working with young people for a mine-free world

how to engage young people in campaigning
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Tutoring at a refugee school, I noticed that many of the girls had landmine injuries. I read about the whole landmine issue and got in touch with the ICBL and ever since I have been getting more involved and raising awareness. I got in touch with the Pakistan Campaign to Ban Landmines. I was the first person from my region to get involved. I’ve been doing lots of presentations at schools…We are concentrating on youth since a big part of the Pakistan population are under 19.

–Sherish Shaban, Pakistani youth campaigner
Who’s this resource for?

We hope *Working with Young People for a Mine Free World* is useful to a number of different groups:

- Adult mine ban campaigners who are currently working with young people; and
- Adult mine ban campaigners who would like to start engaging young people.

It may also be of interest to:

- Educators and youth leaders who would like to introduce the young people they work with to the landmines issue;
- Peace and social justice campaigners wanting to learn more about youth engagement; and
- Youth campaigners who want to learn more about youth engagement in other countries and who are trying to help adults they work with to be more supportive of young people.

Though the guide does not include much information on the landmines issue itself, we will direct you to materials and groups that can help you learn more. We will describe mine ban campaign activities that youth in different parts of the world have participated in. However, for a step-by-step guide for youth on how to become a mine ban campaigner, we recommend ordering or downloading from the Internet, the *International Campaign to Ban Landmines Youth Campaign Kit.*

Though there is much to be said about engaging middle-aged and younger children in mine ban campaigning, and some of what is included is relevant to working with them, this guide is relevant to engagement of young people 10 years old and over. If you are interested in engaging middle-aged and younger children, a number of excellent resources are listed in the Appendix III.

Cindy Blackstock, a tireless advocate for children and member of the Gitksan First Nation in Canada advocates for “courageous conversations.” A courageous conversation is a dialogue about justice and what we want to happen differently in the future. It is a conversation where we acknowledge inequality, the privilege and power that some of us have, the oppression others of us have to endure and the mistakes we have made in the past. It is about sharing our experiences but most importantly it is about listening with an open heart, even when it is very difficult, even painful, to hear what the other person is saying. We need these types of courageous conversations between adults and young people who are working together to make our world safe from landmines. We hope this manual will encourage more listening, more understanding, and more courageous conversation.
How to use *Working with Young People for a Mine Free World*

We designed this manual to be used either on its own or as a support to other capacity building activities, like trainings or workshops. You can either read it all the way through or use it as a reference and skip to the sections that most interest you. Please feel free to take from the manual (and photocopy and distribute) what is most useful—not everything we have included will work for everyone or is relevant to everyone.

Throughout the manual you will find learning activities. These are designed to be done on your own, but can be easily adapted to be used as part of a workshop (in fact that’s where most of them came from).

*Working With Young People for a Mine Free World* is a chance to reflect on our experiences and to learn from both the successes and difficulties we have had involving youth in campaigning. It is a step towards building our capacity and improving how we do this type of work.

What we hope *Working with Young People for a Mine Free World* will achieve

- An international mine ban campaign with the capacity to meaningfully involve youth.
- Improved youth engagement and influence within international, national and local campaigns.
- Mine ban campaigns that are stronger because they involve youth.
- A mine free world!

How *Working with Young People for a Mine Free World* was born

*Working with Young People for a Mine Free World* was initiated by the Youth Mine Action Ambassador Program (YMAAP) a joint program of Mines Action Canada, the Canadian Red Cross, and the Mine Action Team of Foreign Affairs Canada. YMAAP has been coordinating youth engagement in the Canadian mine ban campaign since 1998. Since its beginning, young people and adults working with YMAAP have connected with young people and supportive adults active in other country campaigns and the International Campaign to Ban Landmines (ICBL) to compare experiences. In 2004, this culminated in the launch of the Youth Leadership, Education and Action Program (Youth LEAP) which aims to strengthen the capacity of mine action organizations to work with young people. The creation of *Working With Young People for a Mine Free World* is one of the activities that support this goal. Over the same period, the ICBL has been working steadily to promote youth engagement in its work and the work of its members.

Writing and editing of the manual has been coordinated by YMAAP with the support of many ICBL members. Young people and adults from campaigns around the world generously contributed their ideas, experience and resources to the manual.
The landmine problem

Anti-personnel mines (or landmines) are explosive weapons that can be placed on, near or underneath the ground. They were created to injure or kill people fighting each other in armed conflicts (for example wars or rebellions). They explode when stepped on, tripped over or picked up by a person or animal.

However, landmines don’t stop killing when the fighting is over. They don’t know the difference between a soldier and a child. An estimated 15,000 to 20,000 people in over 70 countries, mostly innocent civilians, are injured or killed by landmines every year. Those who survive a landmine accident often lose their arms, legs, sight or hearing. The social, economic and environmental costs of landmines are great – the wounds left by landmines affect survivors for the rest of their lives and the large pieces of land that are suspected of having landmines cannot be used for growing food or grazing animals. Animals also become victims of landmines.

Some of the most severely mine-affected areas include Afghanistan, Angola, Bosnia-Herzegovina, Colombia, Nicaragua, Cambodia, Chechnya and Mozambique.

The International Campaign to Ban Landmines

The ICBL (International Campaign to Ban Landmines) is a network of more than 1400 organizations in 90 countries working for a global ban on landmines.

The ICBL calls for:

- An international ban on the use, production, stockpiling, sale, transfer, or export of antipersonnel landmines;
- The signing, ratification, implementation, and monitoring of the mine ban treaty;
- Increased money for humanitarian demining and mine awareness programs; and
- Increased resources for landmine victim rehabilitation and assistance.
The Mine Ban Treaty

In the 1990s, the ICBL organized groups and individuals worldwide to work to convince their governments to support a total ban on landmines. With help from a few supportive governments, they succeeded in getting countries from around the world to commit:

• To never use antipersonnel mines and to never “develop, produce, otherwise acquire, stockpile, retain or transfer” them;
• To destroy mines in their stockpiles within four years;
• To clear mines in their territory, or support efforts to clear mines in mined countries, within 10 years; and
• In mine-affected countries, to conduct mine risk education and ensure that mine survivors are cared for, rehabilitated and reintegrated into their communities.

They wrote these commitments down in the 1997 Mine Ban Treaty, sometimes called the Ottawa Treaty. The Mine Ban Treaty is our best guide for ridding the world of landmines. See Appendix I for the full text of the treaty in youth-friendly language.

Mine Action

According to the International Mine Action Standards the term ‘mine action’ means activities which together, try to reduce the social, economic and environmental impact of landmines. These activities include:

• Mine risk education to promote safer behaviour by community members at-risk of being hurt or killed by landmines. This includes sharing information on where landmines are and how they are affecting people and making sure that the community has a say in how mine action is done.
• Demining to make land safe by detecting, removing or destroying all landmines.
• Victim/survivor assistance to aid, relieve, comfort and support those injured by landmines to try and reduce immediate and long-term medical and psychological harm to them.
• Advocacy to raise awareness and lobby to stigmatise the use of landmines and build support for the Mine Ban Treaty.
• Stockpile destruction to safely destroy landmines that have not yet been planted so that they will never be used.
I was very active in my community with youth projects and facilitating workshops. Before there wasn’t a landmines problem in my community. Then the armed groups came into my community and started placing landmines and there were more injuries with not only civilians but also people from these armed groups. They told the civilians to stay on your farms, in your houses and if you go away, you will not get your houses back. We asked them why do you place landmines in the land that we have to work on? I was approached by an organization. They had a pilot project and they asked me if I wanted to participate. The first phase was to find out where the mines were and who the victims were. My job was to make this list and find out what kind of access they [the victims] had to rehabilitation since these survivors didn’t know these NGOs existed. When they have the basic information about the victims, they [the NGOs] created these groups of people [who are victims of mines] so they can [be helped to] have work and [so they] can survive. Survivors are usually among the poorest, and especially if you lose a limb, you can’t do the same work that you did before. What our group is doing is giving them these new skills. I also do prevention. People wanted to know who to approach when people know that there is a minefield. I will go back home [after my visit to Canada] and work on that problem. In addition to this, I go to school and I have lots of work.

—Youth campaigner
Read through the sentence fragments, pausing only long enough to finish each sentence in your own words. Remember that this exercise is not about being right, wrong or politically correct. It is about writing your first reaction without judging that reaction. You may want to get a few of your colleagues to fill out the sheet as well, so that you have someone to discuss this activity with.

<table>
<thead>
<tr>
<th>The thing I like about (some) young people is…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thing I don’t like about (some) young people is…</td>
</tr>
<tr>
<td>The thing I like about being an adult is…</td>
</tr>
<tr>
<td>The thing I don’t like about being an adult is…</td>
</tr>
<tr>
<td>The worst thing about (some) young people is…</td>
</tr>
<tr>
<td>The best thing about (some) young people is…</td>
</tr>
<tr>
<td>The thing I wish I could do better with young people is…</td>
</tr>
<tr>
<td>The thing I know I do well with young people is…</td>
</tr>
<tr>
<td>One word to describe my approach to working with young people is…</td>
</tr>
<tr>
<td>One word that was used to describe me as a young person was…</td>
</tr>
<tr>
<td>One word to describe me now is…</td>
</tr>
</tbody>
</table>

Put your answers aside, we will return to them at the end of this chapter.
Webster’s Dictionary defines the term ‘stereotype’ as a “standardized mental picture held in common by members of a group representing an oversimplified opinion.” Stereotypes help us recognize and talk about categories of people. These categories may be based on many differences including culture, profession, class, race, gender or age to name a few. Although stereotypes may help us conveniently communicate complex ideas about difference and groups, these classifications are often inaccurate or misleading.

Spend one week reading the newspaper and cutting out articles or advertisements related to youth. At the end of the week sort the articles into two piles, one for positive, and the other for negative stereotypes of youth.

• What did you discover through doing this exercise?
• How did you feel about what you read?
• Other than positive or negative ways, how else do you see newspapers stereotyping youth?
• Based on information in the newspaper what conclusions might you draw about young people?
• How do newspapers and other media affect your interactions with young people?

Society resorts to using stereotypes when they want to quickly establish an identity or character trait for a person. Because stereotypes are frequently-used and easily recognisable representations of people, audiences feel they know the character and can make an immediate assumption of them. In turn, society may use these stereotypes to “transform assumptions about particular groups of people into ‘realities’, justify the position of those in power, and perpetuate social prejudice and inequality.”

How can we acknowledge and challenge stereotypes in ourselves and others?

Consider traditional stories and sayings about young people. Are the stereotypes they perpetuate similar to or different from those in the newspapers?
Understanding youth

Young people...confronting our stereotypes

While completing the two learning activities in this chapter, you probably had a particular picture in your head of who a young person is. Maybe it was a picture of a young person of a particular age or gender. Maybe it was a picture of specific young person you know. The picture in your head is probably different from the picture in the head of other people who read this chapter, especially if they live in a different country from you. This section is designed to help you compare these stereotypes with research about young people.

Definitions

Use and meanings of the terms ‘young people’, ‘youth’, and ‘adolescent’ vary depending on the political, economic and socio-cultural context. For example the United Nations Fund for Population Activities uses age to define these terms:

- Adolescents: 10-19 year olds (early adolescence 10-14 and late adolescence 15-19)
- Youth: 15-24 year olds
- Young People: 10-24 year olds

However, people of the same age do not necessarily have the same skills, interests, abilities, resources and experiences. Young people, just like adults, are extremely diverse. Maturity, gender, education, and culture often tell us more about a person’s capacity than their age.
Children, Youth and Adults

Legal status is also important in considering definitions, especially with the difference between children and youth. Even though a sixteen-year-old youth and a twenty-year-old youth may have identical capacities, under the UN Convention on the Rights of the Child anyone under the age of eighteen is defined as a child and therefore has different legal rights. Domestic law mostly confirms this distinction and often establishes additional age milestones such as when a young person can get a job. It is important that you are aware of the legal age milestones that apply in your country, as they can dramatically impact on young people’s participation. In particular, a young person under the age of 18 may need their parents’ or guardians’ permission to work with you.

In Working With Young People for a Mine Free World we use the terms young people and youth interchangeably and we will use the word adult to refer to non-youth, with the full understanding that many youth are also adults according to the law and their communities.
**Young people’s capacity, young people’s development**

As young people grow, with the right opportunities and support their capacity to participate in society increases, along with their ability to take responsibility and make decisions that affect themselves and others. We call this evolving capacity. Evolving capacity as well as culture, gender, education and personality are important factors in determining the scope of young people’s engagement and the types of involvement that are most appropriate for different individuals and groups. While the concept of evolving capacity is essential to understanding and successfully working with young people, we must at the same time remind ourselves that young people of every age are experts on their own experiences and, according to the UN Convention on the Rights of the Child, have the right to be heard on decisions that affect them. We as adult campaigners often underestimate the abilities of young people and do not provide them with opportunities to fulfill their potential.

There has been incredible progress in the past three decades in research to try and understand young people. Unfortunately though, the types of stereotypes discussed in the learning activity on page 3 influence even the most rigorous scientists. Further, people in western countries with particular cultural, ethnic, and economic backgrounds tend to dominate most of this research. Their conclusions may not accurately reflect all the characteristics of the young people you work with. That being said, discussing some of their conclusions about the overall characteristics of young people provides a starting point for ‘understanding youth’.

Young people are going through tremendous changes - physically, emotionally and mentally. These changes shape their behaviour. Although young people are resourceful and resilient, because of the intensity of the changes they are experiencing (not to mention the stereotypes they are subject to) they are also vulnerable. Until recently, researchers explained the characteristic behaviours of young people as a result of hormonal changes. In the past few years however, neurologists who are taking functional magnetic resonance imaging pictures of young people’s brains have discovered that their brains also undergo dramatic changes all the way up to the age of 25. This research is helping to explain many things about young people’s behaviour. For example, young people may not be finished developing the brain functions they need to plan, set priorities, organize thoughts, suppress impulses and weigh the consequences of their actions the way that adults do.11

Under the four characteristics explained on the next two pages—intellectual, emotional, social and moral—we’ve included a number of questions to help you think about your past, current and future work with young people.
**Intellectual Characteristics:** Young people possess stunning abilities to express themselves and to keep up with the adults they are working with. Fairly early in their lives, they are capable of abstract thought equivalent to adults. Young people are gifted with intense curiosity and a willingness to take risks, and both characteristics drive them to increase their knowledge, skills and experiences. Unfortunately, combined with a tendency to be more interested in the present than in the future, these characteristics can sometimes lead young people to put themselves at risk.

**QUESTIONS TO ASK:**
- How will we ensure that young people working with us have the opportunity to express themselves?
- What if the young people want to do something that we know won’t work?
- What if the young people want to do something that is unsafe?

**Emotional Characteristics:** Though they may look and speak like adults, young people seem to have different emotional characteristics. For example, young people are less inhibited about expressing emotion and their moods are often intense and change suddenly. They may be more emotionally sensitive than adults.

**QUESTIONS TO ASK:**
- How do I react to expressions of strong emotion?
- When I was young, was there a time that an adult said something that upset me? What did they say? How did they say it? How could they have said it differently?
- How do I respond to conflict?
- What opportunities are there for young people to share their feelings?
Social Characteristics: The intellectual changes young people are experiencing are often not as significant as the social ones. Living through these changes can be made easier or a lot more difficult by the adults in a young person’s life. Young people’s relationships with their families and communities change as they get older. They are in the midst of moving from the dependence of childhood towards the greater independence of adulthood. This has a great impact on how they see and feel about themselves. Although family is still very important, young people may question adults and place more importance on the opinions and approval of their peers. Young people may still be adjusting to the changes of puberty. They may be more shy, awkward or modest and may be concerned about their sexuality and relationships.

QUESTIONS TO ASK:

- Are there opportunities in our work for young people to socialize?
- How much time and effort are we willing to invest in maintaining relationships with young people?
- What do I expect from my relationships? Is it reasonable to expect young people to meet these expectations?

Moral Characteristics: Young people are primed for establishing attitudes and behaviours that they will likely maintain for the rest of their lives. This is a fundamental reason why engaging young people is important. Because of their newly discovered ability to think abstractly, they are very interested in values, morals and rules. As a result, they may test limits and engage in selecting and emulating role models.

QUESTIONS TO ASK:

- What about the landmines issue is appealing to young people? Why?
- How will unfairness be dealt with and talked about?
- What will I do if a young person asks me a question I’m uncomfortable answering?
What the numbers tell us about young people

In your work it may be helpful to investigate what demographic data is available about the youth you are working with. Below we’ve provided a brief numerical summary of what’s going on with youth globally.

