

RESTORING SMILES AS CHILDREN TAKE LEAD IN PEACE BUILDING PROCESSES



Success Stories, Best Practices, 2016

Staff from the Prime Minister's Office distributing gifts donated by World Vision to both refugee and host community children during the Day of the African Child.



Boys and girls playing with sand at the child friendly space in Ayilo I refugee settlement

Acknowledgement

This document was authored by James Kamira, the Social Protection Coordinator World Vision Uganda-West Nile Refugee Assistance program, We acknowledge his efforts in providing coordination to the team in implementing the peace building and psychosocial project among other projects in West Nile.

Recognition is given Philiam Adriko, Grace Abalo, Amayo Christopher, and Okech Solomon who contributed to the writing of the stories shared in this document.

Great thanks to all the members of the review and editing team which included:

- Enid Kabasinguzi Ocaya (WV Uganda, Disaster Risk and HEA Manager)
- Valerie Vat Kamatsiko (WV EAR, Peace building advisor)
- Andrew Iraguha (WV Uganda, Response Manager)

- Agnes Kabaikya (WV Uganda, Communications Manager)
- Flavia Lanyero (WV Uganda Communications Office)
- Fatuma Arinaitwe (UNICEF Uganda, Children in Emergencies Officer)

World Vision Uganda wishes to express sincere gratitude to the children in the 34 peace clubs in Adjumani who took lead in the peace building initiatives and also shared their stories.

Thanks go to UNICEF Uganda and World Vision Korea for the financial support towards the success of the peace building and psychosocial support project . We equally appreciate WV EAR Peace building advisor and Humanitarian protection advisor for the technical support. This great work would not have been possible without your support.



Table of Contents

FOREWORD	3
MESSAGE FROM UNICEF	4
A BRIEF OVERVIEW OF THE EMPOWERING CHILDREN AS PEACE BUILDERS (ECAP) MODEL.....	5
EMPOWERING CHILDREN AS PEACE BUILDERS.....	6
A GIRL'S LETTER TO THE READERS.....	6
A LETTER TO PARENTS.....	7
A POEM FROM 2 YEAR OLD ABRAHAM, A REFUGEE BOY FROM AYILO I REFUGEE SETTLEMENT	8
CHILDREN USING SANITATION OUTREACHES TO INFLUENCE COMMUNITIES	9
PEACE ROAD CURRICULUM SESSIONS AND CHILD LED INITIATIVES EASE TENSIONS IN MUNGULA PRIMARY SCHOOL.....	10
GIFTS IN KIND PROMOTE PEACEFUL COEXISTENCE AMONG REFUGEE AND CHILDREN OF THE HOST COMMUNITY.....	11
LIFE SKILLS EMPOWERING CHILDREN TO MAKE CHOICES.....	12
ADVISED NOT TO GO TO SCHOOL, DENG BEATS THE ODDS AND RE-JOINS SCHOOL.....	12
CHILDREN SPEAK AGAINST CHILD MARRIAGES	13
CHILDREN USE PARTICIPATORY APPROACHES TO EDUCATE COMMUNITIES ON PEACEFUL COEXISTENCE.....	14
CHILDREN USING RADIO TALK-SHOW PLATFORMS FOR PEACE BUILDING	15
USING SPORTS TO PROMOTE PEACEFUL COEXISTENCE.....	16
CHILDREN INFLUENCE PARENTS TO PARTICIPATE IN ADULT LEARNING SESSIONS.....	17
CHILD FRIENDLY SPACES (CFS) RESTORING LIVES OF REFUGEE CHILDREN	18
I KNOW MY SIBLINGS ARE SAFE AT THE CHILD FRIENDLY SPACE AS I GO TO COLLECT FOOD AND OTHER ITEMS WITH OUR NEIGHBORS.....	18
MOBILISING YOUTH TO ENROLL FOR SCHOOL THROUGH THE CHILD FRIENDLY SPACES.....	19
DIGISCHOOL SUPPORT ADOLESCENT GIRLS TO PARTICIPATION IN CFS ACTIVITIES	19

Foreword by National Director

I am pleased to present to you success stories, promising practices on our experience from the implementation of the Peace Building project amongst the South Sudan refugees in Adjumani District. World Vision Uganda (WVU) is committed to improving the well-being of children. The organisation has joined efforts with other actors to address the needs of South Sudanese refugee children in Adjumani District-West Nile. In partnership with UNICEF, WVU implemented a peace building, participation and psychosocial support project as part of the response to the refugee influx. The success of the project is attributed to its integration with other existing interventions. These include: child friendly spaces (CFSs); early childhood development; inclusive WASH, Infant and Young Child Feeding (IYCF); and food distribution. All these are implemented in partnership with UNICEF, World Food Programme (WFP), Office of the Prime Minister, UNHCR and Adjumani District Local Government.

