significant issues and puts forward proposals for new laws for the Assembly to consider. It is made up of the First Minister and Deputy First Minister, representing the two main communities in Northern Ireland as well as ten ministers.

Although the peace process has been in operation for almost 15 years, the legacy of the violence has, understandably, left the country deeply divided. Protestants and Catholics tend to live in segregated communities and children go to segregated schools. Even sports and social events tend to be segregated in Northern Ireland with families and communities celebrating different events.

However the threat of paramilitary style activities has never gone away, with

the emergence of dissident republican terrorists who have been carrying out bomb and gun attacks in communities across Northern Ireland.

At the time of writing, a 200lb car bomb exploded in the city of Derry, injuring two police officers and causing major damage to nearby businesses. The Real IRA has since taken responsibility for the attack (September 2010).

Such activities reinforce the findings of the Network in that the cycles of violence are non linear and that countries can move backwards as well as forwards through the various stages of conflict. According to Save the Children, there is a 44% chance of countries in post conflict scenarios relapsing into conflict within the first decade of peace.

4.3 Early Years – the organisation for young children in Northern Ireland

Early Years – the organisation for young children formerly known as NIPPA was founded in 1965 a few years before the last prolonged period of violence erupted in Northern Ireland. Throughout the 25 years of armed conflict, Early Years worked consistently to meet the needs of children and their families on both sides of the political divide. As a result, when

the first paramilitary ceasefires were announced in 1994, the organisation was in a good position to make a significant contribution to the peace process.

Early Years was asked to be an Intermediary Funding Body for the European Union Special Support Programme for Peace and Reconciliation which aimed to help build peace in the region. The role of Early Years was to support the early years sector in Northern Ireland by overseeing a total investment of £40 million over a ten year period. This investment through the peace process created an opportunity to challenge sectarianism and encourage respect for diversity with children, parents and communities.

At a time when Early Years was working to develop an early years approach to dealing with the divisions in Northern Ireland, a research report was published (Connolly et al 2002) looking at the attitudes of children aged 3 to 6 years. The report entitled 'Too Young to Notice?' showed that children as young as three years old were affected by the divisions between the communities. The most worrying aspect of the report was that by the age of six years, attitudes were found to have become more negative, with one in six children making overtly sectarian remarks.

4.4 The Birth of the Media Initiative for Children

Around this same time, representatives from the Peace Initiatives Institute (Pii) based in the USA were visiting Northern Ireland to explore ways of helping conflicted societies build peace with a focus on children. A core belief for Pii was that the mass media could be used to develop messages which could be combined with an early years curriculum and be used to grow a culture of respecting difference. Early Years and Pii established a formal partnership and were supported by an expert group of advisors from the media, community relations, education and research communities to develop the Media Initiative for Children (MIFC) Respecting Difference Programme.

From the beginning it was agreed that the approach would focus on growing a respect for all forms of difference, not just the sectarian difference.

The Media Initiative for Children uses cartoons, puppets, games and activities to positively expose children to diversity issues in a developmentally appropriate way at a stage when they are just becoming aware of the differences in their communities.

Initially the programme comprised three one minute cartoons focusing on physical difference, racism and sectarianism. A pre-school programme and a resource pack were developed for use alongside the messages in pre-school settings. The resources were very innovative and depicted images of local cultural events representing the two main communities in Northern Ireland. Resources of this kind had not been available for young children before.

Pre-school practitioners were trained to use the resources and supported to explore their own experience of difference in a Northern Ireland context. Activities for parents were also developed to extend the programme at home and in 2004, the MIFC Respecting Difference Programme was piloted in ten pre-school settings across Northern Ireland.

A pilot research evaluation was carried out to assess if the programme had the potential to make a difference. Over a three week period, five of the groups implemented the programme while the other five acted as control groups.

Pre and post implementation research was carried out by Professor Paul Connolly from Queen's University Belfast who found that in just three weeks, measurable effects of the pilot programme were found in terms of:

- increases in young children's ability to recognise instances of exclusion without prompting

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- their ability to understand how being excluded makes someone feel
- their willingness to play with others including those who are different to themselves

Since the MIFC programme was first piloted, much development work has taken place, based on feedback and evaluations from practitioners, parents, children and the early years specialists supporting many of the settings. The training for practitioners has been reviewed and extended, workshops for parents have been developed and new messages around bullying behaviours and the Traveller community are now part of the programme. Additional resources have been added to the resource pack and resources for parents to use in the home have also been developed.

A Service Design Manual was developed to support practitioners, teachers, early years specialists, training facilitators and early years agencies to implement the Media Initiative for Children.

In recent years, the MIFC programme has been developed for implementation in Primary Schools in Northern Ireland in line with the Foundation Stage of the curriculum. In addition, the programme is being rolled out in the Republic of Ireland, making it a real cross border initiative.

The major challenge which the Media Initiative for Children has faced is the reluctance of some practitioners to address the sectarian message. For many, this is a very sensitive subject which they haven't been used to facing head on and as such they have tended to shy away from it. However with the development of the five messages of the programme and with support from Early Years Specialists, practitioners have been given the confidence to address this message head on and to raise the previously taboo subject of religious background.

The Media Initiative for Children represents excellent value for money as the research shows that the programme has the potential to not only make a difference for young children but also their parents and those who work with them. The cost of making the programme available to a family has been calculated at approximately £156 per family. These costs would seem to be very modest in comparison with the cost to governments of dealing with the legacy of the conflict.

4.5 Research and Evidence-base for the Media Initiative for Children

By 2008, the MIFC programme was being implemented across a range of early

years settings in Northern Ireland and the Republic of Ireland, and funding was allocated to Early Years to evaluate the programme in a large number of pre-school settings over a one year period.

An interdisciplinary research team comprising the Centre for Effective Education at Queen's University Belfast, the National Children's Bureau (NCB) Northern Ireland and Stranmillis University College was commissioned by Early Years to undertake a rigorous and independent evaluation of the Media Initiative for Children. The evaluation took the form of a cluster randomised controlled trial, led by the Centre for Effective Education, and in depth qualitative case studies undertaken by NCB and Stranmillis University College.

4.5.1 Cluster Randomised Controlled Trial

The purpose of the cluster randomised controlled trial was to test whether the programme had a positive and measurable effect on a range of outcomes identified for the children, parents and practitioners participating in the programme. The trial was one of the largest ever conducted of its type internationally and involved 74 pre-school settings that were selected randomly from settings in Northern Ireland (54) and counties Louth and Roscommon in the Republic of Ireland (10 per county). The

settings were randomly allocated to either the intervention or control group.

A total of 1,181 children aged 3-4 years participated in the evaluation, together with 868 parents and 232 practitioners. The trial took place during the academic year 2008/09. Pre-testing was undertaken in September/October 2008 and the post-tests were conducted in May/June 2009. At both time points, children were tested individually and asked to complete a series of standardised tasks in which they were shown a variety of pictures and photographs and asked to identify and describe what they saw. Parents and practitioners were asked to complete questionnaires at pre-test and post-test stages that consisted of a series of questions and statements that respondents were required to indicate their response to on a Likert scale.

It is worth noting that over a quarter of all possible settings in Northern Ireland were not eligible to participate in the trial and were thus excluded because they had already actively volunteered to be trained in the delivery of the Media Initiative for Children Respecting Difference Programme. As such, this may have resulted in a final sample for this evaluation that had a disproportionate number of settings that were initially less committed to or enthusiastic about

delivering a programme such as the Media Initiative for Children.

4.5.2 Qualitative Case Studies

The purpose of the in-depth qualitative case studies was to go beyond the quantitative findings of the trial in order to analyse the processes involved in delivering the programme and to track the experiences of practitioners, parents, management committees, Early Years Specialists and children involved in the programme throughout the year.

Four of the settings involved in delivering the programme as part of the randomised controlled trial were selected to act as case studies; three from Northern Ireland and one from the Republic of Ireland. Within this, two were located in predominantly rural areas and two in urban areas and two were located in areas of high deprivation and two in areas of low deprivation.

Data collection took place in three stages: prior to implementation of the programme; mid-way through the year; and when implementation was completed. A wide variety of data collection techniques was used including in-depth interviews; focus group discussions; and detailed observations of a number of sessions and activities associated with the programme.

4.5.3 Research Results

Robust evidence was found that the Media Initiative for Children Respecting Difference Programme achieved positive effects regarding children's attitudes and awareness in relation to their: socio-emotional development; cultural awareness and inclusive behaviour. The evaluation also found some potentially encouraging signs of positive change among both parents and practitioners in relation to increases in their awareness of the need to undertake diversity work with young children and also their confidence in their own ability to address such issues with their children.

4.5.4 Lessons Learned for Further Development

The research has made a number of suggestions for further development of the programme. These recommendations will be taken into consideration as the programme is continually reviewed to try to ensure the maximum positive effect on children, parents and communities. The research report states that:

"It is notable that in relation to Northern Ireland, the need to address issues of diversity and to promote respect for difference in early childhood is not mentioned either in relation to the government's current consultation on

the Programme for Cohesion, Sharing and Integration (OFMDFM, 2010) or the Early Years (0-6) Strategy (Department of Education, 2010). Given the cumulative weight of evidence that now exists locally regarding how attitudes form at an early age, and in light of the strong evidence provided through this present trial of the role that early childhood initiatives can have in bringing about real and measurable positive change, it is imperative that issues of diversity and difference form a key component of any early childhood strategy and that such a strategy, in turn, represents a key element of any wider programme to promote community cohesion."

Early Years has invested a huge amount of energy, time and funding into the development of the Media Initiative for Children Respecting Difference Programme. The programme has been subjected to robust evaluation and evidence has been found to show that the programme can make a difference.

