

Section Two



PROGRAMMING RESOURCES & ISSUES

This section focuses on programming for war affected young people. It is based on the lessons we have learned through CAP's community projects and is complemented by ideas from other agencies.

Our work has been informed by two main principles: respect for local knowledge and the right of participation.

This section begins with guidelines for programmers followed by two units which expand on issues raised in the guidelines overview. These are:

- 1) Mapping Our World: Research Methods*
- 2) Program Ideas and Issues*

Guidelines for Programmers

“When we talk about peace, we want to emphasize that youth need to have a healthy life.

Young people are concerned about how to end the war and what to do so that they will not kill us. We want to say no to violence, to drug addiction and to being with the armed groups.

Youth want to live and fight for their rights to education and life. ”



“My name is Angelica. In my box I drew my hand, a landscape and a heart. For me all these things mean the right to express yourself freely.

If it was a magic box I would put inside it the bad people who kill children. Then they wouldn't be able to go out and cause more damage. Bad people are the ones who kill children. They rape them and kill their families. Violence affects children. They have traumas and they become aggressive. The things that I love the most are my mom and my life.”

BASIC PRINCIPLES:

A main goal of programming for war affected children and youth is to provide the support, security and tools to strengthen their resiliency against the impact of war. An important part of this is to restore the connections to family, the natural environment, culture and community that have been destroyed by war.

This requires the active participation of young people and respect for local experience and knowledge. These two principles are the foundation on which the following ten guidelines are based.

SUMMARY OF GUIDELINES:

1. Young people's participation should be integrated into all stages of a program.
2. Programming should support inter-generational understanding.
3. Programs should try to avoid categorizing young people according to issues and problems.
4. All programming should include a gender analysis.
5. Programs should have firm goals but flexible strategies.
6. Programs should be based on local knowledge, interests and skills.
7. Programs should always affirm young people's rights.
8. Programs should promote young people's participation as actors for peace rather than as victims of war.
9. All programs should include strategies to deal with security issues.
10. Programs should provide tangible alternatives to the ways of war.

1. YOUNG PEOPLE'S PARTICIPATION SHOULD BE INTEGRATED INTO ALL STAGES OF A PROGRAM.

As much as possible, young people should be involved in the research, preparation, delivery and evaluation of programs to meet their needs.



Young people live at 'street level' with access to information unavailable to adults. They can alert programmers to situations that they may be unaware of and have not integrated into the research framework. This ensures that all relevant issues are included in the analysis. An iterative process that integrates participants' input into all stages of a program allows adjustment to be made when necessary. This flexibility is useful in all children's programs but is particularly relevant in conflict situations.

Young people are a wonderful resource for program development ideas. They often come up with new ideas for addressing problems, ones that are consistent with their way of operating in the world. Even the most dedicated adult programmer can become resistant to new ideas – the “we tried this before and it didn't work” syndrome exists everywhere. Children aren't burdened by this history and so are more willing to take risks. Mistakes or missteps may occur but it also creates a partnership that expands with the confidence and skills of the participants.

Participatory development stresses the equal importance of process and product. It recognizes that people learn by thoughtful action. This makes good basic sense, particularly when applied to young people. A program where they are actively involved is an excellent education lab, one where young people learn to work cooperatively, appreciate others' points of view and develop their capacity to interact with the world.

The right of participation is essentially the right to have a say in matters affecting your life, a basic tenet of democratic ideals. For war affected young people, it provides an alternative to the world they live inside where so many of their rights are denied:

“Because of their history young people often don't realize that people can contribute. They have no experience of that. They just know a situation where all they can do is just obey. So they need to learn that they can do this... With youth we need to create new mentalities about participation – both their knowledge of that, their skill and also their capacity to do it in a responsible manner.”

CAP Burma-Thailand

CAP youth describe their involvement in programming as a discovery of themselves, their future and ability to contribute to their world.

This can be difficult - the fear and pain of war leave marks that limit young people's patience and trust in others.