Empowering Children as Peace Builders (ECaP) model has proven to be a key approach in building a supportive and safe environment for all children to participate in peace building. This magazine highlights success stories and best practices of the different child-led initiatives under this project.

The impact stories are evidence of the contribution WVU continues to make in the lives of refugee and host community children. WVU will continue to incorporate the lessons learnt from this project



into existing and future programming to holistically address the needs of all children, adolescents, youth, refugee and host communities. Our appreciation goes to UNICEF and World Vision Korea for the financial support given to this project. We hope that you will find the impact stories instructive in shaping ongoing and future interventions.

A handwritten signature in blue ink, appearing to read 'Kamanga' with a stylized flourish.

Gilbert Kamanga
National Director, World Vision Uganda

Message from UNICEF

The former UN Secretary-General Boutros Boutros-Ghali in his report “An Agenda For Peace” (1992), introduced the concept of peace building to the UN as an “action to identify and support structures, which will tend to strengthen and solidify peace in order to avoid a relapse into conflict.” Over the years, much as different authorities have tried to expand on the definition, peace building can be summarised as supporting structures at all levels through undertaking sustainable and development efforts to strengthen peace in order to avoid a relapse into conflict. UNICEF’s work on a global level contributes to all recognised dimensions of peace building in both post conflict and conflict affected communities to guard against relapse into conflict.

Using the Empowering Children as Peace Builder’s Model, World Vision Uganda has contextualised

its peace building intervention among the host communities and South Sudanese refugees in order to achieve the desired sustainable results that will contribute to development both in Uganda, among host and refugee communities, and upon return to South Sudan.

This magazine highlights different stories of real change in the lives of children and adults who participated in World Vision’s peace building program in Adjumani refugee settlements. These stories teach us the fact that we all have a role to play in securing sustainable peace for child development and meaningful participation.

ARINATWE FATUMA
Child Protection Officer, UNICEF

A Brief Overview of the Empowering Children as Peace Builders (ECaP) Model

Introduction

ECaP is a model that is used to shape interventions under the Peace Building, Participation and Psychosocial Well-being Project of children and adolescents in Adjumani District. It refers to activities that aim at instilling a culture of peace among participants and empowering them to take constructive action towards the transformation of their communities. Children and other young people work together across social, ethnic and religious boundaries on issues that affect them and their communities. The focus is beyond realising “peaceful children” or “peaceful adolescents and youth.” The end goal of ECaP is attaining “children as peace builders” or “adolescents/youth as peace builders”. Children and adolescents become instrumental participants in rebuilding their societies at various levels of the peace building process. In Adjumani, ECaP has been enhanced by use of the Child Friendly Spaces approach and the Peace Road Curriculum, a World Vision (WV) curriculum designed for use in peace clubs to build life skills and resilience. Activities are structured within a safe environment to help majority of children and other young people recover over time from psychosocial problems.

Project Model and Programming Guidance

World Vision (WV) International developed the ECaP model to facilitate peace building programming that brings children and adolescents to the centre of conflict transformation and empower them to be agents of change, healing, and peace, among their peers and in their communities. Practically, the model starts with children and youth groups and as they develop they become leaders and facilitators – leading their own peace building work.

Accompanying the model are the ECaP guidelines developed by WV East Africa Region. They offer practical guidance and ensure a comprehensive, systematic and coordinated approach to children and other young people’s participation in peace building. The guidelines do not prescribe activities but provide broad guidance on content (knowledge,

skills, attitudes & values need to be built), processes and tools as well as child/youth friendly modes of learning and empowerment per age group - leaving room for programmers to be creative and to design context age-appropriate activities.

Target Group

- Children / adolescents below 18 years of age.
- Other young people in transition from being children, between 18 and 20 years of age.
- Interventions have largely focused on children and adolescents aged 12 – 19 years.
- Adults that work with & support children

Promising practices that inform ECaP

- Child participation & protection
- Capacity building, & life skills development
- Club structures (associations, groups, etc.)
- Clustering and collaboration that strengthen vertical & horizontal linkages
- Leveraging children & youth creativity and energy
- Inclusiveness & ownership
- Conflict-Sensitivity
- Self-awareness

Life skills for peace promoted by ECaP & Peace Road Curriculum

- Interpersonal relationship skills
- Problem solving
- Decision making
- Critical thinking
- Coping with emotions & stress
- Communication skills
- Self-awareness

Empowering Children as Peace Builders

A girl's letter to the readers

Dear Readers

My name is Rhoda, a South Sudan girl in Ayilo A Primary School and a member of the peace club. Before I joined the club, the way I was thinking and looking at children from other tribes was different from the way I look at them now. I had a bad thinking about them—thinking they are dirty and hostile. It was so hard for me to stay with them or share anything with them. For example I never talked with any Madi child at school or at the child friendly space. The peace club has really changed me—not only me but many of my tribe-mates who used to think bad about other tribes. Every child has achieved something from this club and has something changed in their lives. My way of life today is different from my past. I am sure that joining other children in the peace club changed my life.