This evidence will be used to lobby for the rights and needs of children with the aim of influencing policy change.

Throughout the Randomised Controlled Trial period, an International Advisory Group which has included senior researchers from around the world, has been consulted and has also

given advice on the research. One of the members of this Group is Mark Dynarski, from Mathematica, the Centre for Improving Research Evidence in the USA who has stated that the research is transparent, objective and replicable.

The Network noted that few early years peace programmes have been subjected to this amount of rigorous evaluation and as a result, there have been expressions of interest from other colleagues who believe that contextually adapted versions of the Media Initiative for Children Respecting Difference Programme could have an impact in their countries. Serbia, Colombia, Iraq, Cyprus and Turkey have shown major interest in this programme.

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The proposed framework for analysis is based around the Bronfenbrenner based social systems identified in the programmatic tool, examining the common ground and the differences at each level. This will also be interfaced with a child rights perspective. The lens of culture will provide another consideration at each level. What Bronfenbrenner identifies as the chronosystem, (change over time), we have incorporated within the programmatic tool to describe the different stages and phases of conflict.

The following is an analysis of observed commonalities and differences observed based on the information received through elicitive processes from group members. This has been of particular importance from the perspective of cultural context and also with regard to discussions of values, approach and methodology.

In defining and describing programmatic work, we must look not only at the content but the values and approach that inform this. The Network was well placed in this regard as participants ranged from those who are implementing or coordinating ECD programmes to those principally involved in research and policy work. The importance of action and reflection at all these levels was agreed to be fundamental to effective ECD

programming. Those involved in policy work need to have an awareness of how a policy can be actioned and evaluated on the ground and practitioners working on the ground need to be connected to research bodies and policy making. Where there is a disconnect at any level, the potential impact on the child is weakened.

The framework for analysis has been constructed from the elicitive discussions and group work processes and is presented within the Bronfenbrenner based social systems identified in the programmatic tool. Key commonalities are highlighted as well as particular challenges within each area. We have given some illustrative practice based examples of situations where either practice has been particularly effective or where challenges or modifiables have emerged. A number of examples show impact across a range of social systems, for example programmes which impact on families but also on policy. In this way the mapping shows that more effective ECD programmes in situations of conflict operate across several social systems in order to achieve sustainable impact on the needs and rights of the child.

Framework for Analysis

Child

Here there is a prevailing theme of safe spaces for children. This concept originated in the 1980s - the idea of children as a 'conflict-free zone' - that children should be protected from harm and provided with the essential services to ensure their survival and well-being. It was first initiated in El Salvador in 1985 and the interpretation of this varies from place to place. Access to health care characterises child friendly spaces in Chad and Colombia where feeding centres and access to primary health care is also combined with provision of play opportunities.

In Palestine and in Lebanon, there is a dual emphasis on safe zones offering play, sport, art and psychological support. The emphasis on psychosocial support is also a feature of provision in Iraq and the opportunity to express feelings is a feature of safe spaces in El Salvador. In Northern Ireland, the emphasis is on emotional intelligence and expressing feelings. In Serbia and Colombia there is an emphasis on registration of children where the right to identity is also a means to protect children, for example from trafficking. The fundamental right of the child is safety, both physical and psychological, and the emphasis of the programmes is that specific space needs to be created for young children, where their particular needs can be addressed.

Featured Example: What happens when safe zones are not tuned in to children's needs? Palestine and El Salvador

Some examples emerged from the Network's discussions where flaws in either the physical or psychological approach to safe spaces diminished their effectiveness.

In El Salvador the experience was that safe spaces were remote from real life and some distance from home, with children transported there and back by bus. Where there would be a violent incident in the community involving a child, others would tend to stay away from the safe spaces for a few weeks before they would start to return.

In Palestine the experience has been that in relation to psychosocial support for young children there is a tendency to import ready made models off the shelf, which can sometimes do more harm than good. Ideally culturally appropriate methods and tools would be developed. This is crucial for example in Gaza where it is estimated that 80% of the population suffer from mental health problems. It was noted that in a crisis or emergency stage of conflict that it is no less important that interventions are quality proofed but that in practice this is often ignored.

Family

The link between family and community is very much in evidence here with many programmes operating at the interface between family and community. As Machel states: "children's well-being is best ensured through family and community based solutions that draw on local culture and an understanding of child development."

This is explicit in Colombia in the provision of Family Community Centres providing access to health and nutrition and improving the health of home environments. In Palestine, the wider community supports parents where their capacity to protect is diminished. They recognise parents have suffered loss and abuse and men have often lost their masculine function. Also there is a special focus on mothers who have lost their partners and who are now the breadwinners as well as the primary carers. In Colombia and Serbia, programmes emphasised the registration of children and parents in order to access services. Training, workshops, classes and counselling for parents was a feature of programmes in Chad, Palestine, Nepal and Northern Ireland. In Chad, during the intensity of conflict, these were spaces where parents could share the pain and trauma they had been through.

In Northern Ireland, in a post conflict setting, the space for parents has a greater degree of safety than before and parents could address issues that divided them, sometimes for the first time. Similarly to Northern Ireland, in Georgia there was a socio-political focus to work with parents with an emphasis on developing the awareness of parents. In Northern Ireland parent workshops are reflective spaces where the experiences of parents' own childhoods were shared. This kind of sharing, particularly in an intra-community basis, would be very difficult at the escalation or peak of conflict. At this point, developing the skills and capacity of parents, particularly mothers, was a focus in Palestine.

Featured Example: The child's right to identity; achieving policy change through building trust with families - Registration of children in Serbia

As a result of conflict, Serbia has over a million refugees and internally displaced persons, many of whom do not have ID documents. Parents born in the former Republic of Yugoslavia are now citizens of independent states which may not be the states they were born in, and ID documents may have been lost, destroyed or not renewed. As a result their children were not registered in Serbia because parents themselves did not have documentation. Pomoc Deci's work with parents has focused on building trust, emphasising the importance of registration, implementing practical strategies for registration and influencing law and policy. Registration is vital for children to access health care e.g. vaccinations and schooling. Trust building with parents in order

to share personal information was key as were community development approaches, for example community members could act as witnesses for children born at home who could then be registered. In March of this year the impact of the programme on policy was evidenced in the law on Pre-School education. Here it was stated that 'pre-schools are obliged to accept all children even when they do not have proof of identity.' This example shows the inter-generational impact of conflict for children even in a post conflict situation when it is vital to address issues for parents in order to break negative trans-generational cycles.

Early Years Setting

Training for practitioners is the predominant emphasis of the majority of programmes the group examined. The focus and content of this training differed in each context. In Serbia and Northern Ireland there was a focus on curriculum and in Serbia and Nepal on improving quality. In Colombia, Serbia, Palestine and Nepal, training focused on dealing with and understanding the effects of trauma on children.

In Northern Ireland and in Georgia, there was an added focus on practitioner training on recognising and dealing with the effects of conflict on the adult. In Colombia, Northern Ireland and El Salvador there was an explicit emphasis on peacebuilding in the curriculum for young children. In Chad, which had no actual provision of early years settings, the starting point for training was training volunteer community Animators.

Featured Example: What happens in the transition from informal to formal approaches? Gardens of Mothers and Children in Albania

Initially the Gardens of Mothers and Children in Albania were established in family homes and fathers had to consent to meetings in their homes as well as for their wives to go to other people's homes. In order to sustain these centres, they moved into school buildings but it was 'as if a drawbridge went up' as women don't go into schools and only fathers come to school meetings.

This was a major loss in capacity as the ratio is one educator to support forty children. So while the government would support the salary of one educator and the local authority would support the space, there were crucial gaps. When the community was asked what the settings in schools needed, fathers volunteered to paint and get tables and chairs, so the physical space was there, but there was not the same regard for what was actually happening with the children. This was the maternal domain. This example demonstrates that with the transition from community based models to government supported services, the nature of provision is altered. As in this case, gender is an important dynamic in the transition where women often lead in parental/community based models; this can change when these are mainstreamed.

Wider Community

A key aspect which can be observed across a range of contexts is that working on improving ECD mobilises families, communities and NGOs to work across agencies and across interest groups. In Serbia the NGO network, through gaining trust with families, provided the main link between families and the system. In Northern Ireland work with parents was connected to work with community based management committees and with Boards of Governors in the formal education sector. In Palestine project workers, particularly those working in safe spaces, are seen as empowering forces with a particular focus on the role of women. Where parents have lost the ability to protect they have broadened this circle of care around the child to incorporate neighbourhood facilities such as youth groups, local authorities and neighbourhood activists.

In Colombia, community leaders participated in inter-institutional committees and in Lebanon, the network of NGOs established working relationships with Lebanese and Palestine dialogue committees. Similarly in Chad, the programme was used as a vehicle to get NGO agencies working with the Ministry of Education and in Nepal, the Resource Centres carried out research to influence government policy.

Featured Example: Building a social movement through working with families and communities - CINDE in Colombia

Working with families through community development and social movement processes is the cornerstone of CINDE's approach. When the programme started 20 years ago there was no pre-school provision and CINDE trained parents, mainly women, as community leaders to expand pre-school education. The 'tool' used is the community meeting and identifying what the particular needs are for young children in that community and as such the work has a different character in each community. At meetings CINDE provided toys and resources to stimulate thinking around cognitive development and as a result of doing this in an environment of safety and trust, conversation and discussion ensued around children's emotional development. The group conducted a small scale, longitudinal social research study supported by the Van Leer Foundation into the impacts on children who participated 20 years ago. The research study found lasting effects of the programme into adulthood when participants were measured against a control group. The fact that the children were from a small isolated community on the Pacific Coast helped eliminate other factors and verify the study. The government has now adopted the NGO approach as National Policy.