Population

• Half of the world’s people are under the age of 25. This is the largest-ever generation of adolescents and they are approaching adulthood in a world that is changing faster than it has before.12
• Out of 1.2 billion adolescents (10–19 years) worldwide, about 87% live in developing countries and the remainder live in the industrialized world.13
• According to the United Nations, more than 100 countries worldwide had characteristic “youth bulges” in 2000, i.e., young adults ages 15 to 29 account for more than 40 percent of all adults. All of these extremely youthful countries were in the developing regions. Generally, the youth bulge is a thing of the past in North America and Europe, where the young adult share of the population is only about 25 percent of all adults.14

Education

• Worldwide secondary school enrolment is around 60%.15
• On average young people today will complete 9.3 years of primary and secondary school. This includes years spent repeating grades. This ranges from 7.6 years in Africa and 8.9 years in Asia to 12.4 years in both Europe and Oceania.16

How youth see themselves

Survey after survey shows that adults see youth very differently than youth see themselves. Youth do not regard themselves as alienated, rebellious, anti-family or anti-tradition. In fact they are positive and optimistic and overall they are the healthiest of any population. Youth consistently express the need and desire to have a greater say in their lives, communities and the world. Though some issues of concern are particular to youth (education) many are shared with adults (family, work).17
Health

- Though young people are generally thought to be healthy, they are more likely to face a number of serious health problems.
- Violence to young people and by young people is a severe problem in some regions: in some countries in the Americas, homicide is the most important cause of death among young males.
- Approximately 4 million suicide attempts take the lives of more than 90,000 adolescents each year. Road traffic accidents are the leading cause of death among boys in many countries.
- At present 150 million adolescents use tobacco: 75 million of them will die of tobacco-related diseases later in life.
- Undernutrition and stunting are prevalent in adolescents, boys and girls, in developing countries. At the same time, obesity is a growing problem in all societies.
- Each day, over 6,500 young people become infected with HIV, a total of 2.4 million each year representing 50% of all new cases.

Work

- The International Labour Organization has found that youth (ages 15 to 24) make up almost half (47%) of the total number of people out of work in 2003 (186 million) even though they represent only a quarter (25%) of the working population (ages 15 to 64).
- Sadly, the youth unemployment rate has increased by 26.8% over the last decade. But if we could reduce the youth unemployment rate by just one half we’d add at least US$2.2 trillion to the world’s Gross Domestic Product.
- Even if youth are working they often do not earn enough to live on and have poor working conditions.
Research by a young person, from the international youth organization TakingItGlobal, of attitudes of youth from around the world provides a helpful snap shot:

As the perceptions and attitudes towards youth were investigated, it was discovered that the majority of youth (62.3%) have a lot of reasons for hope for the future. In regions such as Africa, Asia, and the Middle East, a stronger sense of optimism could perhaps be attributed to the need for a positive outlook to survive in many of the developing countries in those regions. Consumer culture was consistently felt around the world to have too much influence on today’s youth, according to 76% of respondents. Education was seen as meaningful and important by 89% of survey participants, with 62.2% feeling that youth are not equipped with the skills they require for jobs.

Education, employment, friends, music and various social issues were stated as the top areas of concern and interest of youth within their communities. Sustainable development only made it into the top 10 in Africa and Asia, suggesting that the rest of the world has yet to make sustainable living a priority, or even something that people are aware of and confronted with as an important issue. Employment was in the top 3 in every region, and was first in South America, with many young people expressing concerns about ensuring that they have the necessary skills and experiences to be employed in their field of interest at a sustainable wage.

Overall, the sample of youth in this survey uncovered an optimistic, forward-looking generation encompassing young of age and youth-minded individuals.

They are comfortable with and enabled by technological progress and change, interested in engaging in local and global decision-making, and they are already having significant impacts in their communities, countries, regions, and around the world. They want to be educated, they recognize gaps in their skills, and in many cases they can clearly identify the needs of not just themselves but of their peers. The sample was respectful of the wisdom of the elders that have led them to where they are, but also ready and willing for the challenges that await them as they mature and discover the complexities of our global ecosystem.
Young people and landmines

Young people are affected by landmines. Up to 30% of mine victims each year are youth aged 15 or under. Many activities that young people are engaged in put them at greater risk, for example collecting firewood, grazing animals, playing games, and taking shortcuts. Further, the fear of landmines alone can stop parents from allowing their children to do the types of things young people should be doing, like exploring, helping their families and going to school. Because their smaller bodies put them closer to the explosion, young people also sustain worse injuries from landmines and, as a result, are more likely to be killed by them. Because they are still growing and developing, they need more complicated medical and psychological care after a mine injury.

On the other hand, young people have been involved in the creation of the landmine problem as well. Most soldiers are youth, and in 2000 an estimated 300,000 soldiers were under the age of 18. As a result, young people are involved in planting landmines. They are also involved in making them.

Young people are part of the solution, too. Young people can be found working in every aspect of mine action. Young people are becoming the preferred deliverers of mine risk education campaigns and are beginning to have a say in developing mine risk reduction strategies for their own communities. They are also increasingly involved as researchers for the ICBL Landmine Monitor Report. Many deminers are youth. Young people are effective mine ban advocates. As young people prove their capacities in these areas they are beginning to ask for and are achieving increased responsibility for decision making.
One young person's involvement with mine action

Saranda Kastrati was 21 years old when she began working for Norwegian People’s Aid (NPA) in Kosovo as a deminer. She worked in the first female demining platoon in the Balkans from November 1999 to May 2000. During this time she was injured in a demining accident. As a result her foot had to be amputated. In October 2000, following treatment, Saranda returned to NPA and joined their mine awareness and community liaison team. As part of this team, she became responsible for informing local residents of NPA’s clearance activities and giving credible mine awareness and risk reduction information. On top of this Saranda has also initiated a landmine survivor psycho-social assistance programme which is mainly focused on the other deminers in the region who have had accidents during clearance operations. In 2002 Saranda travelled to Canada where she spoke about her experiences and assisted youth members of the Canadian campaign in their work.24
Young people have always been active and important members of the campaign to ban landmines. Mines do not discriminate by age and young people are just as affected by mines as their adult partners. As a result, actions taken by mine-affected communities in support of the mine ban have included people of all ages.

In the early 1990s young people helped to garner domestic support for the mine ban by writing letters, participating in demonstrations, creating awareness-raising artwork, speaking out against mine use and sharing their experiences living in mined communities. Young people lobbied governments at the Convention on Certain Conventional Weapons (CCW) Review Conference, mobilized other young people to become active and involved in the campaign and helped to raise the public profile of the landmines issue.

Lindsay Wilcox, a Canadian youth, and ICBL Youth Ambassador and Cambodian youth landmine survivor Song Kosal became the first two people to sign the People’s Treaty pledging their commitment to working towards a mine-free world during the 1997 Mine Ban Treaty signing conference in Ottawa, Canada. Song Kosal went on to create a youth-friendly version of the People’s Treaty called the Youth Against War Treaty. Hundreds of thousands of young people from around the world have signed the Youth Against War Treaty, pledging:

We want no more war.
We want no more landmines.
We want no more new mine victims.
We promise to work for peace in our world.

As the campaign has grown and evolved so too has the nature of youth engagement. The ICBL has worked to incorporate young people into all campaign activities. Its goal has been to support campaigns as they engage and empower young people and to mainstream young people into the campaign rather than engaging youth through a separate youth campaign program. Young people have participated in capacity building workshops, international advocacy forums and events. Young people have been equipped with more tools to take actions locally and more connections both to each other and to advocacy opportunities internationally.

From lobbying governments at the Fifth Meeting of States Parties to the Mine Ban Treaty, to organizing awareness-raising poetry competitions in Nepal, the face of youth campaigning remains creative, dynamic and a driving force behind all campaign actions.
What is youth engagement?

Before exploring the question of youth participation, why and how to do it, it might be helpful to look at a couple attempts to define what it is:

What it is When a young person is given the opportunity to participate in a meaningful activity that has a focus outside of him or herself, this person grows in behavioural, affective and cognitive ways through meaningful interaction with others toward a common goal. This leads to empowerment.

What it is not It is not manipulation, decoration, or tokenism. It is not a way to manage youth.  

As youth participation in decision-making was explored [in our international study], it was discovered that the highest area of youth participation takes place within local non-governmental organizations (NGOs), with national NGOs close behind. Youth were least involved with national governments, which in most countries have yet to engage in meaningful strategies to encourage or facilitate youth participation, evidenced by the low voter turnout rates amongst youth, especially in North America […] It appears that NGOs have the best relationships with youth and thus are best positioned to meaningfully engage youth in various political processes.
Tough questions we need to ask ourselves about meaningful involvement

Experts in the field consistently define engagement as ‘meaningful’ and ‘sustained’ involvement. But what does that mean? If young people have a choice they will not participate in activities that aren’t meaningful. They will ‘vote with their feet’ and show their frustration by leaving or not coming back to your organization or activity. Making young people participate in activities that aren’t meaningful or that they don’t understand is exploitive. What is meaningful depends on the maturity and personality of the young person, but there are a number of things we should consider:

• Does the young person understand why they are doing what we’re asking them to do? For example, has the Youth Against War Treaty been explained to them before they sign it?
• Is the young person given the choice to opt out of the activity if they aren’t interested? For example, do school children have to submit their drawing to our competition or can they choose not to?
• Is the young person given the freedom to decide how they will participate? For example, are they invited to come up with their own campaign activities?
• Can the young person express their ideas and opinions through the activity? For example, do they get to decide what they write in a letter to a politician or are they just copying what we tell them to write?
• Will the activity make a difference in the child’s community, country or world, or is it really just a waste of time? For example, will the quilt they make be sent to a politician or will it just sit in our office?
Casale Monferrato, 26 May 2003

Dear Sirs,

We are a group of 34 children from a primary school in Casale Monferrato. This letter marks the conclusion of a series of lessons aimed at raising awareness on the problem of anti-personnel mines.

We have seen how mines work, how they are made, how many types there are and how long they stay active. We have also seen where they can be found and have learned about the situation in Angola and Afghanistan, two of the most affected countries in the world. Mines are made to maim, not to kill, so as to cause much more damage.

Children are the first victims, although mines cannot recognise who is stepping on them, as there are no "smart" mines.

We want no more mines, no more wars, no more victims of war and we undertake to promote peace. This is why we join the Youth Against War Treaty and we strongly urge your governments to halt the production, stockpiling and use of anti-personnel mines, thus respecting fundamental human rights.

In the Declaration on the Rights of the Child we can read that: □The child shall enjoy special protection, and shall be given opportunities and facilities, to enable him to develop physically, mentally, morally...□, □The child shall in all circumstances be among the first to receive protection and relief□, and □The child shall be protected against all forms of neglect, cruelty and exploitation□. We know that your governments use mines heavily, especially in border areas. Remember that mines remain active for years. Even when war is over, they continue to kill and maim.

Therefore we urge your governments to join the Ottawa Treaty, following the example of 131 other countries, including Italy.

There can be no peace with landmines, so ban them.

Signed: 5th grade pupils from primary school □4 Novembre□, Casale Monferrato, Italy
Involving young people...
what’s in it for the campaign?

Adult and youth campaigners from every region of the world speak passionately about how the ban landmines campaign benefits from youth involvement:

To reach the community
• “Youth are connected. It’s your way into the community—to reach parents and other adults. It’s also your way of accessing other children and youth. Youth can affect other youth.”
• “In our needs assessment we asked youth about how they access information. Friends and siblings were very important. If we want to influence that population we have to engage them.”
• “Youth are the trend setters, it is crucial to work with them if we want to establish an international norm to ban landmines.”
• “Youth are the future of the country, if they rise up against bad behaviour they set an example for others.”
• “It’s the only way some campaigns do outreach. Outreach is important, it keeps civil society involved and it gives us legitimacy. It’s also a lot of work.”
• “The main reason of involving youth in campaign activities is because people have sympathies, love and affection toward youth and their voice has greater a effect on the mind of people.”

Because it’s cost effective
• “Let’s face it, many of them [youth] have more time to commit, they are more likely to become absorbed in the issue.”
• “Basically it’s the most cost effective way to access lots of people.”

Because of their expertise
• “Youth affected by mines are the experts from the field.”
• “They know what works for them, how to work with their peers, they are experts on their own experience.”

Because they’re affected
• “Because at least 75% of the persons engaged in armed conflicts, both State and Non-State Actors are youth. Youth play a very important role in the affairs of a country.”
• “Since the youth are also affected by the current unsatisfying situation regarding landmines and mine-like weapons, we are interested to get the youth involved so that they realize their prominent influence on political circumstances.”
To promote equality, justice and democratic values
• “This issue is a model for a new kind of diplomacy—one we want replicated. Citizenship begins with youth. We were clear about this early on. Youth, but adults too, need to develop political advocacy skills and be organized, mentored, trained so that they can participate.”
• “Involving young people is part of what we believe. It’s consistent with the social justice basis of the campaign.”

For sustainability
• “The ICBL is greying—we need youth! They are key to a sustainable war to build a mine free world.”
• “It’s an investment in the leaders of tomorrow.”
• “It’s been a long time coming but as people are beginning to retire we’re beginning to recognize how important youth are.”

For new ideas, energy and capacity
• “They are actually inspiring and motivating to older campaigners.”
• “Youth are more receptive to new ideas, taking risks, a challenge. They just have better ideas and new ways of doing things.”
• “They just have more energy than we do…and I’m not that old myself, but young people push me towards new ways of doing things. They get excited about the issue, it’s so energizing.”
• “This is how campaigns can build their capacity. Young people bring new skills, new knowledge and new blood to the campaign.”
• “Youth participating in our work is a way to make what we do sound new so that people stay interested in it.”
• “Sometimes I think we’re overlooking a tremendous resource.”
Involving young people... what’s in it for the youth?

There are many strong advocates in the campaign for the idea that young people are resources. But young people are more than resources, they are civil society actors and they are constituents. As we have already discussed, young people are also in the midst of developing into adults and though resilient, can be vulnerable to exploitation, whether intentional or unintentional. Therefore it’s crucial for us to ask ourselves how engagement with the landmines issue benefits young people. Further, being able to articulate ‘what’s in it for them’ is important to our success in engaging young people.

□ It all started out as my thesis, which I did on the Ottawa Process. Because of it I’ve had the chance to be part of such a big, powerful exciting thing. It’s made my life better, more interesting, special. It gave me a chance to be part of really doing the right thing. This is the best thing that happened in my life; it’s given it a sense of meaning, a chance to be part of something. I’ve met incredible people with very different backgrounds. You start to believe in the slogans, to realize that it’s really possible. Now I believe that nothing is impossible. Even small things make a difference. The ICBL is democratic, it’s diverse, it’s open to young people; they can speak their minds.

□ Polish youth campaigner
In their research, which includes a longitudinal survey of young people in Canada and a review of youth engagement research by others, The Canadian Centre of Excellence for Youth Engagement has discovered the following:

**Being involved is good for youth!**

More and more research is showing that youth participation goes along with youth being healthier, feeling better, doing fewer things that are bad for their health and having fewer bad things happen to them. More involvement in organized activities goes along with less alcohol and drug use, less sex and teenage pregnancy, less school failure and dropping out, less anti-social behaviour and crime, and fewer social and emotional problems. On the positive side, more involvement also goes along with more physical activity, doing better in school and being a responsible citizen. What’s more, participating helps those who need it the most. Research is telling us that youth “at-risk” get more out of youth participation than youth “not at risk”.29

Though some of the points presented below are drawn from research into the benefits of youth engagement, youth campaigners, former youth campaigners and adults working closely with youth mentioned many of them.

**Having Fun!** Need I say more? Fun is good for youth and adults. Fun is also important… don’t forget it when you’re engaging youth!

**Skill development whether life, employment or specific vocational skills** Life skills that may be developed include self management, communication, conflict resolution, relationship management, decision making/problem solving, time management, professionalism, flexibility/adaptability, integrity, money management, logistics, healthy living, family responsibility, advocacy and technological. Employment skills that may be developed include written and verbal communication, analysis, creativity, artistic, data-management, leadership, interpersonal, numeracy, technological and organizational.
Career development either for future employment in mine action or related professions such as engineering, law, politics, social service, community development, marketing, communications, graphic design, art, volunteer management, public health, education, translation, web design, advocacy or academia. The Landmine Monitor in particular has been successful at attracting students as researchers. The campaign is able to offer valuable and high profile opportunities for young people working to increase their work experience and improve their résumé (CV). By acting as an employment reference, introducing young people to our network of contacts, sharing job postings and showing young people how to highlight their campaigning experience on their résumés we make a significant contribution to a young person’s career development. The professional success of young people also benefits the campaign—eventually it will give us more friends in high places.