The peace songs we sing in the peace club teach us how to mention some words in the different languages. Because my Madi friend always tries to greet me in my language, I have also learnt how to greet her in her language. At school we have Madi and Acholi tribes and we are friends now compared to the earlier days. I have achieved something from my club and am happy telling other people about peace. I look at peace as that shining bird from the sky which brings a smile on every one's face. Peace is the throat of your heart, if you cut it you will die. We will live in peace as we start peace!

Rhoda,

Ayilo A Primary School

A letter to Parents

Dear Parents,

My name is Gladys from Alere Primary School. I am a child who has been experiencing violence in my community. Our parents, you fight when we are watching you, you abuse each other and even involve us the young children in your quarrels. That is how we learn your bad behaviour and also end up abusing you when we are annoyed. Some times when you fight, we also learn how to fight at school and in the community. My word to you is that peace begins with you. Always solve your problems by listening and talking to one another. Teach children good behaviour by being their good examples.

I remain Gladys,

Alere Primary School

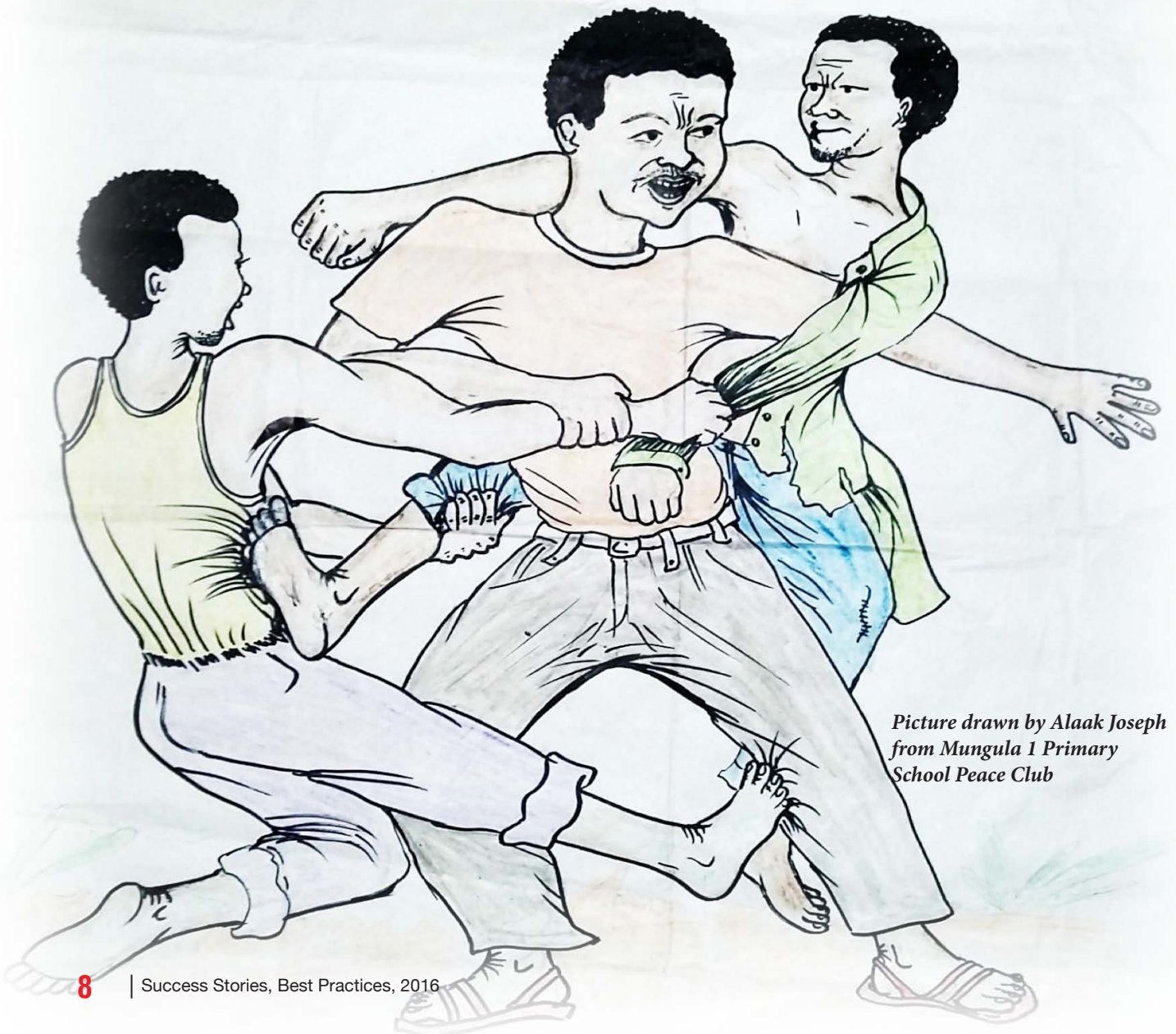


When we fight because of our differences, it affects us all, whether children or adults.

A poem from 8 year old Abraham, a refugee boy from Ayilo I Refugee Settlement

“I Break into Tears”

“I break into tears! Oh God! Oh God!
Did you identify me to be a refugee?
I was born in a refugee camp and grew up in a refugee camp.
Do you want me to get old in a refugee camp again?
Not only me but the whole continent of Africa is a victim.
Did you plan Africans to be refugees? For how long?
Why don't you choose any child among us to be a leader?
Make it for at least one day and see whether he can be corrupt.
You leaders! You are the cause of our suffering.
You fight to eat alone and your corruption brings wars.
Don't forget our time will come.
We are supposed to accept one another”.



*Picture drawn by Alaak Joseph
from Mungula 1 Primary
School Peace Club*

Children using Sanitation Outreaches to Influence Communities

One of the strongest but despised weapon human beings have is the ability to put a smile on the face of the most vulnerable. In a refugee context, as people strive to make ends meet, the elderly are often forgotten. It gets worse if they have impairments such as blindness, amputated limbs, dumbness among others. Some elderly persons have been isolated and neglected by their families and communities when it comes to hygiene and sanitation. As an initiative to change the attitudes of the community, youth in their peace clubs agreed as part of social responsibility to visit and help households of vulnerable individuals. They slash, sweep and clear their homesteads. In the process, community members gather to witness the good acts of kindness of the youth towards elderly people. This is always done in partnership with the community leaders from both the refugee and host communities. During the activity, you find a group of children from the tribes of Madi, Shulluk, Nuel, Murule, Dinka, and Acholi among others working together.