Research

The resources and capacity to carry out research on ECD interventions was variable in the different contexts examined. In Northern Ireland the research and evaluation of the MIFC through a large scale randomised controlled trial was differentiated by scale and resources from the other contexts. The research and evaluation of the MIFC demonstrates the impact of evaluation on programme quality and reflective practice, on donor support for ECD programmes as well as the impact on evidence based advocacy. It also demonstrates the importance of partnership work between ECD organisations and universities.

A number of the programmes examined had strong links with universities, notably CINDE in Colombia, Nepal and Cape Town in South Africa. The impact of ECD provider/University partnerships builds mutual capacity, giving ECD providers access to external evaluation methods and academic partners access to practice at grass roots level. A key feature of University/ECD partnerships however must be the focus on the practical child rights impact of interventions at all stages.

While a number of contexts had access to academic partnerships for research and evaluation, a significant number did not. Many relied on participatory methods or self evaluation to measure the impact of

interventions. There are advantages and disadvantages to external evaluation and self evaluation. External evaluation of the type demonstrated in Northern Ireland, a large scale randomised controlled trial, is a valuable strategy for advocacy and demonstrating impact to donors as it is viewed as an objective measurement of impact. Implementing a large scale research and evaluation has significant resource implications and this type of research/evaluation was not typical in the Network.

In Lebanon, pre and post testing was carried out on the programme supplemented by focus groups and questionnaires. In Palestine, health outcomes were measured and the programme was adapted accordingly. Similarly in Iraq, small scale research and self evaluation were used to improve programming. In Nepal, the Resource Centre disseminated evaluation through a Journal of ECD thus influencing government policy. In Serbia evaluation was also used as a lobbying tool for legislative change in relation to registration. There is a high level of interest in the Network on improving evidence-based practice and strengthening the partnership between academic/research bodies and ECD providers. It is also acknowledged that there is a significant degree of resourcing which must accompany this. This is where the sharing of research and practice through the International Network is in itself a significant resource.

Governance

Many successful ECD initiatives were used to lobby government for policy and legislative change. In Serbia a new model law was developed around the registration of children. In Chad information from programming was used to lobby on Orphans and Vulnerable Children, Child Labour and protection from sexual abuse. In Nepal, where schools were often taken over, pressure was put on government to stand by resolutions. In Northern Ireland, information from programming and research was utilised to lobby government and influence early years, cohesion and community relations policy. In Colombia the Family and Community Centres (FCC) changed the relationship between communities and governance where a community development model replaced a social service model of ECD.

Featured Example: Using research to influence and revise Early Childhood Policy: Resource Centre for Child Development, Nepal

The Resource Centre for Child Development in Nepal has conducted research on the effects of conflict on young children and has disseminated the results to advocate for children and families. A Journal of Early Childhood Development is produced to help provide guidance to those working with young children.

Initially in 2002 a research study was done which demonstrated that children with ECD exposure had better outcomes than those without. This influenced government to give increased priority to ECD. Additionally, there are two types of ECD approaches in Nepal; school affiliated and community based. Again research studies showed community based approaches to be more effective and these were accordingly funded by government. In Nepal there is a developing culture of policy informed by research and importantly the Resource Centre is now involved in evaluating the impact of policy and making revisions in the light of this. This demonstrates the ongoing cycle of policy influence and evaluating impact.

Media

In many situations of conflict a key challenge is to harness the media to publicise the plight of young children either within the country or externally to attract donor aid as was the case in Chad. In Iraq, the ECD programme received media support to advocate for children and in Lebanon the launch conference for the legislative study hosted a media workshop to highlight the recruitment of child soldiers. In Nepal the print media was used to highlight the needs of young children through pamphlets and resolutions.

In Northern Ireland the media was utilised in a different way, as an engagement tool with young children as the key audience. A series of cartoons was developed for public broadcast to communicate a respect for diversity and address prejudice in an age appropriate way.

Through all of these initiatives, the media is recognised as an essential tool in mobilising support and raising awareness of the impact of conflict on young children. From a child rights perspective it is ok that the image of the young child portrayed in the media can vary. The child can be portrayed as vulnerable to invoke compassion or seen as a person with rights and capacity whose resilience must be supported to deal with the impact of conflict. Both perspectives reflect a reality, however in the longer term, the image of the child as being resilient but needing support is more sustainable and empowering in building for the future.

Featured Example: Northern Ireland: Early Years, Using the media to promote the child as powerful social actor

The image of the child which informs the approach in the Media Initiative For Children in Northern Ireland is of the child rich in potential, strong, powerful and competent. From a right based perspective, it is vital that children are viewed as citizens and social actors capable of influencing change. The vulnerability of the child in conflict is recognised but does not become the defining characteristic. The MIFC is innovative in that children themselves are the target audience and the cartoon messages depict children as social actors, modelling empathy and problem solving. The approach is evidenced through research to bring about significant attitudinal and behavioural change among children. The results of a large scale randomised controlled trial showed the programme to be robust in that that the outcomes were transparent, objective and replicable. In this way an innovative and experimental child rights based programme has, through research, demonstrated both impact and potential for replicability across contexts.

The International Network on Peace Building with Young Children has secured funding from the European Union under the PEACE III Programme to produce and distribute 250 tool kits for early years practitioners throughout the world, the content of which will include resources based on those contained in the Media Initiative for Children.

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The practical content of ECD programmes is important across all situations and there is a shared concern about the quality of information and research that informed the approach to ECD. There was equal concern however that programmes were grounded in the knowledge of the local cultural dynamic at family and community level. High quality programmes need to be grounded in local knowledge and built on trust as well as informed by academic research on child development. Only then can impact be measured effectively using research tools that are child and family focused.

A fundamental aspect of developing programmatic approaches to support young children in conflict situations is defining and communicating a child rights approach. The image of the child that informs the approach to ECD must emphasise rights and capacity as well as recognising vulnerability. It must also challenge perspectives and practices which undermine the child. Approaches must be cognisant of local culture, practices and perspectives but be prepared to challenge these where they contravene the rights and best interests of children e.g. a culture of acceptable

physical chastisement of young children or believing the birth of a child with a disability to be a curse or punishment on the family. These beliefs and practices can only be challenged effectively where there is trust established and alternative strategies supported. Legislation and policy in isolation is not enough. It is vital however that a child rights approach is developed with, and not for, the local community as imposing an outsider view of childhood will neither be accepted or effective (Wessells and Monteiro, 2009).

In supporting parents and families, issues of gender and culture, the role and status of women and men both official and unofficial must be considered. Often, mothers have the core role within community development approaches to ECD, even if the approach for involvement is made equally to both parents. Effective community development approaches often support unofficial matriarchal structures of child rearing and can strengthen the leadership of women in communities. However, in some situations when this approach is institutionalised e.g. within schools, maternal involvement cedes and more traditional patriarchal structures take over. The different impact

Conclusion

of war and conflict on men and women and how this affects child rearing is another consideration. The paternal capacity to protect the family is often diminished by war and the interaction of conflict, poverty and displacement affect both male and female roles. In communities where violence against women in the home goes unchallenged, this can be reflected in children's behaviour whether internalised as fear or in imitating, violent and aggressive behaviour.

In discussions it also emerged that the generalisation of the terms child, family and community, whatever the cultural context, needs to recognise that conflict impacts differently, depending on the circumstance. This may be because of the intensity of conflict in particular areas or because of differentials of poverty and affluence within communities. The correlation of poverty and high impact of conflict is observable in most situations. Other differences such as rural/urban and in relation to access to services were also observed. Inequalities among children were important to recognise and the particular needs of Orphans and Vulnerable Children, children with

disabilities and refugee children were noted.

The issue of the policy and legislative influence of ECD programmes is made more complex in conflict. Here again the interconnection between the different social systems or layers is important. In some situations e.g. Albania and Azerbaijan there is an existing 'in principle' policy but this is not reflective of practice on the ground. There was also a disconnect between policy making and research, although in some situations e.g. Nepal, research bodies were involved not only in developing but in revising policy. An aspect that is particularly characteristic of policy making in situations of conflict was the 'politicisation' of policy making. This is where a policy will be either supported or opposed depending on the political perspective it is seen as emerging from. In this way, the importance of cross party support or an agreed/shared 'manifesto' on early childhood can be an effective strategy.

The Network has mapped programmes against the programmatic tool from contexts that are experiencing different stages of conflict. It was agreed that

at all stages of conflict, the needs of young children as impacted upon across all the social systems are important. Primacy must be given to supporting the immediate circle of care surrounding the child, but as the mapping shows, all of the social layers are interconnected. If for example parents are traumatised and their capacity diminished, the wider community must be mobilised. Key concepts, for example of safe space, may mean different things at different stages. It may denote primarily physical safety in the peak of conflict as in Gaza or Iraq and psychological safety in a post conflict situation such as Northern Ireland. Network members from Palestine felt that at the peak of conflict 'there was not the luxury of research' yet at the same time felt that imported and sometimes untested psychosocial models contravened the ethic of 'do no harm.' These observations highlight the importance of a shared quality knowledge base on ECD and conflict where programmatic content, research and advocacy are communally held and learning from a situation of stability can be used in contexts where resources and capacity would not otherwise support this.

The Network agrees that the development and evaluation of ECD programmes in countries affected by conflict is complex.

The Network feels however that the Programmatic Framework offers a tool to assist all those involved in the design, development and evaluation of such programmes to consider the areas in society that can affect the rights, needs and development of young children.