Academic development can be a direct or indirect outcome of a student’s involvement with the campaign. Students do work for the campaign as a school assignment, including university theses. Some schools give academic credit for employment-like placements with campaigns or require students to volunteer with an organization as a condition of graduating. Handicap International has worked with the French Ministry of Education to produce an accredited curriculum on mine action.

![Image of a child's drawing with the text: We want no more war, We want no more landmines, We want no more mine victims. We promise to work for peace in our world. Youth Against War.]
Access to support and role models is key to young people’s development and successful engagement in the campaign. Adults with the potential to be inspiring role models work at all levels and in all aspects of the campaign. Young people have the opportunity to learn about Nobel laureates, landmine survivors who’ve overcome extraordinary challenges, activists and medical professionals who’ve endured hardship and danger to end the suffering caused by landmines, deminers who risk their lives everyday to keep other people safe…the list goes on and on. The chance to meet and share experiences with high profile people in the campaign can be an incredible boost for young campaigners (and for these ‘celebrities’ as well). Young people also have the opportunity to work side by side with equally inspiring people in their own communities. While a speech by an inspiring role model may initiate a young person’s engagement in the campaign, continuity of support from an adult who takes a personal interest in them is crucial in sustaining their engagement. Over the last decade much attention has been paid to “youth to youth” models of participation, however inter-generational collaboration is an equally important and powerful approach to and goal of youth engagement.

Opportunities for learning and a chance to master skills and knowledge and build capacity and self esteem. We need to provide young people with information, training, mentorship and new experiences if we and they are to get the most out of their involvement. Campaigner after campaigner who has engaged youth can attest to the returns they’ve achieved on these investments. Just like adults, young people need a balance of new challenges and work in areas where they have a lot of experience. Provide youth with opportunities to be the teachers and the experts. For many youth, nothing can equal the empowerment of passing what they have learned and mastered on to others.

Meaningful work that contributes in a concrete way to the goals of the campaign. People quickly identify with the importance of the mine ban campaign. But they also need to see how their own work, no matter how small, makes a difference. If you give young people work that you consider unimportant, don’t expect them to stick with it.
A culture that promotes moral development benefits young people and society as a whole. Young people tend to be very interested in issues of morality and so are easily drawn to the landmines issue. It is important to present the entire context of the landmines issue in terms of peace, social development and global justice. Developing a conscience is about developing skills to realize your beliefs as well as about struggling with moral dilemmas. Discuss rather than ignore injustice in our world and community. These are learning and activism opportunities. As will be discussed further in the next chapter, it is also important to follow in our own lives the principles we campaigning for. Young people intuitively notice hypocrisy.

A place where they belong and feel valued is how we want young people to see the campaign. This will sustain their involvement, but will also give them the confidence to leave the campaign when it is time to take on other challenges. Make sure that young people are equal members of the group. Consider the social rituals of adults, such as drinking alcohol or smoking, that often exclude young people.

The opportunity to be heard, access power and be a leader. While running the ICBL isn’t the ultimate goal of every young person who becomes involved in campaigning, having a voice is a part of being valued. Sometimes measures need to be taken to overcome the age discrimination young people face in the campaign.

Excitement and the chance to make your own mistakes. The stereotype that young people are natural risk takers is true, but to a certain extent mine ban campaigners are too. Campaigning has and continues to entail risks, not all of which pay off. Provide young people with the opportunity to learn from their own experience as well as from yours.

Fun! We were worried you might forget it so here it is again. A sense of humour is also part of having fun ;-)

QUESTIONS TO ASK:

- What opportunities for learning and skills-building are we providing to young people we work with?
- What changes (good and bad) have we seen in young people as a result of their involvement with campaigning?
- Think about young people who’ve been involved in the campaign. Have they gained as much from the campaign as the campaign has gained from them?
Concerns about involving young people

Contrary to everything you’ve just read, not everyone is enthusiastic about youth engagement in campaigning. There are many reasons for this and it’s important to listen and try to understand these reasons rather than automatically dismiss people as being anti-youth. Some adult campaigners have very valid concerns about safety, limited resources, capacity and the meaningfulness of young people’s involvement that need to be addressed. The speed at which youth engagement goes forward may need to slow down at times to address these concerns. It can take courage to raise them.

Further, young people’s engagement is understandably difficult for many adults. Young people’s connection to new trends, ideas and technologies can be threatening. It may seem that our value systems are being eroded, our authority is being diminished, and our knowledge is being seen as irrelevant. This being said, young people have an undeniable right to participate in decisions that may affect them, either directly or indirectly. This doesn’t mean participation at all costs. It means we must steadily work towards equality for all people, no matter what their age. This is why we need to have more courageous conversations between youth and adults, those of us who support youth engagement and those of us who don’t.
Instead of presenting a long list of arguments for why concerns about youth engagement are unfounded (an exercise that runs the risk of being patronizing to those on both sides of the issue), we present some of the common concerns and ask you to consider the following for each concern:

• Why might someone have this concern? What’s behind it?
• What information, experiences, beliefs support this concern or may alleviate this concern?
• How might this concern be addressed?

Common concerns:

• It’s too much work.
• These are adult responsibilities—youth shouldn’t have to worry about things like this.
• Youth campaigners might say or do the wrong thing.
• Landmines are frightening to children. They should be protected from hearing about things related to war and violence.
• It’s not my thing. I’m not comfortable around young people. I don’t have the skills, knowledge or interest in involving them.
• When I’ve talked with boys about landmines they get excited about the technological aspect of landmines and glorify their violence. I’m not sure they have the maturity to understand the importance of this issue.
• Parents should be teaching their children about issues concerning morality.
• Young people don’t vote so they have no power to influence our government.
REFLECTIONS ON CHAPTER 1

Review your responses recorded on the Emotional Noise Worksheet (page 2). Are there any responses that surprised you?

Did what you learned in this chapter confirm or contradict these responses?

Consider: Many of our answers will speak to assumptions we make about youth and may be based on past experiences. It is important to become aware of our perceptions and how they may be affecting our interactions with youth.
some models of youth engagement

…and a word about safety

“The States Parties determined to put an end to the suffering and casualties caused by anti-personnel mines, that kill or maim hundreds of people every week, mostly innocent and defenseless civilians and especially children, obstruct economic development and reconstruction, inhibit the repatriation of refugees and internally displaced persons, and have other severe consequences for years after emplacement.

– Preamble of the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

A rights-based approach to involving youth

There are a growing number of models to help explain youth engagement. Some of them may be helpful to you and some of them may not be. Rather than overwhelm you with a long, dry chapter on theory, we will present these models throughout the rest of the manual with real life examples of how they are applied. However, before that, we want to introduce an overall approach that has proven helpful in integrating different methods to realize youth engagement and other aspects of mine action.

A rights-based approach means using the principles of human rights to plan, manage, implement and monitor interventions with the overall goal of strengthening the rights of all people as defined in international law.
Why use a rights-based approach?

- It provides a widely shared goal (full realization of human rights) and framework (international human rights) to help diverse organizations and groups work together to take action on specific issues. It establishes common ground among young people and adults and among those involved in different aspects of the mine ban campaign.
- It promotes widely shared principles (human rights principles) to help define how we approach our work and to assist in decision making about youth engagement in the campaign. When we feel like we’re getting off track or sacrificing the means for the ends it’s important to return to these shared principles.
- It ensures accountability, of governments to citizens (i.e. the Mine Ban Treaty) and of adults to young people.
- It is an approach that incorporates rather than replaces proven methodologies within a holistic framework. The youth campaign in Nepal looks different from the youth campaign in Georgia—and so it should. But we need to be able to learn from each other’s successes and mistakes. We also need to be able to work with people of different disciplines, even ideologies, whether they are humanitarian deminers, researchers, youth engagement experts, policy makers or soldiers. For this we need a common language. Further, a rights-based approach is entirely consistent with and reinforces the International Mine Action Standards and guiding principles for particular mine action activities like Mine Risk Education.

As with the International Mine Action Standards, we draw our shared goals from international human rights which are enshrined in these sources and others:

- The Universal Declaration and two Covenants on Human Rights
- The United Nations Convention on the Rights of the Child (all people under 18)
- International Humanitarian Law, including the Mine Ban Treaty
Shared principles are drawn from international human rights. Rather than trying to memorize a set of rules about what to do and what not to do while trying to involve young people in campaigning, why not, no matter what the circumstances, use the following principles to guide our actions:

**Universality/Non-discrimination:** All people, including young people, have the right to have their rights respected and to be treated fairly. As duty bearers (adults with responsibilities to uphold human rights) we are obligated to fight discrimination.

**QUESTIONS TO ASK:**

- Is our work likely to benefit young people from different groups (language, religious, geographic, gender, ethnicity, class) in different ways? If yes, are we compounding discrimination or combating it?
- Are we being inclusive, ensuring full participation and access for all? Is the way that we work empowering to young people?
- Has the intervention preserved stereotypes and traditional gender roles or has it promoted a change?

**Participation:** Everybody, including young people, is entitled to participate and contribute to the development of their community and society. As duty bearers we are obligated to provide opportunities for young people to participate in all aspects of campaigning. In mine action this is reflected in the principle of building national capacity to develop, maintain and apply appropriate standards for mine action.

**QUESTIONS TO ASK:**

- Is youth participation a goal in our work or part of the process?
- Is relevant and accessible information being provided to young people? Are we accommodating the evolving capacities of the young people we work with?
- What kind of support do we provide in order to help young people develop their capacity to participate in campaigning?
- How were the views of young people sought during the planning and implementation of our campaign activities? What actions were taken as a result of these views?
Accountability: There are rights holders and there are also duty bearers—both must be identified. Young people, just like adults, are rights holders. If we want to hold governments accountable for upholding the right to be safe from landmines, as duty bearers we must also uphold young people’s human rights. Promoting international norms and standards and complying with international law are ways to ensure accountability, with respect to youth engagement as well as with mine action.

QUESTIONS TO ASK:

- Are all duty bearers held accountable to the aims and objectives of promoting youth engagement in campaigning? Duty bearers include project staff, organizational managers, partners and donors.
- Does the campaign raise awareness about youth engagement in order to build a constituency of support among individuals and organizations?
- What mechanisms (complaints processes, standards, agreements, evaluations) hold duty-bearers accountable to the aims and objectives of the activity? How will the intervention be monitored? By whom?

Indivisibility: All rights are equally important at all times. All rights are interrelated. Therefore an approach to realizing rights should be multidimensional, holistic and cross-sectoral. When it comes to youth engagement in campaigning we often ignore this principle, sacrificing the means for the ends.

QUESTIONS TO ASK:

- How am I balancing the goal to rid the world of landmines with the process of involving youth?
- What kinds of alliances and partnerships have been formed to promote youth engagement in campaigning?
Principles when working with children

In situations affecting young people, especially young people under the age of 18, the following two principles from the UN Convention on the Rights of the Child (UNCRC) should also be considered:

**Survival and full development** (UNCRC Article 6)—Every young person has the right to life and to be allowed and supported to develop to their full potential. Young people may be vulnerable and need special protection and support. But they must also have the option to play, explore and interact; to think for themselves and have their views recognised. Young people’s evolving capacities must be considered and their development must be approached holistically, with consideration to their physical, intellectual, emotional, social, cultural and spiritual development.

**QUESTIONS TO ASK:**

Are young people provided with opportunities and support to develop new skills and knowledge? Are measures taken to prevent and address different forms of neglect, violence, abuse and exploitation?

Is a multi-sectoral approach used to address and strengthen physical, intellectual, emotional, social, cultural and spiritual development of the young people concerned? Are their evolving capacities recognised?

What was the impact (direct and indirect) of the intervention on the survival and development of the young people involved?
Best interest of the young person (UNCRC Article 3)—All actions concerning the young person shall be in his or her best interests. Young people should be given primary consideration when resources are mobilized and allocated. This principle applies to individual young people and young people as a group. When two rights conflict (as sometimes happens) an attempt must be made to balance those rights in a way that is fair and respects the best interests of the young person.

**QUESTIONS TO ASK:**

- How is the vision of best interest being defined in our work, and by whom? What are the underlying assumptions? What have young people contributed to the development of this vision?
- What if the best interests of our campaign conflict with the best interests of a young person? How will we resolve this conflict?
- How is the budget allocated? Is it in the best interest of all young people involved in our work?
- What other interests are involved? How will we resolve conflicts?
In the post-war environment of Abkhazia, the Green Scouts were formed to provide children age 8-18 with an opportunity to discover nature and learn that there is something more to life than the tense and insecure environment of post-war society. Many of the scouts live near the areas contaminated by mines and unexploded weapons that can act like landmines. Quite a few children in Abkhazia have witnessed active combat. Due to the situation in Abkhazia, the majority of the children in the region are familiar with small arms. Their successful education will be critical for the further success of the mine ban campaign. Abkhazia has a small population and even small activities can provide a considerable impact.

In its activities, all scouts went through a basic mine-awareness training related to the treatment of potentially dangerous objects such as mines and unexploded weapons. The training was done by scout leaders, many of whom are youth themselves, who were experienced on these issues and who had also participated in Landmine Monitoring research.
In the Abkhazian Campaign there is no specific person who works with the youth. Also, because there has been new use of landmines in the region, sometimes for security reasons, the Campaign has avoided involving children. Young campaigners are aware of the mine ban related activities of their leaders, however so far their direct participation in campaigning has been limited. It is for a few reasons: the Campaign in Abkhazia has already achieved support from most of the authorities of the society for a ban on landmines; we are concerned that we’ll compromise the security of the children if we involve them in the campaign against the use of arms by non-state armed actors; and we lack adequate financial and logistical support for educational activities. However, the potential for the scouts to educate the population about the mine ban campaign is great.

some models of youth engagement…and a word about safety

Photo: YMAAP
Youth engagement standards

As organizations and individuals gain more and more experience with youth engagement, they have attempted to improve the impact of their work through developing and testing standards. For example, the Save the Children Alliance is finalizing a set of practice standards on child participation. Similarly, with the International Mine Action Standards, the United Nations is facilitating the creation of standards for mine action. Consistent with a rights-based approach, standards help organizations be accountable to the communities and youth they work with. They also help to ensure consistent, high quality work.

The need for practice standards for youth engagement in mine action has been articulated on various occasions by youth mine ban campaigners, in particular at the 2002 Youth in Advocacy International Forum in Ottawa, Canada. Over half of young people’s recommendations confirmed the need for standards.

Selected Recommendations from the 2002 Youth in Advocacy International Forum:

- Develop and define minimum standards for security and safety (physically/emotionally).
- Develop and define a standard for the maximum number of activities youth can participate in per day/per week and the amount of rest time needed per day.
- Develop a media policy that ensures as best as possible the positive and dignified portrayal of youth (especially survivors).
- Develop and define a policy for what constitutes real participation for youth in an activity. For example, inviting young people from developing countries simply to make a token appearance exacerbates the power imbalance between the North and South, and may lead to damaged self-esteem or disillusionment with the possibility of genuine participation in such an event.
- Define and develop guidelines for working with minors and chaperones (how they will be selected/maximum hours per day/screening policies).
As an example, Save the Children’s DRAFT practice standards for child participation are as follows:

**Standard 1** An Ethical Approach: Transparency and Honesty

**Standard 2** Children’s Participation is Appropriate and Relevant

**Standard 3** A Child Friendly, Enabling Environment

**Standard 4** Equality of Opportunity

**Standard 5** Staff are Effective and Confident

**Standard 6** Participation promotes the Safety and Protection of Children

**Standard 7** Ensuring Follow-up and Evaluation
A word about protection and safety

Practice standards are not abstract concepts. They have concrete applications and consequences and because of this we will discuss them throughout the rest of the manual. According to Save the Children “Child protection policies and procedures form an essential part of participatory work with children…Organisations have a duty of care to children with whom they work and everything should be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation.”

Recommendations for specific protection and safety standards will be highlighted as we discuss particular activities in later chapters.
First time I came into contact [with the landmine issue] was with Waldo from MAC [Mines Action Canada]. He talked about his coop school work with MAC and I got the idea to invite Rebecca [another youth campaigner] and Waldo to come and speak. I learned as much as the students that got the presentation...I felt good since I was raising awareness. Many kids came into the presentation saying they didn’t know what a landmine was and now many [of these same] kids want to do something about the issue.