In CAP discussions youth have stressed that programs should be based on an accurate understanding of their situations. We have experimented with different approaches for doing this research and developed an approach called "Mapping Our World". It is described in the next unit.

CAP youth describe their involvement in programming as a discovery of themselves, their future and ability to contribute to their world. This can be difficult - the fear and pain of war leave marks that limit young people's patience and trust in others. In this process of recovery they often need guidance from adults.

For further information:

1. Programming : *Mapping Our World*.
2. Points of View: *Supporting young people to work for change: A roundtable discussion between youth and adults, Taller de Vida, Colombia.*

2. PROGRAMMING SHOULD SUPPORT INTER-GENERATIONAL UNDERSTANDING.

Civil wars grind away the social fabric that holds a community together. Parents are frequently distracted, absent or just bone-weary. Adults will regard adolescents with suspicion, assuming they are involved in the violence. Alternatively, young people will express resentment at being the principal victims of adults' wars. Young people abducted by armed groups will bitterly lament that their families and government did not protect them from these horrors. Others mourn the loss of their childhood. They quietly express resentment that they are expected to take on adult responsibilities without the power and privilege normally associated with these roles.



In the CAP Project youth often refer to the division between the generations. This takes many forms. Cambodian youth speak of the gulf in experience and understanding between them and the generation that survived the Pol Pot regime. In other countries, youth activists express frustration at being excluded from peace negotiations, particularly in wars where they are a main target.

All describe a lack of open communication or simple opportunities for adults and young people to enjoy each others' company. Part of the blame for this is placed on the difficulty of celebrating traditions and rituals during war. But even in post-conflict times, as Bosnian youth note, these small celebrations get lost or forgotten.

Wars already create divisions. We want to lessen, not increase this tendency. In CAP workshops young people emphasized the need to increase communication and understanding between the generations. For example, in a session in rural Cambodia participants identified adult literacy as a program priority. When asked why, they say that it would help adults and young people to be better friends.

Programming can help mend these breaks between generations. It is

important to stress that this should not replace child/youth only work. However, integrated into these plans can be opportunities for adults and children to be together and learn from each other. Several programs do this with great success.

For further information:

3. Programming: *Child Rights Clubs in rural Cambodia, World Vision Cambodia.*
4. Programming: *Youth lead workshop with adults as participants, CYP (Children and Youth for Peace), Cambodia.*
5. Programming: *Reviving Pre-Conflict Traditions: Scouting in Bosnia.*

3. PROGRAMS SHOULD TRY TO AVOID CATEGORIZING YOUNG PEOPLE ACCORDING TO ISSUES AND PROBLEMS.

In programming it is common to think in terms of problems. The needs are overwhelming and one way of coping is to organize programs according to issues: landmine victims, child soldiers, rape victims etc. As one CAP youth noted: “Adults, particularly international programs think in terms of problems, of issues... then they link young people to those issues”.



The problem is that young people don't necessarily see themselves according to these labels and may chafe at these boxes, however efficient or well intentioned. As well, this segregation can meet one need but create another. An example of this is seen in programs for landmine victims. During a meeting with these girls and boys they praised their centre for its practical assistance and empathetic advice. At the same time they identified their stigmatization and separation from other children as the worst impact of their injuries. Their dearest wish was to be able to be with 'normal' young people.

Special programs can cause problems in a community. In Colombia, for example, desperate families resent the free education and training plans only available for former combatants. In Sierra Leone there were complaints about child soldier rehabilitation programs as some felt that these children were benefiting from their actions while those who resisted recruitment were essentially being penalized.

These are delicate issues. One way of dealing with them is through consultations with young people. As potential recipients of programs they are the ones most affected. A straightforward discussion helps clarify any misunderstandings and to identify ways to resolve these questions. We suggest that if an issue orientation is justified, some form of parallel program should be instituted for other children/youth. This supports the idea of inclusiveness and equality while respecting differences.