Youth have done this in several refugee settlements. One of them is Boroli Refugee Settlement where numerous conflicts between the different refugee tribes and between refugees and the host community have been reported. The youth took a lead in visiting Kong Kong, a neglected elderly Murule refugee blind woman staying alone. She was faced with a problem



Kong Kong shaking hands with the children and community leaders who visited her



Children from Mungula I Peace Club during a sanitation outreach in a home of one of the elderly in the community

of snakes entering her house from the surrounding bush. The peace club members cleared the bush around her house and thoroughly cleaned her compound. Paska Keji, a peace club leader, remarked *“I always looked at this old woman staying in a bushy home and wondered why no one was caring. As peace club members we are dedicated to serving our community. We want all community members to live at peace with their neighbors. I requested the settlement refugee leader and our club patron to include Kong Kong among the elderly individuals we will be visiting. I look forward to living in a community where people happily live together and care for one another.”*

After the children’s good act, Kong Kong remarked, *“My house was surrounded with a bush and snakes have been finding their way inside. No one would help but see what the children from the Madi, Shulluk, and Kuku tribes have done for me—visiting me, clearing the bush, and thoroughly cleaning my home! As adults, we should learn from them and stay together without segregation. Everyone in my village should plan to do the same to others just as these children have done to me.”*

Peace Road Curriculum Sessions and Child Led Initiatives Ease Tensions in Mungula 1 Primary School

There is a history of strikes in several integrated schools that serve South Sudanese refugee children and the children of the host community. For instance, a fight would happen on a termly basis in Mungula 1 Primary School. This fighting would sometimes escalate to involve the community and the situation would become hostile. This was because many tribes claim superiority over the others. Because of the need to diffuse these tensions, age appropriate sessions using the peace road curriculum were conducted. Children within their peace clubs came up with initiatives to bring people of the different religious, ethnic and social backgrounds together.

Although English is the language of instruction at Mungula 1 Primary School, not all students understand it. Language was one of the causes of fights. Each moment the other spoke in their



Children during a life skills session at school

language the other would think they were being mocked and insulted. Teachers would spend half of the allotted lesson time solving cases of fighting among children. Some teachers almost turned down their appointments for fear of the conflict situation in this school. One teacher shared his worries.



Children from Mungula 1 Peace Club displaying posters with messages of peace at their school.

“I had fears over accepting my appointment at Mungula Primary School. This is because I had overheard that conflicts begin with the students at school and then spread into the community where parents come to school and harass teachers.”