The Framework enables the following questions to be considered:

- Can we apply the framework in planning new programmes or in developing existing programmes?
- What is the mapping exercise telling us?
- Are there gaps in impact/influence on any of the systems?
- If so, how can we be more active in influencing that area?
- What is the common ground between programmes?
- What can we learn from other programmes, including negative learning?
- Has the importance of evaluation/ quality been observed?
- What internal/external research can we access to test impact?

Much of the initial thinking of this Network was influenced by involvement in the seminal work by Connolly and Hayden "From Conflict to Peacebuilding." This

asserted that "The Early Years Sector has considerable potential to contribute to peace building and to advocate for children nationally and internationally." (Connolly and Hayden, 2007).

The development of the Programmatic Framework through a collaborative, elicitive process we hope is a contribution to framing and analysing that knowledge base. The Programmatic Framework places young children's needs and rights at the centre of our thinking in relation to war and conflict. It is our belief that this is essential not just for the wellbeing of our children but for the building of sustainable peace across generations.

"Effective investments in the early years are a cornerstone of human development and central to the success of societies. Indeed, our planet provides no examples of highly successful societies among those who have ignored development in the early years." (INEE 2009).

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Appendices

Mapping of Programmes Being Delivered in Conflict Regions

This mapping exercise shows how programmes known to the Network, are addressing the areas identified in the Programmatic Framework as having the most effect on children's development. The Network has mapped the information known to them about the programmes.

Appendix 1

Programme Name: The Media Initiative for Children Respecting Difference Programme

Country/Region: Northern Ireland

Developed By: Early Years – the organisation for young children

Stage of Conflict: Post Conflict/Peace Building

Cultural context in which the programme was developed

This programme and the cultural context in which the programme was developed have already been described indepth in this paper. However it is worth remembering that Northern Ireland has emerged from a prolonged period of armed conflict and although ceasefires were agreed more than a decade ago, Northern Ireland remains a deeply divided society with Catholics and Protestants living parallel lives.

The programme will now be mapped across the circles in the Programmatic Framework of the child, family, early years setting, wider community, research, media, economics and governance, to evaluate the extent to which the programme is addressing these areas.

Child

This intervention programme targets children aged 3-6 years old and supports them to develop positive attitudes and behaviours to those who are different to themselves. It uses cartoon messages and developmentally appropriate resources to make a respecting difference approach an integrated experience for young children within the early years curriculum. The approach is rights based and focuses on children's wellbeing and emotional intelligence. Children are supported to develop empathy and to unlearn prejudices.

Family

The programme works with parents and grandparents building on the philosophy of parents as equal and active partners in the education of their children. Workshops are provided for parents to help them become aware of how children develop prejudices. The workshops provide parents with an opportunity to reflect on their own first memories of difference and this encourages them to talk to their children about diversity issues. Resources in the form of finger puppets, story books and a DVD of the media messages have been developed for parents to use with their children. Projected outcomes for parents involved in the programme are: an increased recognition of the importance of doing diversity work with young children and type of approaches required; increased confidence in dealing with diversity issues with young children; a reduction in prejudices held about others in relation to race, disability and religion.

Early Years Setting

Staff working with young children receive comprehensive training, resources and ongoing support to help them support children to develop positive attitudes to difference and unlearn prejudices. A Service Design Manual has been developed to support practitioners to implement the programme naturally into their early years curriculum and obtain positive outcomes for children and parents. At the end of the intervention the following outcomes are predicted:

1. A reduction in prejudices held about others in relation to race and disability (Cognitive)
2. Increased positive feelings towards others in relation to race and disability (Affective)
3. Increased general willingness to be inclusive of others (Behavioural)
4. Increased willingness to be inclusive of those who are different in relation to race and disability (Behavioural)
5. Increased ability to recognise instances of exclusion
6. Increased ability to recognise how being excluded makes someone feel
7. Increased awareness of, and positive attitudes towards other cultures and traditions (re: race and religion)

A critical aspect of the programme is the ongoing support provided by an

Early Years Specialist to the early years setting. The overall aim of this critical friendship is to support improvement through empowerment, by demonstrating a positive regard for people and providing an informed critique of processes and practices.

Early Years provides ongoing support for practitioners and teachers implementing the MIFC Respecting Difference programme through an Early Years Specialist support system. This support takes the form of regular visits to the early years setting, clustered training and support meetings, engagement with parents and management committees and the involvement of local communities.

The role of the Early Years Specialist was grown in Northern Ireland to support early years settings in providing high quality care and education for children and families in their local communities. It is based on the role of the pedagogista which was developed in Reggio Emilia. The Early Years Specialist is educated to at least a primary early years degree and is trained in the MIFC Respecting Difference approach.

The Wider Community

Management Committees of early years groups and Boards of Governors in schools receive training to help them put in place the principles of community development and to develop inclusive policies for children, parents and families throughout the community.

Research

The programme has been subjected to rigorous evaluation since it was first developed in 2004. Outcomes were set for children and parents to see how their attitudes changed as a result of being involved in the programme. Pilot research was carried out when the programme was first developed and showed measurable results after just three weeks.

A large Randomised Controlled Trial was carried out after the programme had been further developed. The learning from this research will be used to develop the programme further and to influence funders and policy makers. Overall, the randomised trial found strong and robust evidence that the Media Initiative Respecting Difference Programme is effective in improving outcomes in young children in relation to their socio-emotional development and awareness of and attitudes towards cultural differences.

Moreover, these effects represent the 'added value' to pre-school settings that the programme provides in enhancing socio-emotional learning and promoting

understanding of and respect for differences compared to their usual methods and resources.

Media

The cartoon messages are shown on national television three times a year for a three week period to give support and recognition to the programme. All forms of media, including radio and newspapers are used to promote the programme to the community, policy makers and funders.

Economics

Funding has been sought from a range of funders, including the Department of Education, The Atlantic Philanthropies, the International Fund for Ireland and the European Union Peace Programme to train, resource and support early years staff, parents and management committees to implement and support the programme.

The programme represents excellent value for money as the research shows that the programme has the potential to not only make a difference for young children but also their parents and those who work with them. The cost of making the programme available to a family has been calculated at approximately £156 per family. These costs would seem to be very modest in comparison with the cost to governments of dealing with the legacy of the conflict.

Governance

The evidence from the research that the programme can make a difference will be used to influence early years policy. The aim is to go to scale with this programme and make it available to all children aged 3-6 on the island of Ireland.

Conclusions

The Media Initiative for Children Respecting Difference Programme is clearly working across the different areas in the framework. The Network discovered very few programmes addressing all of these areas and at this level.

By using the framework as a tool to map the programme, reflections can be focused on the different layers affecting the child and assessments can be made as to which sections should be the focus for future work.

The mapping of programmes from around the world onto the programmatic framework will raise awareness of how other early childhood programmes are addressing these areas and this may support further development of the MIFC programme.

For example, as discussed in paper one, the Network is aware of the complexity of evaluating early childhood programmes. Being aware of some of the methods used in other programmes may influence future evaluation of the MIFC.

Appendix 2

Programme Name: Social Inclusion of Marginalised Children in South Serbia
Country/Region: Serbia
Developed By: Pomoc Deci
Stage of Conflict: Post Conflict /Peace Building

Cultural context in which the programme was developed

Serbia is a post conflict country with many problems. The system that was functional before the conflicts was destroyed during the conflicts. Although it has been under reconstruction, many aspects of the system are still not functioning properly, either in theory or in practice. For instance, before the conflicts, the coverage of all children by mandatory education stood at almost 97 percent, whilst now it is around 75 percent. A similar situation regarding coverage is evident in the medical and social system.

At the local levels, interethnic tensions are still high and there are cases when children and adults from certain minorities would be refused registration by an official belonging to a different ethnic group.

In many instances the cultural and traditional habits and customs of certain ethnic groups would also hamper the procedure. For example, in rural areas it would be unacceptable for a Roma woman to travel to another town by herself and since a mother would have to appear in front of the registration officer in person, unless company was provided to the mother, she would not go on her own.

Serbia also has a culture where some parents were never registered and therefore the identity of the child cannot be traced back to them. For example, some parents were born in former Yugoslav republics which have since become independent states. So when original ID documents expire or are lost (or even were destroyed in the process of fleeing or attempting to prove relevant asylum status) these people could not travel back to their original place of birth to renew them because they could not pass newly established international borders without proper valid documents or were afraid of being trapped in their original state with the rest of the family staying in Serbia. For those children that were born in their original state, it is also very difficult to prove that they are the offspring of the people who claim to be their parents since there are no official notes made about the fact of birth.

All training sessions and workshops involve parents and community activities. A mandatory topic has become the importance of having personal documents, keeping them in a safe place and the necessity of keeping them up to date and valid.

Challenges

All the above issues outline obstacles and problems in the delivery of the programme which slow down and sometimes even stall the process of registering children and their parents.

The mistrust and sometimes fear held by many individuals to declare themselves and their children as people without personal documents prevents them from asking for assistance whilst the complicated bureaucratic procedure also makes the process seemingly above their competences. Added to this ethnic based discrimination at local levels, bribery and corruption at higher levels and the inability to change the legal system at the central level slows down the process and prohibits many people from acquiring the documents they need. Equally this sometimes prevents Pomoc Deci from being able to assist them and prevents children from gaining access to regular basic medical care and education.

Addressing the Problems

The programme addresses all of the above issues at various levels. At local level training and support to local grassroots organisations helps overcome

fear and builds trust by the parents to come forward and ask for assistance and provide all necessary personal data and existing documents in order to assist the registration process. At municipal level frequent visits, discussions and partnership building with municipal departments creates the atmosphere to reduce ethnic discrimination; minimise the consequences of corrupted officials and promote child, minority and human rights to the registration of name and identity. At state level Pomoc Deci is actively participating in various working groups and is a member of various national partnerships lobbying and participating in efforts for systemic changes in the legal, educational and social systems.