4. ALL PROGRAMMING SHOULD INCLUDE A GENDER ANALYSIS.

It is generally recognized that boys and girls have distinct experiences of war. At the CAP regional meeting in Colombia youth noted:

“Both are participating in the conflict. However, boys are more likely to die because they are more directly involved. Girls get hurt and used more, because of the sexual exploitation. Girls are always excluded, it is just worse in conflict situations.”

Many programmers are eager to find ways to address these gender differences. However, this commitment is hard to realize. More often than not, girls’ needs get subsumed inside an overall strategy to meet young people’s needs. This happens despite the best of intentions.

CAP has also experienced this problem. In discussions female participants can be reluctant to speak and will defer to boys’ opinions. Females shy away from confrontation, even if they disagree with male views. They will minimize their concerns and allow boys’ ideas to dominate.

Males are often eager to define and analyse girls’ problems and not understand that they have their own gender issues to confront. For example, at a CAP global meeting males and females were divided into separate groups. Each was asked to do a gender analysis of the effect of war. In the report back the girls gave their description of how war affects girls’ lives. The boys did the same, much to the amusement of the females in the group. It had not occurred to the males that gender could refer to them as well. Instead for them gender became synonymous with girls’ status in society.

This is a funny story and one the females in CAP enjoy telling. But it illustrates a more serious issue that has repercussions for programming. In the absence of a rigorous gender analysis or the desegregating of girls and boys’ experiences of war we can have a tendency to create two categories, one which refers to all children and the other which focuses on girls’ needs. Not only does this reinforce the boys’ views as the ‘given’ and the girls’ experiences as the ‘other’, it also poses the danger of organizing programs that are contrary to girls’ needs.

What are the alternatives? We recommend that gender is always used as a category in program planning for war affected young people and that boys and girls are engaged in this analysis. This entails a rigorous assertion of the equality of the sexes, something that is contradictory to the operating principles of most cultures. It also requires that girls voice their opinions and boys recognize that they have a view, not the view.

To facilitate this process at the program planning stage we suggest that young people are involved in the analysis of gender differences. We recommend that these discussions should include girl/ boy only groups where participants are asked to identify their own sex’s needs as well as those of the opposite sex. As part of this the group should be asked to

We urge programmers to find ways to encourage and support girls' views and, at least occasionally, to challenge those of boys.

name the most salient issues for males and females. From this foundation the group can begin to develop programs that respond to the specific as well as the overall needs of both sexes. And finally, we urge programmers to find ways to encourage and support girls' views and, at least occasionally, to challenge those of boys.

At a national workshop in Cambodia one session was devoted to the discussion of gender issues. The group was divided into male and female only groups. In the female group the issue of domestic violence was given the highest priority. As the spokesperson for her group, Mara gave her report to the mixed group. Her ideas were quickly dismissed by the male youth. They were sure this wasn't really a problem, just an invention of the international community, particularly western feminists. Mara stood her ground and refused to concede points during an hour long, very heated discussion. At the end the group basically agreed to disagree.

A good night's sleep is often very helpful in these situations. The following day the whole group discussed possibilities for joint programming. There was unanimous agreement that the coalitions' campaign should focus on domestic violence. Several speeches were made about the importance of this issue, by both girls and boys. A joint committee was struck to organize the program plans for what proved to be a very successful campaign. These are small but significant victories for change.

For further information:

6. Programming: *Advocacy for Girls Rights // Advocacy against sexual violence: Interview with Mo Hom, researcher of the License to Rape report.*
7. Programming: *Girls Supporting Girls: Interview with Kelly, young programmer for girls in Colombia.*
8. Points of View: *Supporting Girls's Rights. CAP Regional Meetings.*

5. PROGRAMS SHOULD HAVE FIRM GOALS BUT FLEXIBLE STRATEGIES.

Civil wars create volatile environments where it is hard to count on anyone or anything. One month there is little or no violence – the community begins to share hopes for peace. A few weeks later fighting resumes and people are plunged back inside a world where war is the only reality. Such is life inside a conflict zone.