The peace road curriculum sessions and child-led initiatives eased these tensions. Children in the peace clubs would interpret and also explain to fellow peers what the other children meant in their languages so as to minimise suspicion that they were being insulted. Children formed peace shades in the school compound to peacefully resolve issues among fellow children instead of fighting. A class room was apportioned for the club where sessions in peace road curriculum are conducted. Unresolved cases are always taken to the peace club patrons/matrons, or the teacher on duty. Messages of coexistence are passed on to local leaders and parents during meetings and media platforms. Elijah Bur, a refugee leader, thankfully remarked:

“As a leader, I realise the benefit of engaging children in resolving issues. Having two school terms without a fight among children is amazing! Children now dance the cultural dance of other tribes they considered enemies.”



Children from Mungula 1 during a child led session to sensitise communities on peace building through music, dance and drama

Gifts in Kind Promote Peaceful Coexistence among Refugee and Host Community Children.

Sharing, forgiveness, and love are some of the important attributes children highlighted in helping them diffuse conflicts in communities and schools. During their child-led reflection meetings, refugee children and adolescents suggested that, if possible, there is need to share some of the items distributed to them with the host community children because some are even more vulnerable. They identified clothes, sanitary towels and plastic shoes as items that could be shared.



Girls from Alere Primary School with their T-shirts and plastic shoes donated by World Vision.

When World Vision received Gifts in Kind (GIK) in form of clothes and plastic shoes for children, a consultative meeting was held with selected peace club members to design a distribution plan. The children agreed that the distribution should be done at schools during break and lunch time. They also suggested that it should be carried out in an orderly manner for all to benefit. This would change the norm of only refugee children benefiting.

Indeed their suggestion changed the relationship between refugee and children of the host community. Peace club leaders together with their patrons and teachers from Boroli, Ayilo 1, Mungula 1, Ayilo 2 and

Elema Primary Schools distributed clothes and plastic shoes to fellow children as agreed. The distribution was done in such a way that plastic shoes and T-shirts were distributed randomly without considering the appropriate size of the child. The next step was for the children to work together to identify who has the perfect size that fits them during their co-curricular activities. The scenarios at school were amazing as children irrespective of being refugees or host community members interacted with each other so as to get the perfect size of shoes that fits them. You could see them try out the shoes. 7,400 children from both the host and refugee community benefited from this donation.

“Thank you for accepting the initiative of giving shoes to both the refugee and host community children. Some of these children from the host community are more vulnerable than the refugees. Imagine a school where all refugee children have shoes but those from the host communities are bare footed. This would have brought a big gap. Now they are working together irrespective of their nationality or tribes,” remarked Betty, the Senior Woman Teacher at Mungula I Primary School.



A Maadi boy helping a South Sudanese refugee girl in Primary I to identify a fitting shoe size.

Life Skills Empowering Children to Make Choices

I had no proper guidance and care while I was young. I didn't know anything. I thought that getting married would provide solutions to the hard life I was facing as a refugee girl. After trying marriage three times, I don't think it is the appropriate solution for a better life. I have decided to go back to primary five though I am 22 years old. I am undertaking the accelerated learning program at Mungula I Primary School. My little brother and the friends in the peace club advised me to join them at school. This is because I was always alone as they went to school. We needed to be together. My mother supported my decision. In the peace club, I lead in music, dance and drama sessions. I was even given the responsibility of mobilising children. I am no longer the same," Lilian explains her transformation. .



Lilian with other girls participating in a cultural dance during a community awareness raising campaign on peace building at Mungula I Primary School.

Though advised not to go to school, Deng beats the odds and re-joins school

Deng and his family lived in Ayilo I Refugee Settlement. His dream was to join school and shape his future. He immediately joined the CFS and was part of the life skills sessions conducted by the animators. These sessions helped him build confidence to express himself and also make the right choices in life. When Deng could not manage going to school in the newly established settlement of Ayilo, Deng's mother advised him to go and stay in Mireyi Refugee Settlement with a step uncle. She hoped that Deng would be able to join school given that Mireyi Refugee Settlement had an already established primary school.

While in Mireyi, Deng was advised not to school because there was no money to support him. Being who he is, Deng took a bold step and went to Mireyi Primary School to register on his own. The head

teacher was hesitant to register him because he did not have a guardian. Deng insisted with until he was finally enrolled in grade six. The head teacher gave him the books and pens. Deng below describes what he went through and the steps he took to get himself enrolled in school.