Child

This programme is based in South Serbia where ethnic and political tensions and divisions are still present. Implicit in the programme is the prevention of child and youth trafficking, which is also on the rise. For children, several of the aspects tackled include:

• registration of non-registered children
• inclusion into early childhood services
• inclusion and assistance to children
• to enrol and stay in the educational system for as long as possible

Once a child becomes legally visible and has his/her name and ID papers they can exercise any and all human and child rights from the right to the name and identity; protection; development and participation.

To date, Pomoc Deci has managed to register 395 children and for 230 other children, the process is underway.

Family

The programme first tries to obtain all available documents of any person in the family regardless of the document's expiry date. If the child's parents are not registered or do not have documents, the grandparents are traced and the registration process for the mother is started first.

All of the newly registered now officially exist and can start rebuilding their lives in a post conflict situation to start their lives on an equal basis with others, thereby lowering some of the potential frustrations that could lead to new conflicts.

To date, Pomoc Deci has managed to register 241 parents and for another 109 parents, the process is underway.

Early Years Setting

Training is made available for teachers' assistants, pre-school and elementary school teachers in areas related to the improvement of education from pre-school to university levels of education in order to provide an environment for children that is productive and feels safe.

The Wider Community

In order to register children for the first time, or to prove their right to Serbian citizenship, especially when their parents are or used to be the citizens of now different states, co-operation among various stakeholders and institutions at all levels is necessary.

A whole network of local NGOs that helps to solve this problem has been established and their co-operation has been developed to cover many other societal and community problems. Other bodies such as local municipal registration offices in Serbia, local departments of the Ministry of Interior, local and higher courts, Health Centres, offices for refugees and the Ministry of Local Government and Self-Governance are all contacted and asked for cooperation. Embassies of the states that emerged from the former Yugoslavia and even civil society organisations which deal with similar problems in these countries are also contacted on a case by case basis.

The local NGOs have gained the trust of both families and administration as partners and act as a link between the individual and the system and a key point in assisting families, communities and the State on the road to rebuilding the society after the years of conflict.

Research

Evaluation has been carried out several times over the past five years both internally and externally. Internally, Pomoc Deci has been evaluating such aspects as the response from the parents and their change in attitude; the behaviour of children once they are accepted by pre-schools and elementary schools; the pace at which they develop as well as the rate of confidence gained by the local NGOs; the willingness of local administrations to deal with this problem; the effects of changes made at the operational levels of the courts and the necessary changes to be made to the laws.

International partner organisations evaluated the results of the activities and there have been three external evaluations of these activities made by the independent research agency contracted to evaluate the programme at several stages and phases.

The evaluations have been carried out in order to see what works well in the field and at the institutional level; to adapt the approach if and when necessary and to gain a basis for lobbying for a new model law on acquiring personal documents.

Pomoc Deci has developed a study of the causes of non-registered children, parental backgrounds and trends. Several amendments to the laws related to mandatory education, to include children even when they have no ID papers, have been adopted as per recommendations from Pomoc Deci.

Media

Video has been used to capture some of the work of the programme. Pomoc Deci would like to extend the use of the media to promote positive messages and is very interested in the Media Initiative for Children Respecting Difference Programme developed in Northern Ireland. Some discussions have already taken place to explore how the Media Initiative programme could be adapted to be delivered in a contextually appropriate way in Serbia.

Economics

The situation in the labour market is even worse due to the consequences of the conflict, the bombing in 1999 and the world financial crisis. The unemployment rate at the country level is around 20 percent and in south Serbia, where we are implementing the major part of our programme, in some municipalities it stands at 80 percent.

Governance

After three years of working in the field, efforts to make the relevant State bodies aware of the extent of the problem of non-registered children reached several local, central and international organisations including the Ministry of Education and Interior who understood both that the legislation had to be changed and the fact that there were many people (both children and adults) who physically existed but legally were non-existent had to be dealt with. A new model law on acquiring the personal documents has been developed in a dialogue and joint work with Pomoc Deci, which had field experience in this issue, so some of the previously impossible cases to solve have now been recognised and the legal environment for solving this problem in a systemic way has been established.

The society is very politicised and many things depend solely on particular party affiliation at local and central levels. The level of corruption is very high and in some instances the legal procedure lasts extremely long only because the people in charge expect to get financial reward for the services for which they receive salaries. Towards the end of 2009, almost all managers of the registration offices for displaced persons from Kosovo and Metohija were sacked and charged with bribery.

Appendix 3

Programme Name: Peace Zones for Children

Country/Region: Iraq

Stage of Conflict: Peak (Stalemate)

Cultural context in which the programme was developed

Iraq is a patriarchal society and gender inequality is a real problem. Male preference is the issue and females are neglected more so than males. Males are more likely to be registered in the kindergartens and the elementary schools. Poor, non-educated people tend to have large families and do not value education for their children. Many parents deal with their children in a violent way and corporal punishment is also an issue in schools.

Child

In the area north of Babylon, good school environments and kindergartens were developed for both under threes and older children and peace zones for children were created. Psycho-social programmes for children using art, singing, sport, team work, respect for each other, problem solving and the Koran were incorporated into the curriculum. There was a concentration on making school attendance possible for all children and children with post traumatic stress were protected drawing on research by Stuart Shanker.

Family

Support was provided for parents who had been affected by violence. Help was also given to parents to support them to keep their children in school.

Early Years Setting

North of Babylon, teacher training programmes were put in place. Examples of these were programmes consisting of 4 x 3 day modules over the year. Priority was given to teachers in districts most affected by conflict and poverty and examples of modules covered included awareness of what to do in a conflict situation. Support was provided for teachers through training to understand the effects of trauma on children and on themselves.

Counselling was provided for teachers who were traumatised by such things as loss of their own children, or suffering from grief and poverty.

Training also focused on changing behaviour and attitudes by introducing new techniques such as role play, group work and conflict resolution skills. Peer support for teachers was encouraged and the role of the teacher as leader and motivator for children, parents and communities was encouraged. Teachers became peace builders. Relationships between teachers, education managers and educational counsellors were developed.

Wider Community

Outreach programmes were put in place for rural areas and intersectional activities at village level and district levels

in primary health were implemented. Working with colleges, universities, social workers and NGOs locally, nationally and internationally and using hope from places like Northern Ireland was also promoted for children's well being.

Influential people such as religious leaders, political leaders and university staff were used to advocate for young children.

Research

A small descriptive, non intervention evaluation to access the extent of problems and causes was carried out assessing who was most affected, when, where and how. Evaluation of the teacher training programme was carried out using pre and post testing to measure the increase in teachers' knowledge. Evaluations were used to improve the training.

Media

Getting support from the media to advocate for children was key to the programme. Case studies of other programmes that use the media effectively, like the Media Initiative for Children in Northern Ireland, were gathered to see if something similar could be replicated.

Economics

Although a rich country, the allocation of money provided to the education sector and for caring for young children is very limited. There is a great need to invest in building suitable kindergarten and school environments as well as relevant teacher training programmes. The capacity building of human resources

through scholarships for peace building specialists is also necessary.

Governance

Iraq is a country which has a relatively young population where approximately 41 percent are under the age of 15 years. They deserve an education system that is rich in opportunities.

Dogmatic teaching in classrooms should be replaced with a new learning environment based on skills, innovation and meritocracy. Vocational training schemes for teachers and school administrators should become a high priority objective.

Equally important is to redeploy the most enduring educational institution, namely the family, in a partnership of teaching/learning with the schools to provide life skills and respect for diversity which are fundamental to human security.

The rebuilding of Iraqi society is making slow progress due to the deteriorating security situation. This has been further exacerbated by the lack of a coherent strategy that focuses on the protection and empowerment of people.

Such a strategy, based on a human security framework, would emphasise the linkages among the many issues affecting people's lives in Iraq. Educating children and providing jobs for the jobless and homes for the homeless should become part of the same package aimed at promoting reconciliation and peace and advancing social and economic revival.

Appendix 4

Programme Name: Children as a Zone of Peace

Country/Region: Nepal

Stage of Conflict: Post Conflict

Cultural context in which the programme was developed

Many children in rural and remote areas of the country are first generation learners. Around 40 percent of the population above 15 years of age are still illiterate. Most of the parents of the children currently enrolled in the formal schools have never been enrolled in schools. The high rate of children's enrolment (NER 93%) in primary school is a big achievement. However, there is a big gap between the children living in urban and rural areas and children belonging to rich and poor families as well as children among the high-caste groups and ethnic minorities and lower-caste groups such as dalits (untouchables).

There is a growing awareness among the parents on the importance of education. However, the quality of education and teaching learning activities that take place in the formal schools are not at the desirable level especially in the schools located in the rural and remote areas. The children belonging to rich families and those who can afford go to the private schools. Those who cannot afford go to public or government aided schools. The children enrolled in the public schools have to bear a high rate of opportunity costs because most of the children in these schools have to lend their hands for the survival of their family from a very young age. They do not get appropriate health care, nutrition or support in their learning. As a result of this there is a high rate of school dropout and low achievers.

Challenges in the Delivery of Programmes

Public schools can be viewed as one of the more easily accessible social and public institutions. There is a direct influence from the major political parties and their sister organisations on school teachers and students. The major political parties perceive the educational institutions as recruiting grounds for their cadres and indoctrinating ideologies. Moreover, in the name of child participation, parties use and involve school children for their political

demonstrations and rallies. Use of school premises and school children for political and armed group purposes is one of the major problems. As a result, the regular operations of teaching-learning activities in the schools are adversely affected.