–Aminah, Canadian youth campaigner
The empowerment of young people requires the active, supportive participation of adults. A good starting place is to consider and understand how we were treated when we were youth, and how this has contributed to how we now interact with young people.

Question Sheet

<table>
<thead>
<tr>
<th>What was it like being 15 years old?</th>
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<tbody>
<tr>
<td>Where did you live?</td>
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<tr>
<td>Who did you live with?</td>
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<tr>
<td>What school did you go to?</td>
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<tr>
<td>Did you have a job?</td>
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<tr>
<td>What was on the walls of your bedroom?</td>
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<tr>
<td>What did you look like?</td>
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<tr>
<td>What made you different from your peers?</td>
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<tr>
<td>What made you the same as your peers?</td>
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<tr>
<td>What did you think about?</td>
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<tr>
<td>What was your favourite song?</td>
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</tbody>
</table>
**Question Sheet continued**

What did you do for fun?

Did you ever get in trouble while you were ‘just having fun’?

How did you feel?

Who were the young people who participated actively in the community?

What were they like?

What did they do?

Were you involved in your community? Were you involved in your school?

What kept you from participating more actively in the community?

What could you have done to participate more actively?

Who were the adults who worked well with young people?

What were their qualities or characteristics?

What could adults have done to help you to participate?

Review your responses from this activity.

- How did it feel to answer these questions?
- What did you learn from your own answers about how to help youth to participate more actively in their community and the mine ban campaign?
- How are youth engagement and the factors that affect it the same from when you were a child? How are they different?
In this activity you’ll have the chance to reflect on what you dreamed of doing as a young person. You’ll also have the chance to develop ways of supporting the dreams of today’s youth.

**Part One**
When I was 17, more than anything I wanted to…
(List 5 things)

Of these dreams, I have actually done…
(List those from the first question you have completed)

I was able to do this because…
(List reasons why you were able to complete these things)

I would have been able to do this if only… (For everything from question one left unfinished, list things that could have helped you complete these things)

**Part Two**
The young people I know (work with, am parenting, teach) want more than anything to…

I can support them by…

I will need these supports in place before I can assist them…

I can start doing this…(name a time)
Being an ally to young people

There are very few documents that describe how adults have worked with youth in the campaign. This is largely because we tend to record the outcomes of our work, rather than the very important processes that make things succeed or fail. What’s more, when we make recommendations about how to improve youth engagement in the campaign, we tend to suggest new activities, resources, policies and committees rather than more friendliness, trust, understanding, patience, laughter, time and conversation. However, when you ask young people what’s made a difference for them in their work inevitably they’ll talk about the amazing adults who took time to get to know them and explain things, who worried about them, who had high expectations of them. They’ll tell you (as they did us) that these people often stepped back to let them take on responsibilities and have ownership—in fact these adults weren’t even in the room when important work was being done and decisions were being made. However youth never doubt they can go to these adults when things fall apart. Adult allies are among the first people youth tell about their successes.

What it is Being an ally to young people involves a combination of attitude, skill and awareness to help in the promotion of a youth leadership/empowerment agenda. Being a competent adult ally requires one to step out of the traditional ‘adult-as-mentor’ role and into an ‘adult-as-partner’ role. It is a partnership “in which young people and adults share learning and leadership allowing them to become co-creators of community.” Adults who become allies “must be willing to take risks, learn to share power and accountability for success and failure. Benefits include challenge, leadership development, a new perspective on intergenerational affairs, and relationships with people of different ages and backgrounds.”

What it is not It is not the traditional adult as teacher, preacher, or mentor role. It even deviates from the adult as staff advisor role. It is not a power struggle, nor is it a complete reversal of the traditional power structure. To be an ally, one does not need to surrender all power and responsibility to young people.38
There has been only a handful of formal opportunities for adult campaigners to speak about their experience as allies to young people. One opportunity was the Workshop on Empowering Young Campaigners, Rome 2003. Until very recently there have been very few opportunities for them to develop and improve their capacity. Being an adult ally requires a combination of specialized skills and knowledge as well as a youth positive attitude. Sometimes adult allies coordinate youth activities for a campaign, but young people and campaigns benefit when everyone involved with the campaign has a basic understanding of youth engagement and shares the campaign’s commitment to it. Just as it would be insulting to say there was only one person willing to work with women in an organization, it’s insulting to restrict youth to interactions with only one staff. Unfortunately adult allies are often isolated, under-supported and under-valued in their work. They may have less authority than other people in the campaign. This makes it difficult for them to be heard when they have concerns about how youth are being involved.

To increase their capacity to provide young people with successful adult allies, campaigns must work to recruit, select and develop their adult allies. For example, the Italian Campaign has recently received funding to expand its youth focused activities and has recruited accordingly. In addition to engaging a partner with experience in delivering school programming, they sought out candidates with experience working with children, who were imaginative and creative and had strong technical skills relevant to participatory practice (i.e. facilitation, communication and conflict resolution skills). Like with other roles, adult allies benefit from opportunities to meet with and experience the work of their colleagues in other campaigns. They also benefit from evaluation, especially when it involves soliciting feedback from the young people with whom they work.

**Staff are Effective and Confident**

**What** Adult staff and managers involved in work on children’s participation are trained and supported to do their jobs to a high standard.

**Why** Adult workers can only encourage genuine children’s participation effectively and confidently if they have the necessary understanding and skills.

*Save the Children’s Draft Practice Standard in Children’s Participation #5* 39
Profiles of Two Adult Allies

Paul Hannon, the Executive Director of Mines Action Canada has been a real inspiration for me in my work to stop landmines and other social justice activities I’ve been involved with since I was a Youth Ambassador with YMAAP. It’s not like Paul and I ever spent enormous amounts of time together or were best friends, but to this day I know that he is someone who I can count on. One of my fondest memories of Paul is from when he attended the first large event I organized for YMAAP. He made me feel like a colleague, like I was the one in charge, like I was competent, even though I was scared and nervous. He listens very carefully to you when you speak and takes what you say seriously, even if you don’t express your ideas in the most effective way. While he encouraged my involvement with the landmines issue he saw me as a person first and a campaigner second. He supported me in making career and life decisions that were best for me. He also helped me in very practical ways. For example, he was my reference for my first job after leaving YMAAP. Paul’s a role model without being intimidating. He is able to give advice without making it feel like advice or like you necessarily have to do things the way that he does things.

–Former Canadian youth campaigner

I admire Georges, my Palestinian friend. At only 17 years old he is already a strong adult ally. I met him in August 2004 while he was volunteering as a staff member in the Al Rashidiyya refugee camp. He was in charge of a group of 25 kids, aged between 8 and 12. He was teaching them, no, I better say he was conducting a very interactive participatory intervention with them pivoting on the theme of “building nations, building peace” and I think he was also talking about “leadership”. I stopped and listened to him very carefully. I thought it was a very difficult topic for such a young group living in such conditions. But, he was really fascinating in the way he was delivering the messages to these children. I easily saw “peace” in his eyes, and felt “leadership” in his character. None the less, I was really amazed to know that my friend Georges was born on 9/12/87, the official birthday of the first Palestinian INTIFADA. He was born on a gory day. He was born on the same day his father was retained in jail. He reached the age 15 before his father was released. During these fifteen years, he lived many miseries, the biggest is the death of his mother who was killed when their house was bombed. He continued living with his grandmother who already lost almost all her family members due to war. I assume Georges never lived or felt peace. But he was “teaching” it to these young people. Georges was a very well known and amiable person to all, young and adults. He was very friendly. He affably respected all. He is a good advocate, very diplomatic in his approach. He is only 17, but he was already a big supporter to many, older and younger.

–Palestinian youth campaigner
Creating a youth friendly campaign

While adult allies are essential, campaigns also benefit from making organizational changes to facilitate the participation of young people. Unfortunately what often happens is that campaigns think that all they have to do is recruit a youth coordinator and the rest will take care of itself. This approach often leads to conflict, hurt feelings and reduced interest by young people in campaigning, as they feel misunderstood, excluded and without a voice. Remember that the desire to belong is an important reason why young people get engaged with a group or activity. Campaigns have adopted a variety of strategies to become more youth friendly.

A Child Friendly, Enabling Environment

What Children experience a safe, welcoming and encouraging environment for their participation.

Why The quality of children’s participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.

Save the Children’s Draft Practice Standard in Children’s Participation #340
Building a Constituency of Young People The ICBL is committed to mainstreaming youth participation in the campaign and encourages campaign members to include young people meaningfully in all their activities. For example, youth-focused actions have been added to campaign action alerts and other advocacy activities and young people have been included in the ICBL delegations to international Mine Ban Treaty-related meetings. In Italy, the Italian Campaign has begun replacing its organizational constituency with a youth constituency.

Organizational culture Other campaigns have modified their ways of working, or their culture, to be more accommodating to youth. The Polish campaign emphasizes that it helps to be concrete rather than abstract and theoretical in your work—this has affected the types of activities they take part in and has also changed their style of working so that things are broken down into steps that youth volunteers can easily accomplish. Katarzyna Derlicka, of the Polish Campaign believes “Young people like to see results and experience success in the short term. This helps them to build their confidence.”

The Nepalese campaign has expanded to create a youth wing that is reflective of young people’s culture and ways of working. For example they draw on informal youth networks to mobilize large numbers of young people. Mines Action Canada has had many discussions about the impact of their organizational culture on the young people involved in their work. Their conclusion has been: if it’s unhealthy for adults it’s probably unhealthy for youth too.

A number of large international organizations have hired secretaries and drivers that get along with young people in an effort to be more youth friendly. Though the level of hierarchy that is appropriate in an organization varies according to culture and the nature of work being undertaken, young people may work better in a “flatter” organizational structure. Organizations also engage young people better if they work more flexibly and accommodate the unpredictability of participatory work. For some campaigns this has meant organizing meetings after business hours or scheduling events over holidays so as not to interfere with school time. Even the physical environment of an office—the artwork on the wall, the arrangement of furniture—is a consideration when trying to be more welcoming to young people.
Capacity building for adults Working with young people may not come naturally to all adults. Though we usually make plans to build the capacity of young people to participate in adult organizations, we rarely make plans to build the capacity of adult organizations to work with youth. The Youth Leadership, Education and Action Program (Youth LEAP) is trying to change this. Beginning in 2004, it will offer regional seminars on youth engagement for adult campaigners. The focus of these events will be on sharing best practices and providing a 'youth engagement tool-kit’ of materials and methodologies.

Sharing opportunities The Brazilian, Canadian and Nepalese campaigns build high profile opportunities for young people into their work, including opportunities to participate in international campaigning. In addition to building self-esteem and confidence they are committed to the belief that young people have important experiences and opinions to contribute at the international level. Even though many other country campaigns haven’t been able to secure resources to provide young people in their organizations with international experiences, they agree that the events hosted by the ICBL build the capacity of young people. Not all special opportunities shared with young people have to be international, or even high profile or expensive. Sharing the spotlight at workshops, public events or during a meeting with a government official is possible regardless of size or resources of a campaign.

Be clear about expectations and constraints Adults and the young people they plan to work with may have very different understandings of what youth participation means. It is important to take time to sit down and talk about what those expectations are and to share hopes and worries. Adults also need to help youth understand the pressures, rules and politics of campaigning.

Adequate support While youth engagement can be very cost effective, not properly investing in it can lead to exploitation. Young people may require more support in order to increase their skills and knowledge. If participating in one-time-only events, they may need additional preparation and follow up. Formal training in a wide range of areas, including how to use technology, may also be appropriate. Young people may not be able to cover the incidental costs (e.g. meals and transportation) of campaigning which adults may able to cover themselves. Logistical arrangements for young people, such as providing chaperones and possibly translators, are at times expensive. A major concern of many country campaigns is not being able to give young people access to technology so that they can do their work and communicate with other youth campaigners.
Language and communication Any parent with a teenager can tell you that youth speak a very different language from adults, one that adults sometimes can’t even understand. For example Kenyan youth speak a virtually separate dialect called Sheng, which is a combination of Kiswahili, English, local languages and words and grammar that youth themselves have invented (of course they can speak the standard versions of each of those languages as well). Likewise, young people are often mystified by the technical language, acronyms and jargon of adult campaigners. Language is one of the ways we make people feel like they belong or like they don’t belong.

In our increasingly globalised world the spread of colonial languages like English, French, Spanish, Portuguese, German, Russian and to some extent standard Arabic, also creates divisions between generations and people with different levels of education. Elderly people, those from the countryside, indigenous people, and younger children are less likely to speak, read and write the major languages of the mine ban campaign. For these reasons translation is important. Documents need to be produced in appropriate languages, listservs for young people to communicate with each other need to be translated, and interpretation needs to be provided at events attended by young people who speak different languages.

But how we write and speak in any language is also important. Some youth and adult campaigners may have difficulty with reading or may be reading in their second or third language. Therefore it is very important for you to write clearly and plainly, keeping your reader in mind. Instead of creating separate resources for youth, we recommend that everything your campaign produces be in “clear” or “plain” language. To practice what we preach, in this manual we’ve attempted to use plain language. See Appendix IV for an abbreviated guide to clear/plain language writing and design.

Design Innovative presentation of information is very important to young people. Young people tend to be more media savvy and design conscious than people of their parent’s generation. For example, if this manual was being produced for young people we would have seriously considered using full colour on the inside pages. But because it wasn’t, we were comfortable printing it in black and white. Remember, your materials on landmines are competing with materials produced by multinational marketing companies like Nike, McDonalds and Coca-Cola. A less expensive alternative to printing in colour may be to use black and white print on coloured paper or to recruit a volunteer designer to illustrate your materials and design an effective layout. Of course you don’t want to limit yourself to print.
Youth friendly forms of expression For many young people the written word isn’t the best way for them to communicate with you or for you to communicate with them. Think creatively and explore a full range of media including: popular theatre, dance, music, art, role playing, word of mouth, games and poetry. Given the cultural gap that often exists between young people and adults it may be a good idea to use two-way rather than one-way communication. If you have access to it, technology, including still cameras, video camera, tape recorders and telephones, can be tools to facilitate communication. Though it uses the written word, the internet may be less intimidating than written correspondence for young people who have been trained to use it. Some campaigns may benefit from recruiting people with specialized skills in communication such as facilitators, popular educators, popular theatre experts and authors or illustrators of children’s books to help them in this area.
The Nepalese Campaign’s successes in organizing youth friendly activities

Not only were both these activities directed towards youth, their successes can be attributed to the fact they were also designed and implemented by young people.

Kite Flying for a Mine Free World
Kites soared into the air with students crowded on the roof of Rato Bangala School in Kathmandu, Nepal to celebrate kite festival on September 27, which was aimed at sending a message of peace with the commencement of Dashain—an important Nepalese festival. Symbolic hence powerful, the program caught a lot of attention among students.

Kite flying is a traditional activity in Nepal, especially in the Kathmandu Valley. In the history of the valley it is mentioned that kite flying was developed by the farmers to send a message to Indra (King of Gods) to stop rain for the harvesting period.

We used this traditional act to send a message to all—“Ban Landmines to Promote World Peace”. Through the medium of kites, students expressed their strong determination towards peace.
making youth engagement a reality

Poetry to walk without fear
On 1 March 2003, the Ban Landmines Campaign Nepal held a landmines-themed student poetry competition in the nation’s capital, Kathmandu. Following is one of the entries:

Lo and behold! I see a grave being dug up for someone,
Stony hearths set to cremate someone on the pyre.
I hear not the manliness in the Landmines,
But the dreadful snarls of the death of the poor,
I hear the contempt and condemnation towards it,
From the terrified and pain sickened hearts of the infants, youths and olds,
The living lives of the man of the world,
Have been buried in these mines,
But lo I behold,
The trembling hands of the youths,
The terror of the hearts quickening,
The glimpse of brotherhood,
I find myself,
caught in the noose of this very landmines,
The whole world embodies in scepticism,
But in the eyes of the youths suffused with tears,
Which dream about the funeral procession of death the dream of the procession of landmines,
Merely the dreams.
Hence the voice of the youths is reverberating
A few, hopeful hands are rising,
From land of the dead and landmines,
By driving away from the pathetic screams and wailings of the accursed wars,
The able youths of today,
Are grunting with the desire,
To apply the ointment for the bodies,
Shattered in the Landmines.
Hence, for the conversion of the beautiful creation,
Out of the dreams into awareness,
The resisting forces are emerging,
Against the UXO,
Not-with-standing the death,
But hands are united with living smiles,
For seeking the bright future in terror stricken world,
Outside the tunnel.
Hey! the Leaders of the Landmines,
The youths are out in the rush against you.
- Lorina, Class 9
Learning from Mine Risk Education
We are fortunate to be able to draw on the extensive experience of our colleagues who are working with young people to conduct Mine Risk Education. Techniques that have worked well for them include face-to-face communication through workshops and community liaisons, youth friendly formats like cartoons and stickers, involving famous spokespeople (including fictional characters) and art competitions. Further, the International Mine Action Standards specify that mine risk education should promote a ban on landmines. This means that excellent campaigning materials for youth have been produced by Mine Risk Educators.