"My parents were killed in South Sudan by the rebels in December 2013. Together with other people, I ran away from home for safety without anything except the clothes I was putting on that night. While in the refugee settlement, I so much wanted to begin school but I didn't have any scholastic materials. I took a step and went to Mireyi Primary School where I was asked to pay a registration fee which I didn't have. I asked the head teacher to register me and also volunteer to pay my registration fees since my guardians were not willing". Deng credits the boldness to the life skills sessions he had participated in while at the CFS in Ayilo I.

While at school, Deng joined the peace club and was trained in ECaP. This has equipped him with skills to engage with other children in activities that help them make meaningful relationships and promote peaceful coexistence. Presently, he is a resource person in peace building. He shares his story during child-led media platforms targeting both refugees and host communities.



Deng (second left) in a blue t-shirt standing with peace club members after a radio talk show on peaceful coexistence



Zainabu from Alere peace club giving a speech against early marriage during the Day of the African Child

Children Speak Against Child Marriage

Children used events like the Day of the African Child (DAC) celebrations to petition stake holders and partner agencies on issues affecting them. Kade Zainabu a refugee student from Alere Secondary School petitioned leaders, the government, UN agencies, humanitarian organisations and parents on the issues affecting girls, especially child marriage. She mentioned, with specific reference to the Dinka community, that girls are prepared for marriage at the age of 15 years. This is coupled with limited girl participation at school and in activities at the child friendly spaces.

“On behalf of children and adolescents, there is need for meaningful participation of girls in all activities

that influence their lives. Many of our sisters are married off at the age of 15 years. Whereas the law on child marriage exists, some of these girls are taken back to South Sudan and married off as their parents obtain wealth through dowry. Let girls be girls and don't stop them from coming to schools and CFSs. We call on the government through the Office of the Prime Minister, the district leadership, UN agencies, civil society organisations, local leaders and parents to address these issues. Ending child marriages involves us all including girls, boys, men and women. As children, we are asking for your commitment today! What is your commitment towards ending child marriage,” Zainabu advocated during her speech on the Day of the African Child.

Children use Participatory Approaches to Educate Communities on Peaceful Coexistence

'United we stand, divided we fall' was the theme of focus during sensitisation sessions for community structures and children on peaceful coexistence. Several approaches were used to sensitise the participants, including illustrations. With a bundle of sticks tied together, the session facilitator selected representatives from the respective tribes available in that community to come and participate in breaking the sticks tied together. Each stick represented a particular tribe in that community while the whole bundle represented that particular community. No one among the selected people succeeded in breaking the bundle of sticks. This illustrated how strong the community can be if people coexist and leave in harmony irrespective of their ethnic backgrounds. The facilitator then dismantled the bundle and gave each person a stick to break. It was so easy for everyone to break a single stick than when they were in a bundle. This inspired community members to embrace unity and avoid conflict so as to contribute to the development of their communities.

Another illustration used was for a group of people to fit within a small squared box that was drawn on the ground by the session facilitator. The square represented their community or village. They had to find suitable means of fitting within this space without displacing anyone. This could be equated to the challenge that communities often,



Children from Ajugopi in a participative game during a sensitisation on peace building

face—struggling to share the limited resources amongst those that are entitled to them. During the illustration exercise, the selected people did not manage to stand straight on their two legs each within the designated square. It was until they all agreed to hold each other and sometimes stand on one leg that they were able to fit in the square. This taught the community on the need to come up with mechanisms to support each other, cooperate and share the available limited resources with everyone. These mechanisms are important to enable people to live in peace and harmony. Children replicated these illustrations when sensitising their parents and other adults during their community outreaches and child-led initiatives.



Selected adolescents engage in an illustration during a sensitization meeting for children



Children using Radio Talk-Show Platforms for Peace Building

A peace club member from Alere Primary School during a radio talk-show on Radio Amani

With the history of conflicts in Boroli, Alere and Mungula I Refugee Settlements, media campaigns through radio talk-shows and visual aids were a good platform to diffuse and address potential conflicts. Children and adolescents formed radio panels during the radio talk-shows on peaceful co-existence. During the talk shows, all the different tribes were represented \ and information was shared in their languages. While sharing their testimonies, children expressed how they want a safe environment at school and in the community so as to excel. They also explained to the audience how they are using the peace clubs to resolve conflicts. They develop messages in their local languages and English which were recorded and played during different intervals on both Radio Amani and Radio Usalama. The parents listening to messages from their children, they are inspired and encourage other children to join the peace clubs.