How the Programme Addresses These Problems

Declaring school and children as a zone of peace is expected to keep the schools free from political activities. It aims to develop healthy, safe and protective learning environments. A national coalition of NGOs, INGOs and the UN has been formed to advocate and implement the program. Various committees such as the Schools as Zones of Peace (SZOP) Monitoring Committee, the Mobilization of Child Protection Committee and Child Clubs have been formed to monitor the code of conduct developed.

The SZOP codes of conduct are prepared with the participation of all stakeholders through group work and they receive written commitment from all participants. A SZOP is declared in the presence of community people, students, teachers, SMC, political parties and other stakeholders at the school.

Some of the generic criteria for the SZOP code of conduct are:

• There is neither corporal punishment, nor gender based violation and discrimination
• Students and teachers are free from being used by political parties and armed groups

• Students, teachers, PTA and SMC members are aware of SZOP
• The written code of conduct is placed outside the school building so that it could be accessible to the general public and students.

Child

During the conflict, safe spaces were created for children through the 'Children as a Zone of Peace Campaign.' Shelter, education and counselling services were provided and ten resolutions were developed to safeguard the physical and emotional wellbeing of children. Outreach services were also provided for children in remote rural areas. During the conflict, the focus was on whether children were in school or not. Now the focus has been transferred to the school and making schools more child friendly with no corporal punishment and the emphasis being on education. The government has taken this on and is now in the process of bringing it into policy.

Family

Training programmes and counselling services were provided for parents and families.

Early Years Setting

Training for teachers in awareness of the effects of conflict on young children was provided as well as training on quality in childhood services. Support was given to individuals and organisations working with children and families affected by conflict.

Wider Community

A Resource Centre to try to ensure the quality of early childhood services by providing training for teachers and parents was established. The Centre carried out research on the effect of conflict on children and looked at ways of influencing government plans and policies.

Strong social networks of organisations advocating for the safety and well being of children were developed with member organisations coming together to share good practice.

Media

The media was used to highlight the plight of young children, with 573 new items appearing in newspapers between January 2001 and December 2003. Pamphlets were produced and distributed showing the ten key resolutions that were agreed to safeguard children.

Research

The Resource Centre for Early Childhood Development has conducted research on the effects of conflict on young children and has disseminated the results to advocate for children and families. A Journal of Early Childhood Development was produced to help provide guidance to those working with young children.

The School and Children as a Zone of Peace programme has to a large extent restricted the political parties ability to organise political activities in the schools and it has helped schools to regularly operate. A research study conducted in 2009 has revealed various encouraging findings.

Due to the declaration of SZOP, child rights violations have decreased in the program schools in some districts. The number of school working days has increased compared with past records. Looking at the effectiveness of the SZOP process and its outcome to increase the number of school working days, Resource Persons (RPs) of the DEO have shown interested in replicating the SZOP intervention in other areas.

Economics

The education sector gets about 20 percent of its budget from other donors besides the government. There are focused programmes for displaced children with money being used to establish temporary classrooms. Similarly, a provision has been made to recruit

temporary teachers for those classrooms. There are around 39,000 such teachers.

Governance

The governments of the post 1990s were very unstable and conflict escalated. Increasingly innocent people, including children, found themselves in the crossfire and it was common for schools to be taken over by all sides for use as meeting places and shelters.

Pressure was put on government and political parties and civil society to abide by the ten main resolutions aimed at safeguarding children and influencing government policy.

Appendix 5

Programme Name: Child Soldiers in Lebanon

Country/Region: Lebanon

Stage of Conflict: De-escalation and post conflict

Cultural context in which the programme was developed

The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict requires those States that ratify it ensure that nobody under the age of 18 is recruited compulsorily into their armed forces and to "take all feasible measures" to ensure that under 18 year old members of their armed forces do not take a direct part in hostilities.

States must take all feasible measures to prevent recruitment and use in hostilities of children under 18 years by armed groups. States party to the Optional Protocol must raise "in years" the minimum age for voluntary recruitment set at 15 in the Convention. Each State must make a binding declaration establishing a minimum age for voluntary recruitment and describing safeguards adopted to ensure that such recruitment "is not forced or coerced." The Preamble to the Protocol also notes that in order to "strengthen further the implementation of rights recognized in the Convention on the Rights of the Child, there is a need to increase the protection of children from involvement in armed conflict."

The Optional Protocol entered into force in February 2002. It is a fundamental child rights treaty aimed at increasing the protection of children from involvement in armed conflict by raising the age of possible recruitment of persons into the armed forces and their participation in hostilities. The proposed action is compliant with the priorities set forth mainly in Campaign 3 for "Promoting the Democratic Process" and partly in Campaign 2 "Fostering a Culture of Human Rights" since it will focus on advocacy for the ratification and implementation of the children's rights treaty, namely the Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict.

It will disseminate and raise the awareness on the Optional Protocol, it will build the capacity and train stakeholders on ratification and implementation and it will educate particularly children on their rights and will prevent infringements and pave the way for monitoring mechanisms. It is to be noted that the action will target vulnerable groups, namely children, encompassing refugee children. Accordingly the Action falls mainly in Campaign 3 with respect to overall activities and a proportion of the action falls in Campaign 2.

Signature of the Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict dated 11/2/2002 constitutes a preliminary endorsement of the Optional Protocol by the Signing Country. Signing the treaty does not create a binding legal obligation but rather demonstrates the

State's intent to examine the treaty in good faith to determine an official position towards it. Nor does signing the Protocol commit a State to proceed to ratification. However, once the State has ratified the Optional Protocol, it has legal obligation to implement the treaty, including reforming domestic law to ensure conformity with the Optional Protocol's Provisions. Almost all the provisions of the Protocol are "non self executing" and thus they require the specific implementing legislations. However to date, since the signature of the Optional Protocol, no actions have been taken from the governmental side in that regard.

Child

The Optional Protocol is a new treaty and thus it is not well known nationally; the majority of stakeholders do not know that it exists which justifies the lack of skills with regard to advocacy for ratification as well as subsequent implementation measures. Accordingly, this will be reflected on children in all cases. In spite of the fact that Lebanon is relatively not in a state of war, children are still used in non combat roles. Furthermore, children in cases of conflict are the most vulnerable groups and Lebanon encompasses high risk children and adolescents such as refugees, internally displaced, working and street children and children orphaned or separated from their parents. Accordingly they need protection and resilience in times of peace and war alike.

Family

Families were supported and participated in the organisation of services, along with local and international NGOs and agencies.

Early Years Setting

Safe spaces are provided for children.

Media

A Media Workshop was organised regarding the recruitment of children as child soldiers and 2000 posters and 1000 book marks produced highlighting the plight of children.

Governance

Lebanon issued Law No. 335 dated 2 August 2001 that authorized the government to ratify the International Labour Convention no. 182 related to the elimination of the worst forms of child labour including the involvement of children in armed conflict. However it was not enforced.

After the 15 year civil war ended in 1989, the disbandment of militias halted most recruitment of children, although two armed political groups continued to use them in non-combat roles (Hezbollah and Palestinian Groups). Official sources expected Lebanon to ratify the Optional Protocol in 2004 after two years of follow-up by the Higher Council for Childhood.

Although national labor laws banned under 18s from working over six hours a day or in jobs which jeopardised their health, safety or morals the laws were not fully enforced and child labor persisted, particularly in Palestinian areas (Coalition to Stop the Use of Child Soldiers, Child Soldiers Global Report, 2004).

Appendix 6

Programme Name: Colombians Helping Colombians

Country/Region: Colombia

Developed By: CINDE

Stage of Conflict: Post conflict

Cultural context in which the programme was developed

Colombia has suffered from violence and conflict for over 30 years. Children have suffered from the death and displacement of family members as well as the fear of kidnapping and poverty. Internal displacement due to violent groups has affected between 3 and 4 million people and is particularly difficult for women and children. 49% of displaced households are headed by women who have to assume responsibility for the well being of the family in hostile and often violent environments, in many cases with no support. An average of 48.5 percent of the displaced population are children under the age of 18.

During their early years, many children in Colombia do not receive adequate physical, mental or emotional nourishment. As adults, they are likely to be at a disadvantage due to lower levels of education and health, and may fail to provide adequate stimulation and resources for their own children – thus contributing to the intergenerational transmission of poverty and inequality.

CINDE is an educational research and development centre, based in Colombia, with local, national and international projection. The central focus is the creation of appropriate environments for the healthy, physical and psychosocial development of young children. The main areas of action are the implementation of educational and social development projects, the testing and validation of alternative models for the solution of problems of the most excluded groups, the preparation of human talent at different levels for the design and implementation of innovative childhood programmes, advocacy and policy influencing, research and production of knowledge, dissemination of information, production and publication of materials and the incidence in child related public policies.

CINDE has developed a programme for peace entitled 'Colombians Helping Colombians.' The programme works with a strategy called the "Family and Community Centres" which aims to use the experience of CINDE in its different programmes to reconstruct the social fabric of communities, and to empower them for the creation of a healthier environment for the development of their children.

Child

The programme is a grassroots approach to dealing with individuals and community problems. At the core of the programme are Family and Community Centres (FCCs). They aim to foster environments for holistic development in young children and each centre is set up on the basis of existing services in the community, gaps in service provision, or access and the aspirations of the community.

In different areas of the country, the FCCs work with different strategies for different populations and age groups. Daycare for 2-6 year olds was provided to safeguard children while mothers were at work. Art and self expression techniques were used with children for healing purposes. Children were provided with access to health and nutrition services.

