

Children Affected by Armed Conflict: Programming Framework

By Geeta Narayan

Canadian International Development
Agency (CIDA)

Martha Nelems
CIDA
200 Promenade du Portage
Hull, Quebec, Canada
K1A 0G4
Tel: (819) 994-7927
Fax: (819) 997-9049
E-mail: martha_nelems@acdi-cida.gc.ca

Children Affected by Armed Conflict: Programming Framework

1. INTRODUCTION

The role of this framework is to examine current thinking around children¹ affected by armed conflict (CAC), promote the fundamental understanding that children need different interventions than adults in situations of armed conflict, and provide a starting point for considering appropriate interventions in these situations. Interventions need to take children's needs and rights into account both as part of broader efforts (e.g. peace negotiations), as well as part of children-specific activities (e.g. demobilization of child soldiers). This document provides guidance in programme development for organizations working with children affected by armed conflict, particularly for those organizations working in partnership with the Canadian Peacebuilding Fund. It can also be used as a reference point or programming aid to plan, implement, monitor and evaluate programming for children affected by armed conflict.²

This paper is based upon the underlying principle that armed conflict is rooted in structural economic, social, and political conditions. It is intimately linked to poverty, inequitable development, and discrimination; this is critical to bear in mind when designing interventions in armed conflict situations or post-conflict situations, especially when programmes are intended to reach vulnerable groups such as children.

2. BACKGROUND

2.1 International Context

In the last decade, the situation of children affected by armed conflict has gained prominence on the international agenda. The 1989 Convention on the Rights of the Child, with its comprehensive recognition of the rights of children in all contexts, provides the normative and legal framework within which all states can situate their work for children. In addition to its general provisions and guiding principles³ which apply to all children in all countries, the Convention contains articles specific to the protection and care of children in armed conflict situations (Art. 22, 38, 39). The 1996 report by Graca Machel on The Impact of Armed Conflict on Children, together with the subsequent establishment of the office of a Special Representative of the Secretary-General for Children and Armed Conflict have focused international attention and priorities more acutely on the issue. There is also a strong, active, and effective non-governmental movement working in the area of armed conflict and human security, including children affected by armed conflict; the awarding of the Nobel Peace Prize to the International Coalition to Ban Landmines in 1997 is one example of international recognition of the extensive work undertaken by NGOs around the issue of civilian protection in armed conflict situations. Donor agencies and multilateral institutions are becoming increasingly aware of the vast scope of interventions possible and necessary in conflict situations, of the need to avoid dealing with conflict situations in isolation from the broader development continuum, and of the importance of addressing the rights of children specifically.

¹Children are defined as persons under 18 years of age, in conformity with the definition established by the UN Convention on the Rights of the Child. In differentiating between children of different ages, the terms "older children" and "younger children" are used in this document. However, it should be noted that in situations where youth participation is sought, the terms "youth" and "young people" are preferable since children over the age of about 12 may no longer think of themselves as children.

²CIDA recently released a survey of Canadian programming experience in the area of children affected by armed conflict (March 1999). This survey is an extensive list of Canadian organizations working on behalf of children affected by armed conflict, their main insights, and lessons learned. It is another resource which may be used to inform programming.

³A guiding principle which is particularly relevant to CAC is Art. 3, which states that all actions must be taken with the best interests of the child as a primary consideration.

2.2 Why look at children in conflict situations?

Children warrant special focus in interventions in conflict situations for the following reasons (Fisher 1998):