Children equally develop messages that are engraved on wood and fitted (talking-compounds) in five

primary schools of Mungula I, Nyumanzi, Alere, Mireyi and Ayilo . . T-shirts with peace messages are also distributed to children to facilitate easy identification during child-led activities. Because there are community members and children who cannot fully read and interpret written information, informative pictorial posters with cartoons are also developed and distributed within the community, at schools, community centers, child friendly spaces and food distribution points. The District Education Officer (DEO)— during a reflection meeting on the impact of child-led activities— credited children led media platforms for diffusing strikes in schools. The DEO representative narrates:

“In all the schools where we have peace clubs, the message of peaceful coexistence has been accepted by all. We appreciate especially the talking-compounds and radio talk-shows. That’s why we have had no strikes in schools where children have been participating”.

Using Sports to Promote Peaceful Coexistence

Football is used as a platform for reconciliation and building relationships in Adjumani. It is a game that brings different tribes together to share moments of victory and loss. During games, children have learnt the different languages of other tribes. A case in point is a Dinka child in Alere refugee settlement who can now speak Dinka, Nuel, Madi, Arabic and Shilluk. The boy attributes learning the different languages to engaging in football games with other children. He began by learning how to say “Kick the ball here.” In Nyumanzi Refugee Settlement, children with less than five years of age at the ECD centers participated in the global peace games and emerged soccer champions in Adjumani District.



Children between the age of 3-6 years pose with their trophy after emerging champions of the global peace day in Adjumani district

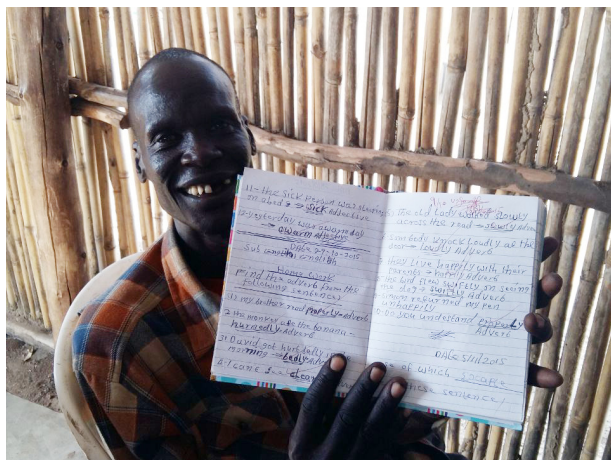


Children from both the host and refugee communities share hugs and joyous moments before engaging in a peace football match

Children Influence Parents to Participate in Adult Learning Sessions

“Having someone interpret for you is like having someone use their hands to put food in your mouth yet you have the same hands that they have. This is the bad feeling in my heart that made me regret why I never went to school. I have to always get someone to read for me the doctor’s prescriptions. Sometimes those who know how to read laugh at me. This is the reason I joined the session for adult learning. I don’t want to fight someone because I can’t speak or hear what they are saying or because they have delayed attending to me. I am glad I can now write my name, count numbers and try speaking English”.

These are the words of 50 year old Abraham Mawut Mayen—a refugee — who felt disturbed each time he has to wait for someone to interpret the doctor’s prescription for him because he does not know how to read and write. He narrated how he lost patience one day and almost slapped the interpreter at the health center. Through music, dance, drama, role plays, poetry and open discussions, children and adolescents engage adults in identifying sources of conflict in their village and this prompted Abraham to share his experience.



Abraham Mawut displaying his book with work done during an adult learning session at the child friendly space

As an answer to Abraham’s problem, the children challenged adults to begin adult learning sessions that will teach them the basics of number counting, reading and writing. The community identified three caregivers and requested for time at the CFS for these sessions. Presently adult learning sessions take place at this CFS between midday to lunch time when children are home for lunch.



Abraham conducting an adult learning session at the child friendly space

Child Friendly Spaces (CFS) Restoring Lives of Refugee Children

I know my siblings are safe at the child friendly space as I go to collect food and other items with our neighbors

“Life is hard as I take care of my brothers and sister without our parents. I have to cook, take them to hospital if they are sick and also make sure we have food to eat. Every night I wake up to check on them, help wash their faces in the morning, escort them to school before I also go to school. Many times I have to come back from school to find out if they have had lunch. With all this, I wish our mom and dad were around to help us. When World Vision is distributing food, I take my siblings to the CFS and leave them with Philip—the animator— as I go with the neighbours to get food for us to eat. I used to fight other children who came close to my brothers and sister because I thought they were going to harm them. After some time, I got some friend and I even go to the same class with those I used to fight,”



Siblings share a moment with friends while playing at the child friendly space.

remarks John, a 13 year old boy in Primary six in Ayilo I Refugee Settlement. He lost both his parents during the fighting in South Sudan. Together with the neighbours, John managed to escape the war and run to Uganda with his three brothers and a sister.



Girls with their siblings at the child friendly space in Nyumanzi refugee settlement-Adjumani.