Schools open and close depending on the security situation and whether teachers happen to be available that month. Family lives are filled with uncertainty.

Peacebuilding projects are subject to these same erratic forces. Plans must be constantly adjusted and priorities reorganized. Young people know and expect this. But inside these changes it is important that the project's overall goals are maintained and reinforced with the participants.

Programs for children are often one of few points of stability in their lives. They are not fools, they can quickly appreciate the need to adapt to



“This picture represents freedom being taken away from young people. Not any ethnic group - it is everyone. It is for the small countries which always have war and the big countries that make the rules for us and tell us what to do.

Other people shouldn't make our future, we should. People who haven't got money - all the doors are closed for them. They have nothing to do, nothing to say. So they lose hope for themselves, hope for their future and hope for their community.”

Zvornick Youth Group, Bosnia.

We are not suggesting that workers should put themselves in danger nor that programs should barrel ahead regardless of the dangers.

It is more to recognize that any program for young people in conflict zones carries meaning for the participants that stretches beyond the events or services being provided. While the form can change, its overall goals and commitment should not.

changing security conditions. What matters is a program's commitment to their needs, not the particular activities that constitute a project plan.

Youth workers inside CAP have demonstrated this constantly. In Angola Luis begged a flight on an army plane when the World Food plane wasn't operating. He had promised to hold a workshop in Huambo and was desperate not to disappoint the participants. In a workshop in rural Colombia youth debated the security implications of holding a meeting in an indigenous zone. Indigenous youth pleaded with the group, saying the symbol of having the meeting in their home area was vital. At many CAP meetings people will arrive or leave suddenly, often at great personal hardship. When asked, they always answer that the act of being there, of sharing in a commitment to peace is more important than any inconvenience.

We are not suggesting that workers should put themselves in danger nor that programs should barrel ahead regardless of the dangers. It is more to recognize that any program for young people in conflict zones carries meaning for the participants that stretches beyond the events or services being provided. While the form can change, its overall goals and commitment should not.

6. A PROGRAM SHOULD BE BASED ON LOCAL KNOWLEDGE, INTERESTS AND SKILLS.

A drawing or story of a child's experiences of war would stir anyone's heart. The urge to rescue is almost irresistible; we want to save them from these horrible situations. And for young people living inside these worlds a connection to the outside community is also extremely important. In the absence of other sources of support, they hope that international workers will somehow, magically, be able to change things for the better.

All these are understandable instincts and ones we support. We would like to see a good percentage of international funds allocated to improving children's lives, particularly those in conflict or post-conflict situations. The biggest question is how to accomplish this work and the best way to organize relationships between outsiders and local people.

In development work it is recognized that good programming builds on and respects a community's knowledge and ways of being. If anything, this is more important in conflict situations as so many aspects of children's world have been undermined. However, with the best of intentions, outsiders can make assumptions about the level of need and the degree of local capacity to meet those needs. Problems can be defined in terms that have little connection to the local culture's ways of understanding and dealing with issues.

Safy (from Cambodia) characterized it this way:

“One part that isn’t good about the international community is that everything comes from them. The perspective on our country is theirs. This means that when you are looking for funding you cannot create your program with your ideas and sense of what your country needs and how to do something about those needs. Instead, you have to create a program that follows their ideas, their priorities and their ways of understanding the problem and how to deal with it.

That is not a good point. Sometimes you can feel that they look at us as if we are low educated people and so everything has to be learned or organized by international people.”

“One part that isn’t good about the international community is that everything comes from them.

That is not a good point. Sometimes you can feel that they look at us as if we are low educated people and so everything has to be learned or organized by international people.”

Most international workers would cringe at this quote and hope that it doesn’t apply to them. They are there to help, to create partnerships, not to dominate. But it is important to be realistic about the real nature of this partnership, however well intentioned. It is not a level playing field. International workers have substantial resources at their disposal. They usually come with knowledge founded on work in other conflict situations. All this translates into a considerable amount of power and confidence for the outsider and vulnerability for local agencies, particularly youth groups who are likely to be struggling to gain acceptance within their own countries.