- { Children who grow up living in violence are more likely to turn to violence themselves as a method of problem-solving. The violence, grief and anxiety experienced by children during armed conflict have both short and long-term effects on their mental health, quality of life, and subsequent behaviour as adults;
- { Children represent the majority of civilians affected by exposure to armed conflict, and the absolute numbers of children affected continue to grow as armed conflicts break out with increasing frequency between and within states;
- { The involvement of children in armed conflict constitutes an attack on the most basic ethical foundations of society. Re-establishing protection for children is a powerful way to bring society's focus back to its fundamental values and ethics, including respect for the dignity of the child;
- { Children are affected differently by armed conflict. The threats which they face are unique and directly related to their vulnerability as children. For example, children are more likely to be abducted and forced to serve in armies, their lives may be valued less, and they may suffer greater psychological consequences and be more affected by violence given that they are still forming ideas about the world and themselves;
- { Girls have particular needs and face different threats in armed conflict situations. Women and girls are often victims of sexual violence, including rape, sexual mutilation, sexual humiliation, forced prostitution, and forced pregnancy;
- { The international community has made a number of legal commitments to protecting children affected by armed conflict, including the Convention on the Rights of the Child (Art. 22, 38, 39 specifically, in addition to the articles which apply in all situations), the Geneva Conventions and additional Protocols, and the Universal Declaration of Human Rights.

2.3 What happens to children in armed conflict situations?

Children are least able to protect themselves when the social networks -- the cohesive family, the community, schools and social services -- which normally assure their care and well-being are destroyed in armed conflict. There are two general kinds of dangers facing children: increased threats to their survival from exposure to disease and malnutrition, and from reduced access or availability of basic health services; and, direct exposure to violence. In addition, a climate of impunity prevails during armed conflict when protective social institutions and normative restraints collapse, leaving children particularly exposed to danger (Fisher 1998).

There are a number of specific situations which may arise for children affected by armed conflict. These are illustrated in Table 1.

Table 1: Elements of Conflict Situations and Possible Impact on Children

(modelled on Gender Equality and Peacebuilding Framework, CIDA Peacebuilding Unit, 1998)

Elements of Conflict	Potential Impacts
Pre-Conflict Situations	
Increased mobilization of soldiers	Increased likelihood of children being recruited/abducted. Increased child prostitution around military bases and army camps.
Increased atmosphere of tension, undercurrents of violence	Increased violence between factions, class or ethnic groups on the street or in school yard. Increased family violence due to stress.
During Conflict Situations	
Psychological trauma, physical violence, casualties and death	Children form a disproportionately large number of landmines and unexploded ordnance victims, partly because children are likely to think they are toys, they are less able to spot them than adults, and they are likely to be more exposed to them as part of their daily activities (playing, searching for firewood, herding animals, etc). Children witness atrocities committed during conflict, particularly against family members or friends. Girls are used as sex slaves or domestic labour by soldiers. Children are forced to participate in combat (child soldiers), sometimes involving their own villages, families, friends. Young children are confused and traumatized, and may not understand what is happening (NB. this applies to all stages of conflict).
Social networks disrupted and destroyed; changes in family structures and composition	Child-headed households are created as adults are killed, abducted or forced to participate in combat. Schools close, eliminating one crucial social network for children.
Mobilization of people for conflict; life and work disrupted	Older children may be mobilized to defend their family and home against aggression. Girls are likely to be exploited and abused as domestic labour, or sex slaves, or recruited as soldiers. Social services disrupted, jeopardizing children's survival (e.g. prevented from getting vaccinations, nutrition supplements, etc) and development (e.g. education is suspended). Children are recruited/abducted to be soldiers. Girls do not have access to reproductive health services; they are vulnerable to forced pregnancy, STDs, HIV from rape/exploitation by soldiers.
Material shortages (food, healthcare, water, fuel, etc)	Children, esp. girls, may suffer disproportionately if food and water are scarce (e.g. they may eat last). Girls and boys face an increased workload. Children may be called upon to secure resources for the family, exposing them to hazardous situations (e.g. lines of fire) or preventing them from other activities (e.g. attending school).
Creation of refugees and displaced people	50% of all refugees and displaced people are children (Amnesty International). Displaced children have special needs for play and learning opportunities, safe spaces, and special nutrition requirements.
During reconstruction and rehabilitation	
Dialogue and peace negotiations	Children's specific needs may not be addressed in negotiations. Children's participation is rarely allowed in formal discussion and decision-making. Advocates for children, including leaders of women's groups or parents' groups may also be excluded from determining the agenda of negotiations (what is "on the table").