He is the head of the household at his tender age. While at St Emmanuel CFS, John was always isolated, lonely and so protective of his siblings. He resisted any child who tried to come close to them. The activities at the CFS helped John and his siblings make new friends.

With support from UNICEF, animators were selected and trained in psychosocial support for distressed children and child care. Separated children, unaccompanied minors and child headed families are registered and referred to the respective partner agencies for service provision. John is part of the peace building club and takes lead in activities that promote peaceful coexistence. Presently, 7,001 (4163 boys:2838 girls) children and adolescents are registered at four CFSs. Other partner agencies equally support John and his siblings to meet their other needs. The heroes in John's life are his neighbours, World Vision, UNICEF, UNHCR, Office of the Prime Minister and other agencies supporting refugees in Ayilo I Refugee Settlement.



Children playing at the child friendly space in Nyumanzi refugee settlement

Mobilising Youth to Enroll for School Through the Child Friendly Spaces

Mabior is one of the adolescents who felt that he was too old to join primary four—a class he was supposed to attend with his younger friends. During adolescent sessions at the CFS, his peers would laugh at him because of his inability to write his name. Despite this, Mabior was gifted in sports and mobilising peers for a good cause. He is the captain of the football team at the CFS. During one of the adolescents' planning sessions at the CFS, Mabior challenged the animators and his peers to begin sessions that can help him learn how to write so that he understands how to write his name. Animators at the CFS facilitated life skills sessions and Mabior never missed any. When accelerated learning program was introduced, Mabior and the caregivers mobilized over age adolescents to enroll for this program. CFSs are a mobilisation platform for children and adolescents out of school to join school. 16 year old Mabior remarks that:

"I feel lucky being listened to by my peers at the CFS. I am the captain of our football team at the center and I am glad I can now write my name .It's a good feeling being able to join school again".



16 year old Mabior showing off his football talent at the CFS



Adolescent boys during a football session at the child friendly spaces

Digischool Supports Adolescent Girls Participation in CFS Activities

"We request you to introduce internet and computer facilities at the child friendly space or even vocational skills. As adolescent girls, we wish to be attached to facilities that connect us to the other world so that we get to know the latest innovations in the world and how we can make choices that improve our future". These were the words of 15 year old Monica, an adolescent girls from Nyumanzi Refugee Settlement. UNICEF partnered with World Vision to pilot the Digischool in the four CFSs of Nyumanzi and Ayilo I Refugee Settlements. The aim was to improve adolescent girls' participation. A Digischool is a collection of a laptop, speakers and a projector, all powered by a solar panel. The laptop has offline applications such as wikipedia, dictionary and multimedia resources on topics such as sexual health. Its introduction facilitated an increase in adolescent girls participation.



Refugee adolescents in Nyumanzi during a Digischool session in one of the shelters at the CFS



Staff of world vision learning to operate the digischool

PICTORIAL



Bill Forbes, the Global Child Protection Director during his interaction with children at the child friendly space in Ayilo



Christopher Hoffman, the East African Regional Humanitarian Affairs Director interacting with children at the child friendly space in Nyumanzi



James Kamira the Social Protection Coordinator welcomes Hon Musa Ecweru, the Cabinet Minister of State for Disaster Preparedness and Refugees during his visit at the child friendly space in Ayilo I refugee settlement



Vat Kamatsiko, the East African Regional Peace Building Advisor conducting a session with teachers during an ECaP training.



Deng, the chairperson of Nyumanzi primary school peace club talking to fellow children from both the host and refugee community on peaceful co-existence during the children reflection meeting.



An adolescent girl from the host community engaging both refugee and host community members on peaceful co-existence.



Adolescent girls in a session during the Empowering Children as Peace builders (ECaP) training.

VISION

Our vision for every child, life in all its fullness; our prayer for every heart, the will to make it so.

MISSION

Our mission is to follow our Lord and Savior Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice and bear witness to the good news of the Kingdom of God.

CORE VALUES

We are Christian

In the abundance of God's love, we find our call to serve others.

We are committed to the poor

We are called to relieve their need and suffering, engaging a relationship between the poor and the affluent.

We value people

We regard all people as created and loved by God, each with a unique claim to dignity, respect and intrinsic worth.

We are stewards

We are faithful to the purpose for which we receive resources and manage them in a manner that brings maximum benefits to the poor.

We are partners

As members of the World Vision partnership, we accept the obligation of joint partnership, shared goals and mutual accountability

We are responsive

We are responsive to life threatening emergencies as well as complex social economic situations requiring long-term development

World Vision Uganda

Plot 15B Nakasero Road

P.O. Box 5319 Kampala - Uganda

Tel: +256 417 114 100/312 264 690/414 345 758

Website: www.wvi.org/uganda



worldvisionug



worldvisionuganda



worldvisionuganda