Play to Learn and Peace Builders programmes were conducted for young children which used participatory methodologies to model, raise awareness about and build values for peace and democracy.

Family

The aim to provide access to psychosocial services was secured for the whole family and both children and families are registered to enable them to have access to health and nutrition services. Home environments were improved to make them safe and nutritional programmes were provided for caring for children from 0-6.

Early stimulation programmes for children from 0-6 are also organised. Mothers were supported to help them meet the social needs of their children and access to vocational training was given to the displaced to support job security.

Early Years Setting

Training for practitioners is provided and psycho-social workshops were provided to develop competences in educational agents to deal with trauma and psychological problems. Leaders took part in participatory budgets to get more resources to work with children and toy libraries for children were organised.

Wider Community

Activities for the whole community in family and community centres were organised to stimulate support systems and community leaders participated in inter-institutional committees. Community campaigns were organised to develop awareness of existing problems in children from 0-3 and organisations are stimulated to protect children and family rights.

Media

CINDE is interested in using the media more and are keen to explore if the Media Initiative for Children Respecting Difference Programme developed in Northern Ireland could be adapted for use in Colombia.

Research

CINDE has been working through the universities in Colombia to develop leaders who understand the nature of support and healing in the early years. To earn postgraduate qualifications, students undertake community projects and are involved in the research and evaluation as well as participating in the processes for formulating and implementing policies and programmes.

Governance

Through this programme, communities can prioritise their own health, cultural, educational and political needs and they develop a plan of action which includes the mobilisation of people and other resources.

Economics

If extensive financing is needed, the members of the FCCs seek alternate funding sources as part of their plan. Private sector sources and philanthropic agents are enlisted to assist with early childhood and family programmes. In this way, FCCs move beyond social service facilitation to community development, fostering inter-sectoral solidarity to meet the needs of young children and their families.

Appendix 7

Programme Name: Safe Spaces for Children

Country/Region: El Salvador

Developed By: Save the Children

Stage of Conflict: Escalation

Cultural context in which the programme was developed

El Salvador, a Central American country approximately the size of Massachusetts, has struggled since the 16th century to maintain peace, justice and a decent standard of living for its people. El Salvador's civil war was the second longest civil war in Latin America after Guatemala, lasting from 1979 to 1992. When the conflict ended, 75,000 people had been killed. The effects of the civil war still continue to impact upon the country.

El Salvador is plagued by violence and the presence of youth gangs. Migration to urban areas is high, resulting in an extremely mobile population and youth who lack the motivation to stay or invest in their community. There is a high dropout rate among disadvantaged children who start primary school unprepared.

Many rural children in El Salvador face difficult circumstances that often prevent them from developing to their full potential. Since schools can be far away, children must walk great distances to reach them, sometime through potentially hazardous terrain. This often results in absenteeism or children dropping out of school (Save the Children).

Save the Children has worked in El Salvador's rural communities since 1979. During this time, the country has experienced dramatic changes, including 13 years of civil war, a reconstruction period and natural disasters.

The Safe Spaces for Children programme was developed by Save the Children during the conflict.

Child

Work to secure children's safety and to provide safe spaces for children was established. Opportunities were provided for children to express their feelings so that children's emotional security and self reliance would be strengthened throughout the programme.

Family

Local groups were co-ordinated to secure safety for the whole family. Parents were encouraged to work with teachers for the well-being of their children.

Early Years Setting

Children were grouped according to age. Activities were provided so that children could express what was happening to them both at home and in school. Win-Win games were organised as part of a play for peace curriculum, with girls and boys seen as equals and collective reflection was timed into the programme.

Sports and physical education was seen as very important for children's well-being. The curriculum had a focus on inclusion, diversity, gender equality and conflict resolution and a peace education trainers' team was developed.

Wider Community

The Programme was used as a vehicle to get agencies together such as the Ministry of Education and NGOs to focus on children's well-being. Peace festivals at community level gave more visibility to the effects of the conflict.

Appendix 8

Programme Name: Addressing the Needs of Children and Families

Country/Region: Palestine

Developed By: Save the Children

Stage of Conflict: De-Escalation/Escalation

Cultural context in which the programme was developed

The Peace Process with neighbouring Israel started formally in 1992 but has gone through drastic repeated failures. This has led to the eruption of a nonstop extreme wave of violence. The Oslo Agreement in 1993 provided the platform for the establishment of the Palestinian Authority that started to assume responsibility for services and governance in the West Bank and Gaza. For about seven years the peace process went through many challenges and difficulties leading to ever increasing levels of frustration and loss of trust between the two parties. During a visit from an Israeli Government Minister in 2000, soldiers who were guarding him opened fire on demonstrators killing eight. This triggered the violence that continues today.

This has resulted in extreme psychological distress to several population groups with children being the hardest hit section of the population. Some children developed Post Traumatic Stress Disorder.

An early childhood programme was developed in Masaken, a small community of about 4,000 residents, on the outskirts of Nablus which had suffered from very violent experiences. The aim of the programme was to address the diverse needs of the children and families that had been created by their exposure to violence.

Early childhood care and education programs are far from being comprehensive or co-ordinated and the quality of these services is not evaluated. So far, these institutions are largely education settings, especially those

addressed to children above 3 years of age. There is no systematic effort in terms of staff qualifications. Work within ECD settings is low paid and training of such staff occurs sporadically with no specific curriculum to qualify such workers.

The existence of policies to govern the delivery of service is modest and not implemented in a structured manner. Licensing of ECD institutions is carried out by the Ministry of Social Affairs and the Public Safety Institute. The involvement of the Ministry of Education is minimal. However, significant efforts are being done currently towards improving the quality of ECD.

Only about 20 percent of children aged 3-6 are enrolled, with the largest provider being the private run settings. NGO run ECD institutes enjoy better standards of quality, especially in larger cities.

The content of programs addressing the early childhood period is widely variable. Academic education and religious education form the two main areas of focus in the curriculum. This is leaving minimal or no space for personality development activities and psychosocial support activities, which are highly needed in the case of Palestine.

A common parents' perception about early childhood education institutions is that they constitute the pre-school

phase of the academic life of the child. Another aspect related to parents is the perception that early childhood institutions are the place to leave the children safely while going to work.

A national forum for early years development and education is currently under formulation. It is expected that this forum will be able to develop and institutionalize ECD in the country and will develop specific policies and standards in this area. It is worth mentioning that not much is known about the Gaza situation in relation to ECD. A large transition has been done in this sector under the de-facto government towards deepening the religious education offered to this group.

The 3-6 age group is extremely marginalized in terms of access to healthcare. Children 0-3 are covered by the health insurance policy and those in the age group 6-18 are covered by the school health policy. The age group 3-6 falls outside the insurance policy and hence has no formal right to care, except within the private health sector. While the under 5 mortality in Palestine is 25 per 1,000, infant mortality accounts for 18 of this number. The vast majority of deaths and injury occurring within the group 1-5 is caused by preventable home and road accidents.

Due to the severe deterioration of the economic situation and poverty affecting

a significant proportion of the Palestinian population, malnutrition in its different forms is now the major physical health problem facing children in the early childhood period especially in Gaza.

While the situation has eased in general, continuous exposure to and memories of violence is causing severe mental health problems for children, especially in Gaza.

Child

A safe zone in the form of a children's centre was created, providing programmes that addressed the diverse needs of children exposed to violence. Psychological support was given to children who had been exposed to violence. Activities were structured to relieve anxiety and stress such as using puppets to help children express their experiences. Programmes promoted peace education and children's drawings reflected clear progress towards hope, reconciliation and balances in their emotional life.

Family

Mothers were offered health care programmes and home care programmes were offered by community caregivers. Social Counsellors supported and advised families, and parents learned to use puppets with their children to help them work through their experiences. Mothers took part in health programmes.

Early Years Setting

The Early Years Centre provided a safe space where children could access toys and resources and participate in group activities structured to relieve anxiety and stress.

Training was provided for those working with young children using the empowerment model of building skills and strengths for dealing with the effects of conflict. Workshops and training was organised for mothers to help them become involved as volunteers in their children's education process. Mothers were supported to organise 'open play days' where children could get together to play and be busy and try to forget about the violence that surrounded them.

Wider Community

Community activities took place in the Children's Centre such as sports and festivals. Capacity building was developed to help communities to respond to emergency situations.

Play therapy was introduced into the school system for older children by training School Counsellors to use classroom based interventions devoted to improving the pupils' sense of safety and ability to cope. Creative ways of promoting health education in the community brought a lot of joy to families.

Research

The findings from the evaluation of the health programme showed that it was well worthwhile investing in communities and in the mother. Mothers were seeking out less health care because they were taking better care of their children themselves. Improvements in the health status indicators, such as nutritional status of children, in the programme areas were noticeable.

By supporting families to look after themselves after an emergency, the health care system was not over burdened with children at risk who could be well managed at home. The programme also had the long term effect of empowering women. One of the lessons learned was that it was very important to develop programmes that have very clear objectives.

Governance

Another lesson that was concluded from the evaluation was that the empowerment model is very important in building capacity in communities

Appendix 9

Programme Name: Child Friendly Spaces for Young Children

Country/Region: Chad

Developed By: UNICEF Chad

Stage of Conflict: Escalation

Cultural context in which the programme was developed

Chad's post independence has been marked by civil war. The conflict in Sudan in the Darfur region which resulted in a flow of more than 200,000 refugees into Chad exacerbated the already critical situation for families in the area. In response, the United Nations High Commissioner for Refugees (UNCHR) mounted a major operation to establish refugee camps in Chad.