Media used to communicate messages.	The lack of children's access to media may mean that their concerns are not represented.
Use of outside investigators, peacekeepers, etc	Officials are not generally trained in children's rights, and may not take children into account in their work. Girls have been sexually exploited by peacekeepers (child prostitution). Younger children may feel "invaded" again or threatened by unfamiliar presence, esp. if the presence of officials is not explained to them.
Foreign assistance for reconstruction	Programmes may not recognize or give special attention to children's needs. Children rarely participate in programme development or implementation; may be seen as passive recipients.
De-mobilization of soldiers	Child soldiers may be rejected by their families/communities because of their involvement in the conflict, and be forced to fend for themselves. The kind of psycho-social trauma suffered by some child soldiers means that they require extensive, long-term counselling to recover, if they ever do recover. Older children may not be considered in programmes involving employment, training, land, etc. Girl soldiers or girls who have been sexually exploited may be particularly stigmatized and ostracized.
Measures to strengthen civil society	There are few civil society organizations with effective participation by children. Civil society may be more concerned with or have the capacity only for children's immediate basic needs, and not counselling, psychological assistance, etc.

3. WHAT TO DO?

3.1 Children in peacebuilding initiatives

Because children affected by armed conflict face specific challenges, they need interventions that address their special needs. Within these child-specific interventions, girls require special attention, health services, and learning opportunities to help them overcome the trauma that they may have suffered due to gender-based violence. Children of different ages experience armed conflict in different ways, and different age groups will benefit from developmentally appropriate interventions that take their experiences into account.

A children's rights perspective needs to be integrated into all peacebuilding activities that may have an impact on children. As with the mainstreaming of gender equality, children's rights must be integrated into peacebuilding in a way that does not limit it to a separate child rights component or "pigeon hole" in an intervention. The promotion and protection of children's rights should be among the primary objectives and expected results of peacebuilding projects.

Whether the intervention is child-specific or not, this framework proposes a number of key questions that should be addressed in peacebuilding programme design, implementation, monitoring and evaluation.

Table 2: Taking children into account in peacebuilding initiatives

Key Questions to ask	Why ask this question
What roles and responsibilities did children have in the family, community, etc. pre-conflict? What cultural attitudes, beliefs or practices affect children's roles in society?	Initiatives that aim to establish some sense of "normalcy" following or during a conflict should begin with an understanding of children's roles in "normal" circumstances. While it may not be advisable to re-create old patterns of living, it is important to know how children were treated and viewed prior to the conflict in order to design more culturally relevant and appropriate post-conflict interventions.
What are the problems faced by children specifically? (eg. lack of access to education)	It is important to ask this question of the children themselves (again, participatory methodologies may have to be modified) rather than care-givers or experts or aid workers. Research has shown that children identify and prioritize different needs from those perceived by adults.
Has the impact of the intervention on children been taken into account?	The needs of children may not be recognized as distinct from the basic human needs of families and communities. Child participation is not invited, and children may be "invisible." Consequently, children may be denied access to the resources, benefits and opportunities provided by peacebuilding projects (e.g. vocational training or micro-credit).
Is there an understanding of how girls and boys, of different ages, have been differentially affected by the conflict?	Children experience armed conflict differently from adults, girls differently from boys, younger children differently from adolescents. These differences must be recognized in the analysis and design of activities.
Have the diverse roles that children assume in armed conflict situations -- domestic worker, sex slave, soldier, messenger -- been understood and taken into account?	The vulnerability and relative powerlessness of children make them more likely to have been subjected to a wide range of traumatic situations, often repeatedly. Looking at children in different roles will provide a more complete understanding of their experience in armed conflict, and will also avoid seeing them as passive victims in their own recovery. Age and gender are important factors to consider since they may determine the roles that children assume in armed conflict.
Have children participated in the design of the intervention? What steps have been taken to include children in intervention design?	Because children are generally in subservient roles in armed conflict situations, they may have been conditioned to silence or to not expressing their opinions. Participatory intervention design strategies need to take this into account, and include sensitive ways of encouraging children's participation.
Are children viewed as survivors and active participants rather than as victims or problems?	Children are often seen as victims, as objects of compassion rather than active and as subjects/bearers of rights. Using an approach based on children's rights -- which sees children as bearers of social, economic, political, civil, and cultural rights -- is one way to avoid this tendency. This is particularly important for older children who are more likely to have well-developed ideas about their lives and futures.
Is children's role in a more positive reconstruction of social systems recognized?	In destroying old ways of functioning, conflict can also set the stage for more positive changes to social structures, systems and values. Children are central players in adopting, internalizing, and perpetuating these new social values (e.g. non-discrimination, gender equality, peaceful conflict resolution).