Too much to remember? The easiest and best advice we can give you that applies to all these points is to involve young people in making your campaign more youth-friendly. Recruit them to research and create your materials. Recruit older youth with a foot in the world of both adults and youth to act as culture interpreters and to provide extra support and training to younger youth. Step back and ask young people themselves to guide you!
In preparing the manual, I had an exciting conversation with Gustavo Oliveira Vieira of the Brazilian Campaign about educational processes that work in engaging youth. “Learn from them [youth], listen first, don’t be rigid, don’t be repressive. You mustn’t present something as being closed. The educational process is horizontal not vertical in terms of age,” Gustavo said. “Gustavo,” I said, “it sounds like your describing Popular Education, the radical pedagogy of your country mate Paolo Freire.” “Yes,” he said, “we do follow those principles.” So we agreed it might be helpful to share Freire’s model and the Brazilian campaign’s experience using it.

Freire’s methods have been described in many ways. We’ve found this way helpful:
In Brazil this process is used at workshops but also in the day-to-day running of the campaign. The popular education cycle can be completed in a single session or be stretched out over months. For example, the campaign formed a partnership with a young teacher in a local high school, to run a series of workshops every week for 2 months. They began with what the young people knew about landmines and asked for advice from them about how they wanted to proceed. Even in the first session the facilitators learned an enormous amount from the 18 young people. Because of what the young people said they decided to use lots of interactive activities and they showed movies and slides. They also decided to put the landmines issue into the larger context of peace, citizenship and social justice. They studied the actions that other young people had taken like the Youth Against War Treaty. They began to feel personally involved and invested. As time went by, the young people began to formulate ideas about how they could act to support a ban on landmines. Their advocacy culminated in an exhibition on landmines for their whole school. They also involved an art class at the school by organizing a drawing competition.
So I’m ready—engaging young people through schools and youth organizations

When many of us think of engaging youth we imagine adding them to our membership lists, having an office full of youth volunteers or even a youth wing like the Nepalese campaign has. Realistically however, many campaigns don’t have the capacity to support youth directly. So instead, why not engage youth indirectly through their own organizations and through other adults who work directly with youth?

**It’s more sustainable** The Boy Scouts was around long before the ICBL and will probably be around long after. Children go to school nearly every day.

**It takes fewer resources** It took only one presentation and a few information referrals for the Polish campaign to mobilize an Association of Students for International Humanitarian Law (IHL) to independently organize a series of initiatives surrounding the launch of the Landmine Monitor. This included a lecture by the Canadian Ambassador and a Professor on IHL as well as a public exhibition.

**You don’t have to become a youth engagement expert** You can leave that to the teachers and youth organizations you work with. They have both the experience and organizational structures to ensure that the best interest and safety of young people is ensured. You gain from their expertise and they gain from yours.

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**Youth Organizations**

International youth organizations like the Red Cross/Red Crescent, Boy Scouts, Girl Guides, YMCA/YWCA, UNICEF, World Vision and Save the Children have done work on the landmines issue. You may want to become familiar with this work before you meet with staff from these organizations.
making youth engagement a reality

How do I get them to work with me?

- Research the organizations you want to work with, read any materials they have produced, speak to people who have worked with them, attend their events and if you can, make a donation of time or money to their work. Try to understand their goals, their culture, their needs and the kind of problems they face. Try to find out if they’ve worked with issues like landmines in the past, and if they did, how they came to support that work.

- Contact the appropriate person in the organization. Sometimes (though not always) it’s best to start with the person who would be most supportive and try to recruit them as an ally—maybe this is the teacher who sponsors a peace club or the board member of a youth organization responsible for partnerships. If you already have a relationship with someone in the organization then start with them. Seriously consider contacting youth leaders first instead of adults in these organizations—they may be more receptive and willing to help you build your relationship with the organization.

- Meet face-to-face if possible. Take interest in what they are doing and learn more about their work before you try to push your own agenda. Emphasize shared goals and ways of working. Ask them what they know about the mine ban campaign before you start telling them about your work. Speak about the benefits to young people and their organization of being involved in campaigning. Ask them if they have any ideas about how you could support their work. Make connections between their ideas and campaign activities you have planned. You may want to share a few materials from your campaign. Habbouba Aoun from the Landmine Resource Centre in Beirut emphasizes that: “One size doesn’t fit all. When you’re working with youth organizations or schools you need to adapt your activities to meet their needs.”
Engaging youth through schools

Working with schools is an excellent way to engage large numbers of young people (and through them their parents and communities) in ways that are meaningful and beneficial both to young people and reaching the goal of a mine free world. Working with schools presents its own set of opportunities and challenges. We have created a list of questions to consider before you begin this work, however not all of the questions will be relevant to all types of work with schools. It’s likely that many one-time-only events with schools—like a workshop for a class and promoting a poster contest to all the schools in a district—will be relatively simple to carry out. But if things go well, there may be requests for something bigger.

QUESTIONS TO ASK:

Do we understand the often complex and hierarchical organizational structure of schools? Who can help us figure it out?

In many communities schools are under-funded and struggle to successfully educate students, and teachers are poorly paid, overworked and sometimes under-qualified. Will a partnership put additional stress on the institution and people with whom we want to work or will it help them accomplish their goals?

Do we understand the culture and rules of the school? Do we have approval from the leadership of the school or possibly even government officials to undertake all the activities planned?

What will be the academic outcomes of the activity? Remember that academic outcomes may be narrower than the broader learning outcomes you may be focused on.

Will the partnership produce sustainable benefits for the school and students (for example training for teachers, teaching materials, school equipment) or is it a one-time event?

Can the activity be completed within the restrictions of the school timetable? Think about school holidays, length of classes, examination times and school events.

Have we discussed the roles, responsibilities and contributions of both partners? How will we keep the lines of communication open? Have we planned to meet after the activity to debrief?

Are there any simple, low-risk, low-cost activities we could start with to help evaluate whether or not the partnership will work?
The Lebanese Landmine Resource Centre and the Child-to-Child Approach

Child-to-Child is an approach to working with children developed in India in 1979. Since that time hundreds of Child-to-Child projects have taken place in more than 80 countries. It is a 6-step process to help children identify, research and take action on issues that concern them. Sometimes an adult facilitates the process, while at other times an experienced young person does. Whether an adult or a young person, the facilitator’s job is to help the group, but NOT to LEAD it. The point of Child-to-Child is not the end-product it may produce or what young people might learn about a particular topic (though it is extremely effective at both). It is the process that is important and the opportunity it provides for young people to build self-esteem and cooperation, communication and citizenship skills.

Child-to-Child has been adapted to help young people and adults work together to address many different problems, including landmines. Most notably it has been used in Mine Risk Education, but it has also been used in advocacy work with children in mine affected and non-mine affected countries.

Child-to-Child Steps:
1. Feelings & Cooperation Group-building activities to establish trust and make group members comfortable.
2. Brainstorm Group members explore problems and issues in their community by sharing their own worries and concerns.
3. Select & Prioritize Group members rank and then choose the problem that is most important to them, the one they want to take action on.
4. Find Out Group members guide and carry out research into their problem.
5. Take Action Group members use the new knowledge and information they have about their problem to develop a plan for action and to take action on their problem.
6. Review & Reflect Group members look back on the process and evaluate the work they did to find out what they could change, improve or repeat.
Save the Children Sweden, the Yemen Child-to-Child Association and the Yemeni Mine Awareness Association developed a Child to Child Approach to Mine Risk Education for the Middle East. About 218 schools (in Aden, Lahaj and Abyan governorates) participate in the Child-to-Child programme and have made their own Child-to-Child plans, many of which are focused on Mine Risk Education and the rights of children with disabilities.

The Lebanese Landmine Resource Centre used the materials created in Yemen to develop a Mine Risk Education program for children in Southern Lebanon. Lebanon is mine-affected because of the civil war and fighting during the Israeli occupation of southern Lebanon. They have worked with a number of organizations to conduct Mine Risk Education through Child-to-Child including the Scouts and schools. They also run a summer camp for youth with and without disabilities where they use Child-to-Child to develop youth facilitators. They work with organizations to ensure sustainability.

Campaigning is a component of the program they deliver and proceeds according to the age and interests of the young people. They emphasize that it is important that involvement in campaigning is voluntary, not forced. Child-to-child projects have resulted in a meeting between young people and the wife of the President of Lebanon. The Scouts have also made their own Declaration on the landmines issue and created a play. The final scene of the play depicts young people composing a letter to politicians expressing their support for a mine free world.

Habbouba Aoun of the Lebanese Landmine Resource Centre emphasizes that Child-to-Child has given youth opportunities that they wouldn’t have had otherwise. Still recovering from conflict, there are few extra curricular or social activities available for them and little for them to do in their free time. The Landmine Resource Centre has offered them opportunities to travel to other parts of the country, attend seminars and demonstrate that they are decision makers.
If you want to engage young people directly (and aren’t already), welcome to an incredibly challenging and incredibly rewarding experience. If this is how you will proceed let’s return to the question of child protection and some suggestion on how to ensure that it’s actualised:

### How to implement Save the Children’s DRAFT Practice Standard on Child Protection

- The protection needs of children are paramount in the way children’s participation is planned and organised.
- Children involved in participation work are aware of their right to be safe from abuse and know where to go for help if needed.
- Safeguards are in place to minimise risks and prevent abuse (e.g. children are adequately supervised and protected at all times; risk assessments are in place for residential activities away from home).
- Staff recognise their legal and ethical obligations and responsibilities (e.g. with respect to their own behaviour or what to do if they are told about the inappropriate behaviour of others).
- Child protection procedures recognise the particular risks faced by some groups of children and the extra barriers they face in obtaining help.
- Careful assessment is made of the risks associated with children’s participation in speaking out, campaigning or advocacy. Depending upon the risks identified, steps may be needed to protect children’s identity or to provide follow-up measures to give protection (e.g. to ensure their safe reintegration into their communities).
- Consent should be obtained for the use of all information provided by children and information identified as confidential needs to be safeguarded at all times.
- No photographs, videos or digital images of a child should be taken or published without that child’s consent.
- Unless otherwise agreed, it should not be possible to trace information back to individual/groups of children.\(^{41}\)
In this section we will present a number of case studies to illustrate how campaigns have involved individual young people as volunteers, how they formed a youth group and how they’ve hired young people as employees. We will also end by discussing involving young people through residential events, such as residential trainings, conferences, meetings or camps.

Photo: Rene Ross
The Georgian Committee’s engagement of youth volunteers

Georgia was mined as a result of conflict that took place in the country and to defend military bases. Therefore the young volunteers involved in the local campaign have a personal interest in seeing a ban on landmines and getting the Georgian government to sign the Mine Ban Treaty. The campaign’s volunteers are drawn from mine affected and non-mine affected areas of the country. Youth volunteers have translated articles to English for the campaign’s newsletter. This newsletter has become well known in the ICBL and is listed in their directory of campaign publications. The volunteers assist in the running of the campaign by researching and cataloguing materials on landmines, monitoring the media and managing the organization’s database which includes information on campaigning, victim assistance and mined territories. They have had the opportunity to work directly with landmine survivors and make field visits to places where there have been landmine accidents.

Their political advocacy work has included interviews with representatives from governmental and international organizations, collecting 1,000 signatures for the Youth Against War Treaty to be sent to the Pakistan, Indian and Georgian governments and also helping to prepare for working meetings and press conferences. They also helped to prepare a mine risk education program guide for Georgian teachers according to the International Mine Action Standards. Youth involved in the campaign also contribute artistic skills, designing mine risk messages and pictures for the covers of children’s exercise-books and preparing a poster exhibition on the landmines issue.

The Georgian campaign has worked with the Children’s Federation of Georgia to conduct Mine Risk Education for internally displaced children and youth living in camps. It has also worked with the Youth Parliament of Georgia to investigate the possibility of creating a Mine Ban Policy for the Youth Parliament to support.
The Georgian campaign uses various types of participation including youth campaigners working on their own and youth campaigners working with adult campaigners. In his paper *Child Participation: From Tokenism to Citizenship*, Roger Hart developed a model to describe different types of engagement. He also wanted to send the message that certain types of engagement can be exploitive of children. This model has come to be called Hart’s Ladder of Child Participation. The following is an adapted version:

<table>
<thead>
<tr>
<th>Number</th>
<th>Type of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manipulation. Adults pretend that children have a voice. Children are involved but not informed.</td>
</tr>
<tr>
<td>2</td>
<td>Tokenism. Children appear to have a voice, but in reality have none.</td>
</tr>
<tr>
<td>3</td>
<td>Decoration. Children have no voice and are involved peripherally.</td>
</tr>
<tr>
<td>4</td>
<td>Adult-initiated and directed. Children are consulted and informed.</td>
</tr>
<tr>
<td>5</td>
<td>Adult-initiated, shared decision-making with children.</td>
</tr>
<tr>
<td>6</td>
<td>Adult-initiated and directed. Children are involved and informed.</td>
</tr>
<tr>
<td>7</td>
<td>Child-initiated, shared decision-making with adults.</td>
</tr>
<tr>
<td>8</td>
<td>Child-initiated and directed. Adults are involved only in a supportive role.</td>
</tr>
</tbody>
</table>

There is some debate as to what order the steps on rungs 7 and 8 should be. There is also a growing consensus that a ladder may not be the best way to describe young people’s participation, as the appropriateness of the type of participation may depend on the people involved and their circumstances.

Now that you are familiar with Hart’s Ladder, return to the case study of the Georgian campaign and identify which of the different steps of the ladder each of the activities described fall under.
The Kyrgyzstan Campaign’s youth section

My name is Aliki Akhmetova. I am one of the members of the youth section of the Kyrgyz Committee of the International Physicians for the Prevention of Nuclear War (IPPNW) movement.

The first actual day of the youth section was 24 of February, 2001. By that time the problem of landmines had become a very real and big problem in our country, caused by the military operations in Batken region, during which landmines were planted along the borderline between Kyrgyzstan and Uzbekistan.

On 24 of February, 2001 at the Kyrgyz Medical Academy we held regular meeting of the Student Scientific Society of Kyrgyzstan, devoted to the problems of the danger of nuclear war and landmines in Central Asia. The event also involved representatives of the Government and foreign guests from Japan. As the result of the meeting it was decided to establish the youth section of the Kyrgyz Committee of the IPPNW and work against nuclear war and landmines on a regular basis. Several active students prepared speeches about the ICBL, Ottawa Convention and local landmine problems. The problem raised at the meeting was highlighted in capital newspaper “Delo” 28 of February, 2001 by the author Daniyar Karimov.

On 16 of May, 2001 at the VII Young Scientists and Student Conference of Kyrgyz Medical Academy members of the IPPNW youth section made several presentations on the problems of landmines in the world, about the history of ICBL, about famous people like Princess Diana and Sir Paul McCartney who supported this movement. The students drew the attention of society and the Government to the danger of the problem and called for the signing of the Ottawa Convention, banning landmines, and destroying the existing ones. The participants of the conference signed the appeal to the Kyrgyz Government to join the Ottawa Convention. All of this was also highlighted in the same newspaper (“Delo”) on 16 of May, 2001 by author Alina Mojayeva.

On 24 of December, 2001 at the Kyrgyz—Russian Slavic University there was held the action “One thousand charity dinners, devoted to mine victims”. In the beginning a film about the Ottawa Convention was shown. Students of the Kyrgyz Association of United Nations Assistance prepared speeches about landmine victims and problems in the world and they also prepared a poster “The tree of wishes”, where all guests left their wishes. All of them wanted a stop to using landmines in the world. All participants gave money for landmine victims. There was an article “Let’s clear mine field” about this event in the capital newspaper Vechernii Bishkek on 1 of January, 2002.
On 1 of March 2002, the Day of Mine Awareness, there was made an appeal to the Kyrgyz Government and Uzbek Embassy in Kyrgyzstan to join to the Ottawa Convention. The appeal was signed by students of Bishkek and handed to the Kyrgyz Parliament and Uzbek Embassy. In the newspaper “The Times of Central Asia” there was published an article “Landmine awareness week” on 28 of February, 2002.