The necessity and shortages resulted in the recruitment of both male and female Animators, working together. The teams represented a previously taboo situation in this Muslim region where gender segregation for workers had been the norm. Similarly children in the schools which were developed were not segregated by gender. Programmes to create safe environments for children were developed by UNICEF.

Child

One of the priorities from the beginning was to address the chronic malnutrition and then to create an environment of normalcy so that psychosocial healing could begin in the camps.

Child friendly spaces were provided for children and therapeutic feeding centres were set up. Recreational activities were provided and psychological support was given to children. The child friendly spaces made children feel safe and provided an oasis where they were kept active and engaged with both free play activities and structured events.

Family

The child friendly spaces addressed the needs of mothers and caregivers. Respite was provided for families and programmes were organised to support income generation. Classes and training were offered for adults on topics such as literacy and early childhood development. They also provided a place for distressed adults to discuss their issues and share their concerns.

Early Years Setting

Childcare facilities are not available to the majority of the population and most children are cared for by their mothers or other family members, hence the importance of the child friendly spaces.

The recruitment and training of Animators (unsalaried volunteers with no certified qualifications) from within the refugee

community was carried out. It was felt that the ability to communicate with the children and families, to reflect familiar habits and to model a calm outlook were more important traits for Animators than having had formal training. The main task for them was to develop recreational and other activities for all children within a relaxed and normalised environment.

Wider Community

Child Protection Committees (CPCs) were set up to assess and monitor children's rights. All members were from the refugee community and they oversaw the child friendly spaces. CPCs also had an advocacy role and organised awareness raising sessions for refugee families and other decision makers about the needs and rights of children.

Social workers and psychologists were brought in to work with families and opportunities were provided for communities to help themselves. Early childhood programme provided vehicles for addressing social justice, enhancing gender equity and empowering communities.

Media

When the refugee situation within eastern Chad was picked up by the western media, humanitarian aid began to flow in and the conditions of the general population came to the attention of international aid agencies.

Research

After intensive assessments, three main elements for child protection were identified for the Chadian children. They were:

- Legal and legislative reforms
- Social integration
- Mine-risk education

Thus the refugee crisis and the subsequent programmes prompted progressive attention to and discussion on legislative reforms and on the situation of children in eastern Chad, which may not have otherwise been addressed.

Governance

Lobbying was carried out to influence policy on:

- Orphans and vulnerable children affected by HIV/AIDS.
- Outlawing the worst forms of child labour
- Protection of children against sexual abuse and commercial exploitation
- Gender issues

Increased attention to the plight of children in the camps inevitably resulted in attention being given to children in the local areas surrounding the camps. The need to extend the child protection programme to children in the villages as well as in the camps became apparent to all.

At central government level, new draft bills were prepared to reform the penal and labour codes, outlawing the worst forms of child labour. National policy on early care and education was developed with discussions around the development of a civil code and attention to programmes aimed at curbing violence in schools.

Appendix 10

Programme Name: Enhancing the Rights of Internally Displaced (IDP) Children and Families in IDP Dense Settlements

Country/Region: Georgia

Developed By: Centre for Educational Initiatives (CEI)

Stage of Conflict: Peak (Stalemate)

Cultural context in which the programme was developed

After a brief period of independence following the Russian Revolution of 1917, Georgia was annexed by the Soviet Red Army in 1921 and in 1922 Georgia was incorporated into the Soviet Union, which lasted until the breakup of the Soviet Union in 1991. Like many post-communist countries, Georgia suffered from the economic crisis and civil unrest during the 1990s. After the Rose Revolution, the new political leadership introduced democratic reforms but the foreign investment and economic growth which followed initially have slackened substantially since. Georgia contains two de facto independent regions, Abkhazia and South Ossetia. Georgia considers the regions to be occupied by Russia.

Child

This project was an early childhood programme that addressed the diverse needs of children and families exposed to violence and who experienced being expelled from their homes. It aimed to create and equip ten centres for children which would act as safe zones for them.

Family

Training was provided for parents on working with children with the aim of protecting those classed as internally displaced. A child-centred methodology was used and three manuals were produced. Also opportunities were provided for them to get jobs working with children.

Awareness raising sessions were made available on appropriate child rearing

practices and children's preparation for school especially in areas where there were no pre-schools.

Early Years Setting

The programme set about trying to change educators' and teachers' behaviour in dealing with trauma and the experience of being internally displaced and understanding the effects of trauma and IDP status on themselves.

The Wider Community

Activities were made available to relevant professionals and organisations, community members and local government representatives in order to lessen the sense of isolation of the IDP communities and facilitate their sense of belonging, involvement and equality.

Follow-up training, consultancy and monitoring activities were carried out to provide IDP centres with additional educational materials, to provide selected and trained displaced people with jobs and a small wage for the duration of the proposed action. The programme also aimed to foster the selected displaced people's qualification and skills of serving as competent caregivers and instructors for displaced children at the created IDP pre-school centres. This would greatly benefit the target group of children and their families and contribute to the maintenance and sustainability of the implemented practice.

Appendix 11

Programme Name: Protecting the rights of young children, families and communities through integrated ECD in post conflict South Africa

Country/Region: South Africa

Developed By: Collaboration LETCEE & Children's institute, University of Cape Town

Stage of Conflict: Post Conflict/Peace Building

Child

The Programme is in the context of the initial response to AIDS and the Orphan crisis and is focused on Orphans and Vulnerable Children (OVC). It is informed by the understanding of the continuum of vulnerability and well-being and both risk and protective factors in relation to child well-being.

South Africa has 13 million children and 3.7 million orphans. Fewer than 18.64 percent are paternal orphans due to the high mortality rate of men. Less than one third of African children live with their father. HIV prevalence is increasing with a national prevalence of 30.2 percent.

Family

The Community elected a committee in the LETCEE (Little Elephant Training Centre in Early Childhood Development) intervention to identify local 'vulnerable' families as well as family facilitators (FFs). FFs support families with young children through home visits. One FF supports 10 families. One coordinator supports 10 FFs.

Early Years Setting/Community

Family facilitators come from that particular community. They take integrated ECD into homes and build relationships with families and facilitate learning through play with the young children. They empower caregivers, model good care practices and provide stimulation, guidance and exploration. The focus is on care, nutrition, health, protection and emotional well-being. The programme is informed by an awareness of child needs and rights, especially health seeking behaviour. The programme is aimed at early identification and prevention through the following areas:

- Champions for children
- Conversation growth
- Understand child development
- Identify local risk and protective factors

- Encourage collaborative action
- Build systems for identifying, supporting, referring and tracking
- Build partnership
- Motivate new champions

Analysis of Mbuba protective/risk factors:

Protective
- Family facilitators
- Income and nutrition
- Access to grants
- Some vegetable gardens
- Some cattle, goats and chickens
- Small income from growing wattle trees
- Committed community members

Risk factors
- Poverty
- Elderly relatives care for children
- Child only households
- Scarcity of attentive adults
- Many dangers - fires, roads, plantations, rivers, crime, abusive people
- Corporal punishment
- Only two ECD centres; inaccessible to most – distance and fees are major factors
- Barriers to meaningful access to schooling
- No aftercare

- Low literacy levels in the community

Strengthening protective factors
- Strengthening capacity of Coordinators and Community Committees
- Building relationships, ownership and buy-in within and across groups of roleplayers, especially clinic and referral services
- Nduna developing database of families and children needing help

Examples of positive impacts of collaborative action
- Accessing grants and enabling documents
- Stopping corporal punishment
- Children on agenda of traditional leaders
- Children move together in groups of three or four
- Roster of caregivers at playground
- Helping individual children

Wider Community/Governance

The approach comprises systemic action research focused on strengthening the capacity of all role players:

- Families (including children), neighbours and government; FBO, service providers

- Impact positively on child well-being, especially in the AIDS context
- Build partnership for collaborative action
- Deepen understanding of child well-being
- Identifying risk and protective factors

The programme supports an integrated approach to ECD aimed at growing the conversation about child well-being. It aims to include all relevant role players and facilitate collaborative action with:

- Families
- Government
- All spheres: local, district, provincial and national
- All sectors: health, education, social development,
- Water and sanitation, home affairs, agriculture, etc
- Non-government
- Community and civic organisations
- Faith based organisations, etc

Not all are in the same room at the same time.

The methodology is appreciative and rights based. It is about understanding what we are doing well, imagining what our dreams are for our children and making statements in the present tense about the future. It is also about determining what help or resources are needed, if any, from outside the community.

The following are features which are key to the approach:

- Plan and take action - encourage individual and small group action
- Celebrating small success for motivation
- Joint action for bigger dreams
- Start cycle again and strengthen rights focus to access services and protect rights
- Use dialogue to unblock barriers

Research/Policy

The research on the LETCEE ECD programme is a collaboration between the LETCEE training organisation and the Children's Institute University of Cape Town. The collaboration between LETCEE and the Children's Institute brings a capacity building approach as well as a child rights policy and advocacy focus.

Evaluation of Impact

Challenges
- Sense of hopelessness
- Much effort needed to bring all role players into conversation
- LETCEE is itself vulnerable as it struggles to raise funds
- FFs receive a small stipend and there is no career path
- Poor communities (women) carry burden
- Deep poverty exacerbated by global economic crisis
- Appropriate monitoring and evaluation for complex programmes

Conclusions

- It is tempting to implement a one dimensional programme that shows a clear link between cause and effect
- Child rights are interdependent
- Pioneering holistic approach
- Strengthen families and communities
- Understand child development
- Work collaboratively
- Support child well-being and protect child rights
- Influence school curriculum and pre-service training of full range of professionals
- Communication for social change

Notes

Notes

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