3.2 Main issues and possible interventions

Table 3: Questions, strategies⁴ and indicators to take account of children in peacebuilding initiatives

(based upon the Machel Report, 1996 and the substantive articles of the Convention on the Rights of the Child, 1989)

Issues	Key questions	Possible interventions/strategies	Possible indicators
Child soldiers			
Recruitment/abduction	What groups, factions, parties in the conflict or region are recruiting children under the age of 18 (national armies, rebel factions, etc) ? What is the minimum age of recruitment in each case? What is the frequency of abduction of children for recruitment? What are the reasons compelling "voluntary" recruitment by children and older children (economic, social, cultural, political)?	Advocacy and information around Optional Protocol Establish monitoring and enforcement mechanisms for recruitment Advocacy, lobbying Community mobilization	Protocol adopted? (Y/N) # of enforcement mechanisms adopted # of children abducted for recruitment (NB. even the gathering or existence of this data could be taken as a sign of political commitment)
Functions/duties	What activities are children forced to participate in? Are children recruited/used for particular purposes (eg. suicide missions)? Where are the dangers in each type of activity? What roles do girls assume? Is there access to any kind of health care? Are there induction/initiation ceremonies that children are forced to participate in? To what extent have the children witnessed/participated in acts of extreme violence?	Trauma/grief counselling, creative therapeutic activities; indigenous initiation and cleansing rituals for recovery of dignity and re-integration into society following rape or exploitation	# of children undergoing counselling or engaged in therapeutic activities Level of children's well-being (eg. health, social interactions, laughter)
Demobilisation and re-integration	Are child soldiers recognized in peace treaties and in de-mobilization efforts? Is there a supportive environment for recovery and re-integration? Is it possible to re-unite children with their families? If not, what are the alternatives? To what extent are families economically secure and able to accept the child? Are there cultural, social, political, economic barriers/biases to re-integration, esp. for girls? Are there relevant educational or vocational training opportunities available? What are the opportunities for recreation and cultural activities? Is the community receptive to integration?	Measures to improve economic security of newly re-integrated families and communities Education, including special measures for children who may be behind their peers, peaceful conflict-resolution skills, life skills Counselling Family re-unification Registration of unaccompanied minors, internally displaced children and refugee children Vocational training	# of families reunited # of children registered # and quality of educational programmes % of refugee, IDP and unaccompanied children receiving education and training
Refugees and Internally Displaced Children			

⁴Strategies or interventions are presented at macro levels (national and international, involving States, inter-governmental organizations, international NGOs) and micro levels (local or community levels, involving various government structures, local NGOs, humanitarian assistance workers, foreign assistance projects and workers). The lists are organized to present macro interventions first, followed by more micro ones.