On 3 of December, 2002 there was held the Students Conference “No landmine threat!” devoted to the 5th anniversary of the Ottawa Convention. The conference included verbal presentations, presentations of posters and wall newspapers, books and exhibitions. Active participants of the conference included students, members of the IPPNW youth section, students members of Kyrgyz Association of UN assistance, representative of the Military Forces of our country, Ministry officials. The most active youth participants at the conference received awards from IPPNW. There was a big article “You should feel free on your land” about this event in the capital newspaper “Moya stolitsa” 4 of December 2002 by the author Nina Nichiporova.

IPPNW—Kyrgyz committee initiated a photo exhibition “Batken 2003” about the problems of landmines in the South of Kyrgyzstan. The financial assistance to organize this event was provided by Rotary Club in Bishkek. The first exhibition was organized in Kyrgyz-Russian Slavic University on 2-9 of May, 2003 by the youth section. The second one was held 1-8 of June at Ganci airbase, where coalition forces are located. Dutch air forces donated four tons of clothes for the people who live in landmine areas in Batken. The clothes were distributed among residents of mine-affected villages as Chon-Kara, Sai, Tayan by the local authorities and representative of National Red Crescent Society in Batken.

About the first exhibition you can find information in the article “There is lowering sky above the border,” in the newspaper Respublica, 13 of May 2003 by author Galina Emelyanova. About the second event author Elena Avdeeva gave information “Land Must Bear Fruit Rather than Kill” in newspaper Vechernii Bishkek, 3 of June, 2003.

Besides this, we have young colleagues from the Batken University, who work as volunteers in mine risk education program in the Batken Region. This program is conducted by the National Society of Red Crescent of Kyrgyzstan. They are conducting trainings for adults and schoolchildren and producing and disseminating information exhibits and billboards, as well as booklets, posters, and updates. Students of Batken University participated in discussion about landmine situation in this region and presented information about Ottawa Treaty and ICBL in the round table which was held in Batken on 14 of February 2003.

– Aliki is a medical student at the Kyrgyz-Russian Slavic University in Bishkek, Kyrgyzstan.
The Canadian experience with youth interns

The Youth Mine Action Ambassador Program (YMAAP) began its seventh year of successful programming in August 2004. In Canada, YMAAP is the major delivery program for education and public awareness about landmines. It is an internship program that builds a sustainable network of active and articulate young Canadians who extend the reach of public education efforts on landmine issues. Since 1998, YMAAP has kept the landmines issue alive in the minds of Canadians and in the headlines of national, local and university media. The program inspires local action and support for Canada’s mine action initiatives and policies, and engages Canadians at all levels in a foreign policy matter for which Canada is an international leader.

The goals of the Youth Mine Action Ambassador Program are:
• To facilitate sustainable community action and awareness to ban landmines;
• To engage youth in Canada on global issues; and
• To provide young Canadians with skills-development and career-related job experience.

YMAAP achieves these goals by hiring young people across Canada as Youth Mine Action Ambassadors (YAs) to coordinate regional mine action activities. The project is a collaboration of three partners, the Canadian Red Cross, Foreign Affairs Canada and Mines Action Canada, but staff in a number of different host organizations directly supervise the young people. The Canadian government funds the project as part of its commitment to mine action.

While the YMAAP national office provides the YAs with resources, training and guidance, the young people themselves deliver the program. Their responsibility is to educate Canadians on the landmines issue through presentations, trainings, fundraising events, public events, the media and commemoration of significant days (e.g. anniversary of the signing of the Mine Ban Treaty and its entry-into-force). The YAs also collaborate with the host organization and also with a team of volunteers to build the organization’s capacity to sustain mine action. Each YA works for approximately ten months and each year a new group of young people is hired. The young people are between 20 and 30 years-old and most have a university degree and previous knowledge or experience in international development or community development in Canada. Many of the young people who’ve completed YMAAP have gone on to professional work in mine action and other related fields.
The YAs attend an intensive two-week training at the beginning of the program. Rather than hire a single instructor for the entire course, professionals with expertise in a number of different areas volunteer their time to deliver the sessions. Topics include: objectives of YMAAP and expectations of YAs; understanding the Ottawa Convention; landmine survivor assistance; International Humanitarian Law; impact of landmines on community and international development; mine technology; mine clearance; mine awareness; military utility of landmines; war affected children; how to reach different target groups; group facilitation; fundraising; media relations; administrative procedures; educational tools and resources; work planning and time management; and volunteer management.

The YAs also travel to a mine-affected region for almost two weeks on a study tour to gain first hand experience of the effects of landmines. To help meet the costs of the project, YMAAP has been successful at recruiting paying guests who accompany the YAs on the trip.

YMAAP makes a concerted effort to integrate suggestions and lessons learned by youth and other partners into the program. Reports are the key means of monitoring and evaluating the achievements of individual young people and the program as a whole are reports. Reports, phone conversations, conference calls and a password-protected website facilitate communication amongst YMAAP participants. In fact, the program conducts a mid-program professional development workshop entirely by conference call.

making youth engagement a reality
As YMAAP also operates as an employment experience program, career development training is provided. There are also formal opportunities for the YAs to request additional career development support and to receive an appraisal of their work performance. Exit interviews provide an opportunity for the young people to reflect on their experiences and recommend improvements to the program.

Results Achieved by 9 YAs in 2003–2004:

- 689 presentations: 209 at elementary schools, 330 at high schools, 90 at post-secondary institutions, and 60 at other venues;
- 71 displays;
- Visited 111 cities and towns;
- Reached over 58,000 people directly and hundreds of thousands more through the media;
- Generated 204 media pieces: 63 print articles, 86 radio pieces, 26 TV clips, and 29 web-based pieces;
- Trained and involved 134 volunteers who contributed 1,376 hours.

YMAAP has recently expanded its activities to provide work experience to Canadian young people through international internships with the ICBL and country campaigns around the world.
The Japanese Campaign’s experience organizing a residential youth event

From September 20–23, 2004 “Ban Landmines! International Children Conference” was held in Shin-Asahi, Japan, hosted by Shin-Asahi town, Shin-Asahi Board of Education and the Association for Aid and Relief JAPAN. This was a follow-up conference of the “Ban Landmines National Children Conference” held in February 2003. The Japanese Children Executive Committee played a lead role in planning the conference, as well as carrying it out.

The conference was aimed to encourage each child to think and take action in order to achieve a mine-free world by exchanging their views and action ideas. More than 1300 Japanese children and eighteen children from 10 different countries (Afghanistan, Angola, Laos, Cambodia, Uganda, Nepal, Djibouti, Rwanda, Canada and France) gathered and had the chance to learn and discuss the issue during the three-day event.

The Japanese Children Executive Committee had held four preparation meetings prior to the conference. The committee discussed the content and schedule of the conference. They also wrote a campaign song “To people living here” as an advocacy tool to ban landmines. The Shin-Asahi town office had helped out in various ways. One example being that the town office organized a Smile Project, which collected 1000 messages with photos from all over the world, to cheer children up.

Association for Aid and Relief Japan and other NGOs contributed to the event as facilitators of workshops. Landmine and unexploded weapons survivors and mine-ban campaigners from overseas shared their experiences and views on banning landmines.

Five youth landmine and unexploded weapons survivors attended a seminar in Tokyo after the conference. Here they shared their experience with more than 100 Japanese youth participants. After each survivor explained the landmine problem in their own country, the participants were split into 5 small groups of 20 members. The Japanese youth worked closely with the mine survivors to answer questions, for example, “If you, as a mine survivor, meet another survivor who is depressed, what will you tell to him/her?” They also discussed what they could do to eliminate landmines. One of the Lao youth said he was happy to know that so many people think and act in order to ban landmines.

After the seminar, AAR organized a small informal party for cultural exchange purposes. Youth from Angola and Laos sang songs on a stage. Being relaxed, participants from different countries deepened their friendship and understanding of each other very much.
Declaration from Ban Landmines International Children’s Conference

to be submitted to the Japanese government and other governments around the world.

1300 children gathered in Shin-Asahi from 11 countries including Afghanistan, Angola, Cambodia, Canada, Djibouti, France, Laos, Nepal, Rwanda and Uganda discussed the necessity for mutual understanding and mine awareness education in all countries and the consequences and widening impact of landmines. Participants also shared their life stories and mine action activities within their communities.

Most of the participants of the Ban Landmines International Children’s Conference would like to encourage children:

• To continue creating peer sharing activities such as BLICC and know that youth can act as a vital part of campaigns.

• To continue to take part in mine action activities including fund-raising, mine awareness, and celebrations.

• To facilitate a mine ban network of the world’s children and to continue to play a vital role in encouraging non signatories to accede to the mine ban treaty.

The participants of the BLICC would like to encourage adults:

• To allow survivors to empower themselves to be active members of community and to encourage self-help groups and activities for the survivors.

• To allow everyone access to education, and in that education, implement mandatory mine awareness education and mine action activities in all school curriculum.

• To urge non-signatories to accede to the mine ban treaty.

• To encourage their governments to support private donations to charities and NGOs.

Through the sharing of stories and experiences, many participants now see mine victims, not as victims, but strong and independent survivors. The participants would like to encourage all mine survivors and other youth to work together for the eradication of mines as equal partners.
making youth engagement a reality

So I’m ready—engaging young people in adult controlled work

The ICBL’s experience engaging youth in international campaigning

Though young people can accomplish a lot through activities that they initiate and control, there are many adult processes that affect them and that benefit from their participation. For example, the ICBL, YMAAP and Mines Action Canada facilitated the participation of five young people from around the world in the 5th Meeting of States Parties in Bangkok, Thailand in September 2003. Meetings like these are a challenge to participate in, whether you are an adult or youth campaigner, especially if it’s your first time. The ICBL wanted to be realistic about the impact young people could expect to achieve by participating. However, they still believed that young people’s presence at the event would build their capacity and demonstrate to governments that the issue of landmines would continue to be a priority for civil society.

The goal was to provide young people with a realistic picture of political advocacy at the international level by fully integrating them into the ICBL delegation. Jackie Hansen, who coordinated youth participation in the event, supported limiting the size of the youth delegation. She feels that if the group had been larger they would not have been as easily absorbed. Another strategy included matching youth delegates with more experienced mentors. Mentors were generally younger adults who had demonstrated that they could relate to and work with youth in a supportive role. There were also efforts to match youth with mentors from a different country’s campaign so that the youth could make new contacts and gain a new perspective. Translation was a challenge for a number of the youth, but fortunately they had been matched with mentors with whom they could communicate (however it’s important to note that it wasn’t the responsibility of mentors to translate).
There wasn’t a separate program for the youth, they participated alongside adults in the meetings and side events they were interested in, with or without their mentors. However there were a number of additional parallel workshops for them (one a day for about two hours) that dealt with topics like: how to lobby, working with the media, fundraising, organizing events, official meetings, lobbying and side events. All youth delegates attended the ICBL orientation for members, the ICBL morning briefings and evening events. Then of course there were opportunities to interact informally with other campaigners (say over dinner) and sometimes with government officials.

Jackie felt the experience helped to “take the mystery out of what the ICBL does. Youth got to see both the good and the bad: sometimes it was boring, there was all the bureaucracy of course. But it gave them the chance to see the bigger picture and how what they’re doing fits in to it.”

**Through their participation young people:**
- made international contacts to further their campaign work;
- learned from the example set by other campaigners, particularly in lobbying;
- built skills and experience they could use to participate in and organize events at Regional Government Meetings; and
- followed up with government officials after the meeting as researchers for the Landmine Monitor.
We are youth campaigners of ICBL. We are all working in our own countries and now together on behalf of the ICBL. We believe addressing victim assistance should be one of the most important objectives of the Fifth Meeting of States Parties of the Ottawa Convention banning landmines because sometimes the landmines subject is approached in a logistically and emotionally devoid manner. Such as what equipment is needed for demining, funding for this and other projects, information on stockpile destruction, otherwise many things that involve numbers. While this is all extremely important to the landmine problem and in improving the situation, it is only a quantitative perspective.

What needs to be in the centre of the picture is the people that have been affected. For isn’t this the primary reason the Ottawa Convention was created? As it says, it is, “determined to put an end to the suffering and casualties caused by anti-personnel mines, that kill or maim hundreds of people every week, mostly innocent and defenseless civilians and especially children, and it goes on. So while things such as all the statistics, the research, the funding information and the Landmine Monitor Report are important tools of the landmine issue and of course are what make it possible for improvement.

The focus of this improvement should be the victims, survivors and their communities. It is also necessary to note that there are many aspects to victim assistance, not just immediate medical care but also long-term medical attention is to be provided such as prosthetics.

Furthermore, there are other significant factors to be determined. One being the economical side. For example, if the main earner in the family is a landmine victim then the whole family is affected. Who will pay the medical bills? Who will earn money to feed the family? If children go to work then what happens to their schooling and future? Another is the social factor. When one family is affected the whole community feels the repercussions. How can a landmine survivor re-integrate into society? How can discrimination that exists against the disabled be dealt with? Last but not least, is the psychological aspect. How will the landmine survivor, the family and the community deal with this traumatic experience?

It is clear that all these aspects of victim assistance are closely linked. And it is not only Governments, but also citizens, that need to take responsibility.

We are doing so right now, as youth being involved in the International Campaign to Ban Landmines. You can take this responsibility too, because this problem can be solved within our lifetime.

We want no more war. We want no more landmines. We want no more new mine victims. We promise to work for peace in our world.
making youth engagement a reality

QUESTIONS TO ASK: 42

Before the work
• How will the work benefit youth, and how will the work benefit from youth input? (We realize we’re repeating this—it’s because it’s important.)
• Will we be involving youth who are already involved in mine ban campaigning or will this be an opportunity for them to learn about the mine ban campaign?
• What degree of political risk is acceptable to the adults involved? Will they be able to handle criticism?
• How will youth input be integrated into the work? Will it be presented separately or as part of other work? Will it be taken seriously?
• What will the roles and responsibilities of youth be? What will they be able to participate in and what won’t they be able to participate in?
• Are young people going to be provided with information about the work and their role before-hand in language they can understand?
• What opportunities are provided for young people to meet with their peers to prepare for the work and get adjusted to new surroundings?
• Will youth be involved during the planning stages?
• How can we build flexibility into the schedule to be youth friendly and improve participation?
• What styles or participation will the program accommodate? Can we build in more variety?
• What accommodations will be made for the possibility that some of the young people may have difficulty keeping up with the pace and intensity with which some adults work?
• Has someone, or a team of people, been appointed to facilitate youth participation during the work?
• Are chaperones required? Will they be properly briefed on their role?
• Is language interpretation required? Will translators be properly briefed on how to translate for young people?
• Is enough time being allowed to recruit and fairly select young people to participate? Is a clear and fair selection process with clear criteria in place?
• What preparation do adults need in how to work with young people?
• What security and child protection policies and procedures are required?
• Will media be present at any events? Will the media have access to young people? What media training and support will young people be provided with?
• Do young people and adults (those organizing the work as well as those facilitating youth participation) have similar expectations?
making youth engagement a reality

During the work
- Are the views of youth being valued? For example, do they participate in drafting committees?
- As new information becomes available that may be hard for youth (and most adults) to understand, is someone available to help explain and answer questions about it? Periodic meetings for this purpose may be a good idea, but if the pace of work is faster this may have to happen on an ad hoc basis.
- Are youth playing a significant role? Are youth being pushed to take on more responsibility than they are ready for?
- Are there periodic opportunities for youth and adults supporting their participation to “check in” to evaluate how youth engagement is working and what changes need to be made?
- Is the participation of different youth equal? Remember equal does not mean the same.
- Are adults and young people working and socializing together or do more formal steps need to be taken to break down barriers?
- Do young people need time out to rest and re-energise?

After the work
- What expectations do young people have about follow-up? Will you be able meet those expectations?
- Are staff members of participating organizations available to provide occasional support to youth after the work is completed?
- What commitments were made by organizations and/or governments? How will young people know whether or not those commitments have been kept?

Building a shoe pile to commemorate limbs lost to landmines.
Photo: YMAAP
Barriers to young people’s engagement

We are constantly sending out signals to people that show the level of our support, whether or not they are welcome, and what their status is. These signals may be communicated through posters, language, posture, dress, the seating arrangements in a room, architecture, or almost anything. We use signals to reinforce differences of power or to challenge them. By choosing to sit amongst a group of young people rather than next to a teacher or together with other adults we send a very strong message that young people are equal to adults. Differences of power create barriers between people, barriers that interfere with collaboration between young people and adults.