Children in flight from conflict in their communities	What are the reasons for fleeing? What has been left behind? What are the dangers and additional deprivations children are subjected to in flight?	Access to basic services	Gender-disaggregated accessibility rates (water, healthcare, education, sanitation)
Unaccompanied Children	How did the child become separated from parents/family? What particular threats/trauma has the child endured as a result of being unaccompanied? Was the child intentionally separated from his/her family (i.e abandoned)?	Ensuring that vulnerable families are supported in caring for their children (to prevent intentional separation) Identification and registration of children as unaccompanied Tracing and reunification Alternative care arrangements, with institutions as a last resort only	# of children registered # of children reunited with their families
Evacuation	Are the arrangements for evacuation of children reliable and legitimate? Are children protected from abduction by armies and exploitation during evacuation? Is it possible for whole families to be evacuated together, or at least primary caregivers, children and siblings? Has the evacuation been properly documented? Have arrangements been made for early reunification with family members?	Evacuation arrangements, including documentation, reception and care of children, and maintaining contact with other family members Early family reunification Alternative care arrangements if needed	# and % of children evacuated from a given area # of children reunited with their families
Children in camps	Are children safe from outside power struggles, abuse, exploitation? Are girls safe from sexual violence? Who controls the distribution of resources such as food, water and firewood? Do women and girls have equal access to these resources? Are living conditions over-crowded, unsanitary? Is there access to clean water? Are there pregnant or lactating women in the camps? Have children received medical care for injuries or illnesses they have? Are children vulnerable to abduction or recruitment into military services? Are there opportunities for positive social change in the camps? If so, how can programmes take advantage of these opportunities?	Support systems for female- and child-headed households Medical care, rehabilitation Education, including peace education and dissemination of humanitarian values Nutritional supplements for children and pregnant women Access to water and sanitation Special protection measures, such as lighting for safety, arrangement of latrines, and working in groups to prevent sexual violence	# and type of support mechanisms for children, girls, women Gender-disaggregated accessibility rates (healthcare, education, water and sanitation, rehabilitation) # of nutritional supplements given Level of children's well-being Infant, under-5, maternal mortality rates
Internally displaced children	Do children have access to protection and assistance? Do children have access to resources? Are children with their caregivers/families?	Development of a legal framework and institutional arrangements to establish assistance and protection responsibilities for IDPs Access to medical care and education Tracing and reunification if needed Trauma counselling to address feelings of exclusion	# of children reunited with their families # and % of children receiving counselling Gender-disaggregated accessibility rates (healthcare and education)

Asylum and the right to identity and nationality	Are children born in camps registered? Are children detained in inappropriate or dangerous conditions while their cases are being considered? Are children consulted about decisions about their future living arrangements?	Immediate access to asylum for all unaccompanied children Registration and provision of birth and parental info	# of children registered # of children given asylum
Returning home	Are all repatriation or resettlement procedures carried out in the best interests of the child? Is education accessible? Are children heading households? Are there economic opportunities for them? Do children and women have property rights? Are children protected from exploitative labour and prostitution?	Strengthening national legislative frameworks to eliminate discrimination against women, girls, and child-headed households with particular respect to custody, inheritance and property rights Support to female- and child-headed households Access to education Voluntary repatriation Local integration/resettlement into new communities Trauma counselling/therapeutic activities	Existence of discriminatory legislation? (Y/N) # of children resettled Gender-disaggregated accessibility rates (healthcare, education) # and nature of child-headed households (economic status, # of children in care, location, vulnerability, skills, etc)
Sexual Exploitation and Gender-Based Violence			
Prostitution and sexual exploitation	What factors force girls and women into prostitution? Are children at risk of trafficking? Have child prostitution and sexual abuse become institutionalized (e.g seen as normal) as a result of the conflict? Are children safe from abuse and exploitation by peacekeeping forces? Have peacekeepers been trained in children's rights and dealing with sexually exploited children? Have children been exposed to STDs/HIV? Are sexually exploited children ostracized? Have girls suffered forced pregnancies? What are societal attitudes to forced pregnancies and abortion? Do children have access to health services? Is rape being used as a weapon of war? Is forced pregnancy used as part of ethnic cleansing?	Establishment of clear and accessible systems for reporting on sexual abuse Recognition of rape as a war crime Strengthening of overall procedures and mechanisms to investigate, report, prosecute and remedy gender-based violations Training in children's rights and gender sensitivity for peacekeepers, military Training for relief workers to help them respond to children who have experienced sexual violence Access to health services, with reproductive health and emergency obstetric care as priorities Counselling for children who have witnessed or been subjected to gender-based violence Economic, psycho-social support to vulnerable families and victims Education and skills training	Existence of mechanisms to report on sexual abuse? (Y/N) # of reported incidences of rape and gender-based violence; and as a % of total number of girls under 18 in the community, camp, population or intervention # and % of girls with access to education and training # of military, peacekeepers trained in gender sensitivity and children's rights Gender-disaggregated accessibility rates (healthcare) # and % of children receiving counselling
Landmines and unexploded ordnance			