Review the list of barriers below:

• Use of inappropriate language (jargon/slang)
• Body language appears offensive or inappropriate
• Eye contact is lacking or overwhelming
• Physical surroundings are not appropriate or conducive to good communication
• Background noise is distracting
• Interest in or understanding of the topic is minimal
• Safety (physical or emotional) is a concern
• Commitment levels are sporadic or non-existent
• Transportation to and from events and meetings is not reliable or non-existent
• Overriding biases and prejudices exist between those attempting to communicate with one another

Which of these barriers have you personally experienced? How did you feel when you experienced them? How do you think others were feeling?

What are some of the successes you’ve had communicating with others? What can you learn from them?

What are some of the problems you’ve had? How can they be addressed/avoided?
Youth are the future leaders of the world, and indeed, they are already a powerful force to be reckoned with. Youth have expressed interest in learning more about the landmines issue and becoming involved in the campaign.

It is in the long-term interest of the ICBL to provide youth with the skills and information necessary to take action on the landmines issue. Training youth leaders will lead to a generation of skilled activists and will ensure the sustainability of the movement to create a mine-free world.

The ICBL can work to enhance research, advocacy and leadership skills in the youth it works with, and it is possible to integrate a youth component into existing ICBL events and activities.

– ICBL 2004 Action Plan
If you build it, they will come—designing programs for youth

When you are designing a program to engage youth in mine action you are doing two things at once: you're trying to realize young people's right to participate and you're trying to achieve a mine free world. Of course (as we've explained at length) the two things reinforce each other. Nevertheless, having two big goals can make designing and then explaining your project difficult. For this reason, and because many donors are less familiar with the type of innovative approach you're taking, it's important to be systematic in planning your work.

Engaging young people in designing your project

We know this may seem like putting the cart before the horse, but if at all possible try to involve young people in designing your project. If you don't have easy access to young people who might be interested in this, try joining up with another organization that does. You don't need to recruit young people who've had experience designing projects, but it's helpful to recruit young people with experience running projects or as project participants. Strike a committee of youth and adults to develop the design. Maybe you're organizing a one-time event like a conference but want to do ongoing programming. If this is the case, then build opportunities to solicit input into the design of your proposed programming into the agenda of the event.

Throughout this chapter we've included simple questions that you and the young people you are working with can answer together to help you complete your design. Often this can be done in a couple of meetings. As you probably already know, flip-chart paper works well for this type of work. Use one category per sheet of flip-chart paper for the type of work you're planning. Line up the categories side-by-side on a wall so that you can see the connections that need to exist between each category. If you have them, post-it notes can also be fun (and helpful) to use.

If you build it, they will come—designing programs for youth
1. Laying the ground work… defining the rationale or need for your project
This manual is full of general information you can use to develop your rationale for why to engage young people in mine action. You also have the Landmine Monitor to help explain the extent of the landmine problem. If you’re already experimenting with youth programming, draw from the experiences you and the young people have had working together. Maybe you did an evaluation of an event or tracked its impact. Include the results.

**QUESTIONS TO ASK:**
- What is the problem we’re trying to solve? What are the hidden causes of the problem?
- Why should people care about this problem?
- Who does the problem affect?
- What has been tried in the past? What can we learn from it?

2. Agreeing on the vision
It’s time to talk objectives and results. Be specific. Think of ways you can measure whether or not you have met your objective. Be realistic. Think of when you want to achieve your objectives by.

**QUESTIONS TO ASK:**
- What change do we want to see? Short term? Mid term? Long term?
- When do we want to make this change by?
- How will you know that the change has been made?
3. Who’s going to be involved?
Because this project is about youth engagement, you need to decide who’s going to be helping to do the work (your donors may want you to call them beneficiaries…but don’t we all benefit from a mine free world?).

QUESTIONS TO ASK:
- Who will be involved? Why them?
- What will be their role?
- How old are they? Where do they live?
- What will they get out of the project? (By answering this question you may end up coming up with new objectives you can add to the vision category)

4. Get your tools together—your method
It helps to have an analytical person on your program design team to get through this section. We often jump too quickly to what we want to do without considering how we want to work. Review your objectives. Then answer the questions.

QUESTIONS TO ASK:
- How will we initiate young people’s engagement in our project?
- How will we sustain their engagement?
- How will we campaign? What types of activities are we interested in doing?
- What types of activities have we had success with in the past?
- How will this approach help us meet our objectives?
5. Build the plan
Now you’re ready!

**Brainstorm:**
What will we be doing?

**Evaluate:**
Will these activities help us achieve our objectives?
Are they consistent with how we want to work?
Are they realistic?

**Organize:**
Group together similar activities into categories. For example: school workshops, university workshops, public events, exhibits, trainings.

For the next step you may find it useful to create a table:

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will do it? (responsibility)</td>
</tr>
<tr>
<td>When does it need to be done by? (deadline)</td>
</tr>
<tr>
<td>What resources/money do we need to do it? (necessary resources)</td>
</tr>
</tbody>
</table>
6. Keeping on track
Now we need to make sure the plan makes sense. Review your objectives and then group your activities according to the objectives they help you accomplish. Then for each objective fill in the following table:

<table>
<thead>
<tr>
<th>Objective 1:</th>
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</thead>
<tbody>
<tr>
<td>Activity</td>
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<td>Responsibility</td>
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<tr>
<td>Deadline</td>
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<tr>
<td>Necessary Resources</td>
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<tr>
<td>Results and how they will be measured</td>
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<table>
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<tr>
<th>Objective 2:</th>
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<tr>
<td>Activity</td>
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<td>Results and how they will be measured</td>
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</tbody>
</table>

7. Reviewing your plan
After your design is completed, it is important to take a step back and ask yourself some critical questions about whether or not your project will truly address the goals you have set and allow for a process that respects the adults and young people you plan to involve. It may help to involve people who weren’t part of the design team in doing this. You may want to share your design with people who have more experience in designing projects but who weren’t able to be part of your design team.
QUESTIONS TO ASK:

Will the young people we engage be provided with sustainable opportunities, either by us or others? What will happen to them when the project is over?

Have we planned for the unexpected? Have we made sure there is adequate time and resources in case our plans need to change?

Is the plan flexible enough to accommodate the views of the young people we’re planning to engage?

Is there adequate preparation and follow up for the young people involved?

What if participants in the project withdraw? What if the interests of the young people change?

Is there a variety of activities for young people to choose among? Is there variety in the intensity and length of activities?

Funding your program

It is always a good idea to design your project before you start looking for funding. That way you have a clear idea of what’s important before you start getting tempted to change your plan by exciting funding opportunities. The ICBL has produced an excellent guide to fundraising and there are many general guides on how to write proposals. With the information you’ve already generated through designing your project it should be easy to prepare a funding proposal.

The exciting thing about youth engagement in mine action is not only can you access money earmarked for the landmines issue, you can access money earmarked for child and youth development. Look for donors who are interested in education (especially peace and non formal education), conflict resolution, post conflict reconstruction and reconciliation, youth unemployment, children affected by war, youth involvement in community development, education for democracy, and displaced children.
UNICEF and large international children’s NGOs like Save the Children, PLAN, World Vision, Girl Guides and Boys Scouts as well as organizations like YMCA/YWCA and the Red Cross/Red Crescent dedicate significant funds around the world to youth participation. A partnership with them could be beneficial for a number of reasons, including access to funding. Certain governments either through their development agencies, their embassies, or UNICEF, are directing more and more of their foreign aid budgets to child rights and youth participation. Other UN agencies and foundations are also beginning to appreciate the importance of youth engagement. The rights-based approach discussed in Chapter 2 is an approach that many international donors are starting to favour.

Of course you should also target donors who are interested in mine action. Use your youth engagement rationale to explain why investing in young people is key to achieving sustainable action on the landmines issue. Providing opportunities for youth engagement in campaigning contributes to Mine Risk Education and can be included in proposals to fund those activities.

If you and the young people you are working with are going to be soliciting donations from individuals for activities like demining and victim assistance, consider allocating a percentage of the money raised to be reinvested into your youth engagement activities. Make sure that the people you are raising money from are told that this is being done. YMAAP has begun to do this as a strategy to ensure their sustainability. Donors are mostly supportive of this approach if the reasons for it are explained.
As you begin (or continue) your journey to build a campaign that is inclusive of young people, we encourage you to share your experiences with others in the campaign who are trying to do the same, and with those in your region who may be working with young people on related issues (for example peace education, social justice, human rights promotion). You will discover, if you haven’t discovered it already, that there are ups and downs in work to promote youth engagement, just as there are in mine ban campaigning. The support of your peers, as well as the determination and vision of young people, is what will keep you going.

If at times you feel pulled in two different directions, as an ally for young people, or as a mine ban campaigner, return to the four phrases of the Youth Against War Treaty:

We want no more war.
We want no more landmines.
We want no more new mine victims.
We promise to work for peace in our world.

Without youth we might be able to achieve a world without landmines, but we will never achieve a world without war. To make progress towards peace we need to have more courageous conversations, across battle lines, across cultural and ideological divides, and across generations.

**good luck! have fun!**
appendices

Photo: Shaine Peters
What is the Mine Ban Treaty?
In 1997, over 90 countries came together to talk about the serious problem of anti-personnel mines. The result was a document known as the Mine Ban Treaty. It is also called the Ottawa Treaty because the document was signed in Ottawa, Canada. The Mine Ban Treaty explains the promises that many governments have made to fix the problems related to anti-personnel mines. As of November 1, 2004, 143 governments have agreed to the Treaty.


Before you get started…
Before you get started, there are some things you need to know that will help you understand everything you are about to read.

As you read through this document you will find some words that are written in italics. These words have definitions that have been included at the end of the document. You may find it helpful to skip to that section and read through all of the definitions before you go any further.
The Mine Ban Treaty

The original Treaty has 22 articles or sections. Below we have provided a summary of each of the articles. If you want to learn more about a section, you should look at the original version available at: [http://www.icbl.org/treaty/text](http://www.icbl.org/treaty/text)

An up to date list of all States Parties (governments who have agreed to the Treaty) is available at:
[http://www.icbl.org/treaty/members](http://www.icbl.org/treaty/members)

**Article 1** This article explains the main promises that States Parties will have to follow:

- States Parties agree never to use anti-personnel mines.
- States Parties agree to destroy all anti-personnel mines.
- States Parties will not develop new anti-personnel mines.
- States Parties will not keep nor transfer anti-personnel mines.
- States Parties will not help others do anything that goes against this Treaty.

**Article 2** Provides definitions of various words and terms used throughout the Treaty. Many of these are included in the definitions section at the end of this document.

**Article 3** This article explains that States Parties will be allowed to keep a limited number of anti-personnel mines to train people on how to find them and get rid of them safely. They will be allowed to transfer anti-personnel mines in order to destroy them.

**Article 4** This article explains that a Government will destroy its anti-personnel mines within four years of ratifying or acceding to the Treaty.

**Article 5** In this article, States Parties agree to destroy anti-personnel mines in mined areas as soon as possible and within ten years of ratifying or acceding to the Treaty. Also, States Parties will agree to identify those areas that are known or suspected to have anti-personnel mines. This article explains how States Parties needing more than ten years to do this can apply for an extension.

**Article 6** In this article, States Parties agree to consult with each other to pay for mine clearance and destruction, assistance to mine victims and mine risk education. Wealthier States Parties must help States Parties with less money.

**Article 7** States Parties are responsible for reporting all information to do with anti-personnel mines and their progress towards making the Treaty a reality to the Secretary-General.

**Article 8** This article explains that States Parties will agree to consult with each other and work together for the good of the Treaty. It also explains how States Parties will make sure that they all keep the promises they have made in the Treaty.
Article 9 This article states that States Parties will prevent and stop any activity not allowed by this Treaty by people or on land that is under their control.

Article 10 In this article States Parties agree to work with each other to settle disagreements related to the Treaty.

Article 11 In this article States Parties agree to meet every year at “Meetings of States Parties” to discuss all things related to the Treaty.

Article 12 This article explains that 5 years after this Treaty enters into force, there will be a meeting of all States Parties to review what progress has been made and more “Review Conferences” after that if a States Party requests it.

Article 13 This article explains how States Parties can suggest changes to the Treaty.

Article 14 This article explains who will pay for the costs related to various meetings and conferences about the Treaty.

Article 15 This article explains when and where governments can sign the Treaty.

Article 16 This article says that the Treaty can be ratified or acceded to.

Article 17 This article explains that the Treaty enters into force after the 40th government ratifies or accedes to the Treaty.

Article 18 This article explains that a States Party may agree to obey the Treaty before it enters into force.

Article 19 If a government signs the Treaty, then it cannot disagree with or opt out of any part of the Treaty.

Article 20 This article explains that the Treaty will not have an end date. It also explains the steps a country has to take if it changes its mind and wants to withdraw after signing the Treaty. It takes six months for a States Party to withdraw and if they are engaged in a war or conflict during that time they cannot withdraw until the end of that war or conflict.

Article 21 This article states that the Secretary-General will be the main person responsible for the Treaty.

Article 22 This article explains that the Treaty will be translated into Arabic, Chinese, English, French, Russian and Spanish and given to the United Nations.
Definitions

Anti-personnel mines A mine that will explode when a person is on or near it and that will injure or kill one or more persons.

Ban To put an end to the use, production, selling and distribution of something: to rid the world of something, i.e. anti-personnel mines

Convention or Treaty “Convention” or “Treaty” can both be used to refer to legally binding agreements (or promises) made by governments. Conventions and treaties explain the promises made by governments.

Entry into force The point in time when a Treaty or convention becomes the legal responsibility of a particular country.

Mine A weapon that is designed to be placed under, on or near the ground or other surface area. The weapon is designed to explode when a person or vehicle is on or near it.

Mine Risk Education To promote safer behaviour by community members at-risk of being hurt or killed by landmines. This includes sharing information on where landmines are and how they are affecting people and making sure that the community has a say in how mine action is done.

Ratification/Accession The official approval or acceptance of a Convention or Treaty by a national government.

Secretary General The head of the United Nations is called the Secretary General.

States Parties Governments that have ratified or acceded to the Treaty.

United Nations Created after the Second World War, the United Nations (or UN for short) is a place for all countries of the world to discuss problems and to deal with issues that affect them all. One key role of the UN is to try to maintain international peace and security. The UN is based in New York and Geneva, but it also has offices in other countries.

Victim Assistance To aid, relieve, comfort and support those injured by landmines to try and reduce immediate and long-term medical and psychological harm to them.
Appendix II: Mine Action resources for youth campaigners


Ivan, Sara e la terribile Minaccia, Racconto contro le mine (Italian—cartoon book) Italian Campaign to Ban Landmines. URL: http://www.campagnamine.org/


Mines! An Awareness Game on the Problem of Anti-Personnel Mines (French and English—brochure and game) World Organization of the Scout Movement, with technical assistance from Handicap International. URL: http://www.scout.org/wsrc/l/docs/mines1_e.pdf


“Survive the Peace Website” (French and English—website) Canadian Red Cross Society. URL: http://www.redcross.ca/article.asp?id=001945&tid=010

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Ten Films Against A Hundred Million Landmines (English and French—video)
Handicap International.

The Cinnamon Tree (English—children’s book) Aubrey Flegg and published in 2000 by
OBrien Press.

The Ottawa Treaty. (French and English—video) International Committee of the Red Cross.

“The Ottawa Treaty Explained” (English, French and Spanish—article) International
Committee of the Red Cross.

The Silent Shout: helping children learn about landmines (French, Spanish and English—
video, website and manual) UNICEF URL: http://www.unicef.org/silentshout/

“The World’s Worst Serial Killer” (English—magazine article) Oneworld Magazine. URL:
http://www.oneworld.org/blast/issue2/landmines.html

Une Terre sans mines: Histoire et actualité d’une mobilisation citoyenne (French—two
videos, comic book, work books and teachers guide) Handicap International with sup-
port from the French Ministry of Education. URL: http://www.uneterresansmines.org

Voyage sur Angélica (French—children’s book) Rita Amabili Rivet and published in 1999
by Saint-Alphonse-de-Granby.

“Youth Against War Action Kit” (English—brochure) Mines Action Canada. URL:
http://www.icbl.org/youth/yaw/Youth_Against_War_Treaty_Mini-Kit.doc

Youth Campaign Kit (French, English, Spanish and Russian—manual) International
Campaign to Ban Landmines. URL: http://www.icbl.org/youth/resources/youthkit.html

Youth Mine Action Ambassador Program (French and English—website) URL:
http://www.dangermines.ca/
Appendix III: Youth engagement resources for adult campaigners


International Save the Children Alliance (forthcoming) Practice Standards in Children’s participation. Canada: The International Save the Children Alliance.