Mine clearance, mine awareness and rehabilitation	Are children's areas (e.g around schools, fields, forests) included in lists of areas to be de-mined? Are mine awareness activities and messages appropriate and relevant to children? Is priority given to helping children with disabilities?	Universal ratification and implementation of the Ottawa Convention Mine clearance that is adapted to local knowledge and priorities Inclusion of humanitarian mine clearance in all peace agreements Establishment and support to local mechanisms for coordination, information-sharing and the development of consistent mine awareness messages Rehabilitation Re-integration of victims into "normal" life, e.g through education and promotion of humanitarian/peace values Community involvement, esp. of children	Ratification? (Y/N) Implementation? (Y/N) # and % of mines cleared # and quality of rehabilitation efforts # and % of children with disabilities integrated into school systems
Sanctions			
	What is the impact on vulnerable groups, and on children specifically (access to medical care and clean water, nutritional status, mortality rates)? Are humanitarian supplies exempt? Are they reaching the intended beneficiaries?	Consideration/implementation of alternatives to sanctions, such as arms embargoes, freezing corporate and individual overseas assets, suspending certain economic transactions, air links, etc. Where imposed, sanctions should provide for humanitarian, child-focused exemptions Child impact assessments and monitoring (prior to the sanctions, during, and after)	# and nature of child impact assessments
Health and Nutrition (NB. in addition to being important issues in their own right, health and nutrition are cross-cutting across all the other issues listed in this table)			
Communicable diseases	Is there access to clean water? Are there sanitation facilities? To what extent has the availability and quality of regular health services been disrupted?	Access to primary health care, education, water, and in on-going conflict situations, "days of tranquility" and "corridors of peace" Child-focused basic health needs assessments with local involvement	Gender-disaggregated accessibility rates (healthcare, education, water) # and frequency of days of tranquility/corridors of peace # of child-focused health needs assessments
Reproductive health	Is there access to reproductive health care? To what extent has the availability and quality of regular health services been disrupted?	Access to health services, with reproductive health and emergency obstetric care as priorities Involvement of adolescents in the design and implementation of reproductive health programmes	Gender-disaggregated accessibility rates (healthcare) # and % of adolescents participating in design and implementation of programmes

Disability	Is there institutional, social, community support for children with disabilities? Is there an adequate supply of prosthetics and rehabilitation activities? What is the access of disabled children to education? To what extent has the availability and quality of regular health services been disrupted?	Access to healthcare, education, rehabilitation Counselling and psycho-social support	Gender-disaggregated accessibility rates (healthcare, education, rehabilitation) # and % of children with disabilities integrated into school systems
Disruption of food supplies	Has food production been reduced? Has the availability of land and resources been reduced? Have livestock been affected? Are people less able to purchase food due to economic instability? Are children receiving less food or food of lower nutritional value? Are feeding centres for children and vulnerable groups targeted by the conflict?	Development of alternative food-production activities/sources Establishment of feeding centres, with protection against attacks Development of economic/income-generation activities	Change in availability of food staples # and types of alternative food production activities/sources <i>** disaggregate data rural/urban to see if rural children have better access to nutritious food in times of resource scarcity</i>
Malnutrition	What is the incidence and prevalence of the different types of malnutrition (stunting, wasting, etc)? What is the availability of nutritious food and safe water? How is food distributed/acquired? What are the constraints to breastfeeding for young children? Do mothers receive adequate food and nutrition? Do families have the knowledge and means to make necessary dietary changes to ensure an adequate diet (in light of changing availability of foods, living conditions, etc)?	Ensure mothers are not separated from very young children Support local capacities to improve household food security Information, education, communication activities on nutrition Access to nutritious food, water, fuel to reduce women's workloads Promotion of breastfeeding Growth monitoring (for stunting, wasting, etc. caused by malnutrition) Provision of nutritional supplements Psycho-social support to vulnerable families	Malnutrition rates IMR, U5MR, MMR Accessibility rates (water, fuel) # of supplements provided
Psychological recovery and social reintegration			
Psycho-social impact of violence	What kinds of violence have children been exposed to and for how long? What symptoms of trauma do children display (anxiety, depression, sleep deprivation, etc)? Are children able to discuss their experiences with peers, family, counsellors? Have children lost or witnessed the loss of family members? Are there role models available for adolescents? Are adults interacting with children in a supportive, peaceful way? What ways did children use to "justify" their experience of armed conflict?	Participatory, culturally-sensitive assessment of impact of trauma on children and follow-up Protection of children from exploitative information-gathering (e.g. by journalists or researchers) Re-establishment of normal routines such as attending school, preparing food, etc Culture-sensitive training of aid workers to be able to deal with severe depression, suicide, trauma, etc Trauma counselling, therapeutic activities Activities to promote inclusion, community involvement, optimism, sharing, acceptance, using local knowledge and culture Recreation in structured group activities	# and % of children receiving counselling # and nature of recreation, creative and productive/vocational activities # and % of aid workers trained in suicide prevention, counselling, etc

Education (NB. in addition to being an important issue in its own right, education is cross-cutting across all the other issues listed in this table)			
Availability, accessibility, quality of education	Is education accessible? Are schools targeted during conflict? What are the constraints to education during conflict (interruption of supplies and funds, loss of teachers, low morale, etc)? Are there alternative education models available? Is education meaningful and relevant? Are children involved in the design, implementation and evaluation of educational activities? Is education provided in camps? Is it comparable to the education provided locally? Are there special programmes for children with learning disabilities or who do not speak the local language? Do children suffer from harassment, discrimination or bullying? Is the content of education fair and impartial? What is the likelihood that schools will be seen as pools of recruitment? How protected are children when they are at school?	Education should be a component of all humanitarian assistance, as well as rehabilitation and reconstruction programmes Use of alternative education models, e.g. itinerant non-formal schools, experiential learning opportunities, educational games, etc. Use of innovative supplies (e.g. Teacher Emergency Packs) and teacher empowerment strategies Special measures to promote safety and security Curriculum development, teacher training in addition to physical reconstruction of schools Development of age-appropriate educational programmes for out-of-school older children	Gender-disaggregated accessibility rates (education) Retention, promotion, repetition rates (as a measure of quality of education) # and nature of alternative models/strategies used
Conflict Prevention			
Education for peace	Does the content and process of education promote peace, social justice, respect for human rights and the acceptance of responsibility? Is conflict resolution included in the curriculum? Is the curriculum relevant to the community's concerns and issues? Are children and the community included in design, implementation and evaluation? What is the role of the media in conveying messages about peace and conflict? Are there mechanisms for reconciliation and the protection of minorities?	Review/modification of education curricula and programmes Community and child involvement in the design, implementation and evaluation of education programmes Dissemination of humanitarian values (esp in pre-conflict situations) through education as well as less formal mechanisms (e.g radio programmes)	# and nature of changes made to education programmes # and % of children involved in design and implementation of programmes
Demilitarization	What are governments spending on social services (education, health, water, sanitation) vs. defense? How are external governments supporting armed conflicts (e.g supplying arms)? What are the underlying causes of political and social instability? What is current practice regarding recruitment of children into military service? Are social and economic policies just and non-discriminatory?	Implementation of the 20/20 Initiative Exercise of political will to control the transfer of arms to conflict zones Total ban on arms shipments to areas of conflicts Universal ratification and implementation of the Ottawa Convention Reduction of economic disparities as part of broader economic and social development	% of budget allocated to defense, social sectors Ban on arms shipments in effect? (Y/N) Ratification of Ottawa Convention? (Y/N) Implementation of Ottawa Convention? (Y/N) % of income shared by poorest 20% of pop IMR, MMR, U5MR by region, ethnicity
Early warning	Are children's rights and needs included in the development of early warning systems (EWS) and contingency planning? Is the media able to alert the international community to child rights violations?	Inclusion of children's rights and needs in the development of early warning systems and contingency planning Preventive diplomacy, esp at regional levels	Children's rights recognized/included in EWS? (Y/N)