Saskatoon Action Circle on Youth Sexuality (2004) Allies in Action: Two workshops for adults who want to be allies to young people. Saskatchewan: Saskatoon Action Circle on Youth Sexuality. Also available in French.
appendices


Appendix IV: Brief guide on how to write and design materials for youth

• Keep your sentences and paragraphs short.
• Use active verbs most of the time. For example “Some soldiers used landmines.” instead of “Landmines were used by soldiers.”
• Use ‘you’ or ‘we’ to refer to the reader.
• Choose words that your audience will understand.
• Don’t be afraid to give instructions. For example “Mail landmine posters to the address below” instead of “Students should mail their landmine poster to the address below”.
• Avoid using verbs that have been turned into nouns like: completion, introduction, arrangement, failure, provision. Use the original verbs (complete, introduce, arrange, fail, provide) instead. For example avoid writing “Sasha is responsible for the completion of the manual” and instead write “Sasha will complete the manual.”
• Use positive language. For example “Please arrive before 10:00 to register for the meeting.” instead of “Those who arrive after 10:00 will not be able to register for the meeting.”
• Use lists when appropriate.
• Avoid culturally-specific expressions if the document is going to be translated or used in a different cultural context.
• Use clear typeface (fonts). Times New Roman is the best.
• Use dark print on a white background. White print on a dark or coloured background is difficult to read.
• Use left justification instead of centre or full justification.

This is left justification whenever you can, make the text line up along the left side and “run ragged” down the right.

This is centre justification whenever you can, make the text line up along the left side and “run ragged” down the right.

This is right justification whenever you can, make the text line up along the left side and “run ragged” down the right.

• Leave lots of open (white) space on the page.
• Use bold or larger font instead of underlining and italics for emphasis.
• Use capitalization normally. DO NOT USE ALL CAPITALS.
• Use pictures. Black and white line drawings work the best.
• Edit and re-edit.
• Get someone from your target audience to read what you have written.
Appendix V: Brief guide for chaperones and translators working with young people

It is very important that young people participating in activities feel safe and cared for. This is essential if young people's participation takes them away from their families or communities and if the young people are under the age of 18 years. Ensuring that children (people under the age of 18 years) are chaperoned must be a first priority, but young people over the age of 18 may also need special adult support, particularly if travelling for the first time.

Chaperones play a very important and often difficult role and so should be skilled and confident in their responsibilities. At a minimum, we recommend that chaperones be familiar with this guide. Chaperones have a responsibility and legal duty to ensure the safety of the young people they are responsible for AT ALL TIMES that the young people are away from home. Consent should be obtained from the child's legal guardian for chaperones to act in this capacity, particularly when emergency medical care is required.

Requiring chaperones to adhere to a code of conduct is good youth engagement practice. Save the Children recommends the following:

• At all times, treat young people with respect and recognise them as individuals in their own right.
• Regard them positively and value them as individuals who have specific needs and rights and a particular contribution to make.
• Work with them in a spirit of co-operation and partnership based on mutual trust and respect.
• Value their views and take them seriously.
• Work with them in ways that enhance their inherent capacities and capabilities, and develop their potential.
• Strive to understand them within the context in which they live.

It is important for chaperones to:

• Be aware of situations which may present risks and manage these.
• Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed.
• Ensure that a sense of accountability exists between adults so that poor practice or potentially abusive behaviour does not go unchallenged.

In general it is inappropriate to:

• Spend excessive time alone with young people away from others.
• Take young people to places where they will be alone with the chaperone.
The chaperone must never:
• Hit or otherwise physically assault or physically abuse young people.
• Develop physical/sexual relationships with young people.
• Develop relationships with young people that could in any way be deemed exploitative or abusive.
• Act in ways that may be abusive or may place young people at risk of abuse.

The chaperone must avoid actions or behaviour that could be seen as poor practice or potentially abusive. For example, they should never:
• Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.
• Behave physically in a manner which is inappropriate or sexually provocative.
• Have a young person with whom they are working stay overnight in their room.
• Do things for young people of a personal nature that they can do for themselves.
• Condone, or participate in, behaviour of young people which is unsafe and abusive.
• Act in ways intended to shame, humiliate, belittle or degrade young people, or otherwise commit any form of emotional abuse.
• Discriminate against, show differential treatment, or favour particular child(ren) to the exclusion of others.

Ideally the chaperone should know the child, speak the same language as the child and be someone the child trusts. Gender may also be a special consideration. Children who need special care or assistance because of a disability should be chaperoned by someone who can meet those needs.

Responsibilities of chaperones include:
• Accompanying children while they are travelling, including local travel and knowing where and with whom the young person is at all times.
• Being an ally to the young person—providing them with information, advice and support so that they are comfortable and can participate fully. This includes being aware of and if necessary, helping the young person meet their physical and emotional needs, for example, purchasing meals, ensuring they have appropriate clothing, acting on behalf of the young person’s guardian in a medical emergency.
• Providing translation if necessary, or arranging for translation.
• Informing event/activity organizers of difficulties the young person may be experiencing.
• Offering follow-up after the event/activity once the young person has returned home.
Appendix VI: Sample parental / guardian consent form

Name of Organization
Title / Name of Event(s)

Parent/Guardian Consent Form

I/We, (names of parent(s)/guardian(s):)  __________________________ give my/our consent for my/our son/daughter/ward (name of child: __________________________, born on (date of birth of child:) __________________________, Passport No. (Passport No. of child:) __________________________, to travel to (place) in the company of (name of chaperone:) __________________________, of (chaperone’s home address:) __________________________ Passport No. (Passport No. of chaperone:) __________________________, to participate in the (title / name of event(s)) which will take place from (inclusive dates) __________________________.

I/We appoint (name of chaperone) __________________________ to be responsible for my/our son/daughter/ward (name of child) __________________________ during this trip.

In particular, I/we authorize (name of chaperone) __________________________ to make decisions concerning any emergency medical treatment for my/our son/daughter/ward (name of child) __________________________ which may be required during this trip. I/We affirm that arrangements for medical insurance to cover our son/daughter/ward during this trip have been made or will be made, in consultation with the delegation of which our son/daughter/ward is a member.

I/We understand that (name of organisers of event(s)) associated with (title / name of event(s)), assume no responsibility for my/our son/daughter/ward (name of child) __________________________ or for any injury or loss sustained by my/our son/daughter/ward (name of child) __________________________ arising out of or related to my/our son’s/ daughter’s/ward’s participation in the (title / name of events) __________________________.

I/We affirm that I/we have full authority to give the consent provided for in this document.

Name of Participant: __________________________
(Print name clearly)

Name(s) of Parent(s)/Guardian(s): __________________________
(Print name(s) clearly)

Parent(s)/Guardian(s) Signature(s): __________________________

Date: __________________________

Acknowledgement and Agreement by Chaperone

Acknowledged and Agreed to:
Chaperone’s Signature: __________________________

(Full name of Chaperone:) __________________________
Appendix VII: Sample media consent form

Name of Organization
Title / Name of Event(s)

Media Consent Form

I (name of participant:) ___________________________ will be participating in (name of activity/event:) ___________________________, which will take place from (inclusive dates:) ___________________________. I understand that in connection with (name of activity/event:) ___________________________ and (name of organization:) ___________________________ I may appear in photographs, films, videotapes, audiotapes, or other forms of recording produced by (name of organization:) ___________________________, and I give my consent for this to happen and for the resulting photographs, film, videotape, audiotape or other recording to be owned and used by (name of organization:) ___________________________.

Name of Participant: __________________________________________
(Print name clearly)

Participant Signature: __________________________________________

Name(s) of Parent(s)/Guardian(s) __________________________________
________________________________________

If participant is under age of majority: ______________________________
(Print name(s) clearly)

Parent(s)/Guardian(s) Signature(s): ______________________________
________________________________________

Date: __________________________________________
LANDMINES: STILL KILLING

In December 1997, over one hundred countries gathered to sign a ban on landmines. On 1 March 1999, the mine ban treaty became international law.

Now WE need to make sure the ban is universally implemented: no more mines in the ground, no more mine victims.

Everyone has the right to life, liberty and security of person.

Article 3, Universal Declaration of Human Rights

If you don’t stand up for human rights, who will?

The Youth Mine Action Ambassador Program and Mines Action Canada are looking for people committed to human rights who are willing to donate a few hours a week to work on one of a number of projects to free the world of landmines.

Join the Mine Action Team and gain valuable experience working with the Canadian component of the 1997 Nobel Peace Prize winning International Campaign to Ban Landmines.

Interested? Call Carla at Mines Action Canada at 241-3777
Appendix IX: Sample mine action youth training agenda

Training on Peace Education—There is no peace with landmines
Italian Campaign to Ban Landmines

Context
Responsibility must be based on knowledge, and it is never too early to address peace-related issues. With the necessary sensibility, it is possible to begin to work with young children, offering them the opportunity to contribute actively to initiatives where they can play a leading role in building a better future. This Peace Education training starts from an understanding of—and reflection on—the legacy left behind by war (antipersonnel and antitank mines, unexploded devices that remain on the ground also during peace time) and its social and economic consequences. The idea at the basis of this training is to address traditional “Peace Culture” issues starting from an analysis of how harmful, long-lasting and not very well known are the consequences of armed conflicts.

This central core will be addressed in a different way depending on the age of youth involved in the project. For this reason, three different kits were prepared—for Primary (6-10 years), Junior High (10-13 years) and High School (13-18 years).

The training is supported by kits consisting of a CD-ROM presentation, a bibliography, a list of films, and a presentation sheet about theatre performances that could be added as a final element to the training.

Meetings with classes/school groups will take a participatory and creative approach, finding in art a channel to express feelings stirred by delicate themes such as war, death or injury. This is also why we chose to make ample use of theatre performances to take advantage of art’s inherent capacity to communicate messages in an empathic way, giving a more human dimension to what can look like technical and sterile information, that is hardly likely to get people involved and engaged.

Objectives
The training aims to contribute to the general goal of disseminating a Culture of Peace and its values.

This implies the achievement of the following specific objects:
1. Raising awareness of issues related to antipersonnel mines.
2. Stimulating discussion on the consequences of armed conflicts.
3. Contributing to the development of caring and cooperative personalities.
Activities

1. Preliminary meeting with teachers The aim is to present the educational kit prepared by the Italian Campaign to Ban Landmines, and to agree on the choice of tools and methods to develop the training. The possibility to choose between different materials will allow the training to be adapted to the needs of different classes/groups. In this way, although these issues are relatively new and unrelated with the traditional school curriculum, they can be easily fitted into programmes already conceived by teachers.

**EXPECTED RESULT** Elaboration of a specific training programme through the involvement of teachers.

2. First meeting with students “Mines: an economic, social and human problem.”
   • Showing and commenting on some slides illustrating what anti-personnel mines are and how they work.
   • Group discussion aimed at acquiring appropriate vocabulary about mines.
   • Discussion of aspects of everyday life in some of the worst affected countries: Afghanistan, Iraq, Nepal.

**EXPECTED RESULT** Acquisition of a vocabulary of appropriate keywords on the landmine problem.

3. Second Meeting with students “The legacy of armed conflict and a peace perspective.”
   • A closer look at the issues/themes introduced in the first meeting: screening of a film chosen from the list enclosed in the kit/reading of a mine-related tale/story.

**EXPECTED RESULT** A better knowledge of the issues.

4. Third Meeting “Towards a mine-free world.”
   • Workshop and peace initiative to give a concrete contribution to the banning of antipersonnel mines.
   • The legacy of war: Nepal case study.
   • Introduction to the Youth Against War Treaty.
   • Introduction to a fundraising project for war-affected children in Nepal.
   • Distribution of Campaign membership card.

**EXPECTED RESULT** Drawings and compositions on the issues addressed in the training, as ways to let youth express their opinions and have their voice heard.

Awareness of and involvement in the Youth Against War activities. These include: collecting signatures for the petition requesting the Nepal government and Maoist groups to stop the use of landmines; raising funds for projects to sponsor the education of war-affected children.

5. Optional Meeting It is possible to organize an additional meeting at the end of the school year for all pupils/students, staging one of the theatre performances included in the kit in cooperation with young artists supporting the Italian Campaign, exhibiting the results of workshops, and collecting signatures on the petition.
Indicators of success
Increased support to the Youth Against War Treaty (including on-line signatures)
Increased support for the Nepal fundraising project
Increase in the number of membership cards distributed in schools

Beneficiaries
Direct beneficiaries: Students of all grades.
Indirect beneficiaries: teachers and students’ families and friends

Materials
Italian Campaign to Ban Landmines kit: CD-ROM introduction-teaching aid by Jody Abate (for all trainings); bibliography; list of films; list and synopsis of suggested theatre performances (varying according to age).
• For workshop: drawing pencil, colour pencils, drawing paper, photos and images for photo-language exercises.
• Video projector

Evaluation
There are two different types of evaluation.
Final evaluation with participants. This will use the followings tools:
1) Questionnaire.
2) Analysis of drawings made and text composed.
3) Analysis of discussions held in class.

Final evaluation with teachers. The tools to be used include:
1) Questionnaire.
2) Evaluation meeting.
3) Final report about training.
4) Final report about the total experience.
Using Working with Young People for a Mine Free World
1 You can download or order the Youth Campaign Kit at www.icbl.org/youth/resources/youthkit.html

A Brief Overview of Mine Action (in Youth Friendly Language)
2 For more youth friendly information on mine action see Appendix III

Understanding Youth Engagement
8 Adapted from Saskatoon Action Circle on Youth Sexuality. Allies in action: Two workshops for adults who want to be allies to young people. (Toronto: Saskatoon Action Circle on Youth Sexuality, 2004). pp. 29-30.
9 Adapted from Saskatoon Action Circle on Youth Sexuality. p. 37.
13 UNFPA. “Supporting Adolescents and Youth”
18 WHO.
endnotes


23 The Landmine Monitor is a civil society based reporting network to systematically monitor and document the implementation of the Mine Ban Treaty. It complements the reports that states-parties to the treaty submit to the United Nations.


27 Jennifer Corriero. p. 3.

28 Various members of the ICBL, phone interviews, 10–30 August 2004.

29 Centre of Excellence for Youth Engagement, “Youth engagement and health outcomes: is there a link?”. Toronto: Centre of Excellence for Youth Engagement, 2003.

Some models of young people’s engagement that may be useful… and a word about safety

30 Much of this section is adapted from R. Johnston, A. da Costa and K. Snow. Through Children’s Eyes. (Toronto: Save the Children Canada, 2002).

31 Much of this section is adapted from R. Johnston, A. da Costa and K. Snow.

32 ICBL. “Youth Involvement Questionnaire.”

33 Mines Action Canada and the Youth Mine Action Ambassador Program. “Involving Youth in the International Campaign to Ban Landmines.”


Making youth engagement a reality
36 Adapted from Saskatoon Action Circle on Youth Sexuality. pp. 41-42.
37 Adapted from Saskatoon Action Circle on Youth Sexuality. pp. 43-44.
38 Adapted from Saskatoon Action Circle on Youth Sexuality. pp. 24.
40 International Save the Children Alliance. p. 7.
41 International Save the Children Alliance. p. 10.
42 Many of the questions in this section are adapted from Gail Cockburn’s Meaningful Youth Participation in International Conferences: A Case Study of the International Conference on War-Affected Children. (Canada: Canadian International Development Agency, 2001).
43 Adapted from Saskatoon Action Circle on Youth Sexuality. p. 45.

Designing a youth engagement project
44 You can download or order the fundraising guide at http://www.icbl.org/resources/campaignkit/docs/fundraising.pdf

Appendices
47 Adapted from International Save the Children Alliance. “Ensuring children are safe and protected,” p. 72.
Working with Young People for a Mine Free World is a guide for those adult mine ban campaigners currently working with young people and those who would like to start. It may also be of interest to: educators and youth leaders who want to introduce the young people they work with to the landmines issue; peace and social justice campaigners hoping to gain from the experience on the mine ban campaign; and youth campaigners themselves.

Working with Young People for a Mine Free World is a unique and innovative resource to help adult campaigners understand principles and models of youth engagement. It is also a fun and interactive guide to making youth engagement a reality in local, national and international mine ban campaigns. In every chapter, are learning activities and inspiring case studies that illustrate how young people and adults throughout the world are working together for a mine free world.

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