It is important to remember that vulnerable doesn’t mean unable. Programmers from the outside world should go slowly and relax any impulses to find solutions or offer training that they think a youth group needs. They should also resist imposing their analysis on others’ situations as noted by a youth activist from Burma-Thailand:

“I find with the international community if we speak about ethnic rights they might say, “ Oh you have very narrow minds always thinking in terms of ethnicity. You need to broaden your vision – what about children’s rights?” Or they might get upset with you, saying, “Why don’t you want to work cooperatively with other groups?”

It is good to be cooperative and that is important but we need to make sure that we do not lose who we are. Sometimes I worry that things don’t change, the situation on the border doesn’t change, things don’t change in Burma but we are being asked to change.”

What is the solution? Stop, wait and take clues from the group. Instead of making offers for training or assistance, wait to see if it is identified as a need. Any international training programs should be screened for western bias by local youth leaders. Even better, assume that the bias does exist and ask local leaders to change it to suit the ways of their culture.

Civil war violations against the human rights of young people take many forms, from the Burma military's brutal rape of girls and young women to the destruction of schools, youth meeting places and playgrounds.

While the specifics vary with the type of conflict, the prevailing attitude is that young people are disposable, their rights and needs don't matter.

In planning programs, ask young people to identify the ways the current situation is contrary to their culture's values. The next step is for the group to identify how programs can address their needs in ways that nurture and support these attributes.

While the most dramatic example of this is found in relations with the international community it is not unique to that situation. It exists every time there is an outside intervention, especially when the recipient of the program is in a vulnerable position. So it also applies to adult//child relationships or national//local interactions.

CAP youth have recognized this problem in their own work. They can be overly eager for action and assume that other young people share their commitment. This isn't always the case. However, as noted in the description on the following page, when local young people are given the power to choose their own priorities, the results are worth the wait.

For further information:

9. Programming: *Cultural Programs: Dancing Instruction, Burma- Thailand; Cultural Healing Workshop, Rwanda.*

10. Points of View: *Indigenous Resistance in Colombia.*

11. Points of View: *Good Partnerships: Relationships with the international community.*

7. PROGRAMS SHOULD ALWAYS AFFIRM CHILDREN'S RIGHTS.

"Every day we are facing violence against our human rights, abuse against our rights. We believe that if people understand about human rights we can use this as a tool for them. If young people understand that they have rights, that it is not right for these things to happen to them, we believe that they will become stronger within themselves and in their ability to work for social justice."

In civil war violations against young people's rights take many forms, from the Burma military's brutal rape of girls and young women to the destruction of schools, youth meeting places and playgrounds. While the specifics vary with the conflict, the prevailing attitude is that young people are disposable, their rights and needs don't matter. Their role is to service the armed groups, whether it is for sexual satisfaction, as messengers, cooks, human shields or canon fodder.

At best young people are subjected to an upbringing that narrows rather than enlarges their spirit and capacity to be useful, responsible citizens. It is hard to understand human rights in a world where they do not exist. We cannot demand respect and tolerance for difference from youth who have few experiences of seeing these principles in practice.

A goal of peacebuilding programs for war affected children should be to demonstrate by word and deed the meaning of human rights and of a world where young people are valued members of society. Yes, it is a tall order and one that is at odds with many, if not all of their experiences. This just makes it more important to do.



“We found that they were more interested in playing football, doing traditional dancing or singing songs. But all these activities are an entry point and we have seen that it is better to do it this way.

When they are interested to have a football game we don't have to be involved at all. But they might come to our organization because they need something. For example with the dancing, if they have no trainer, then they come to us for assistance. So they become organized within the group around something that they like, once this gets established we often find that they want to do more and think of other issues such as drugs or education.

For example one time they came to us and said that they wanted to have a three day workshop on drugs but they didn't have a resource person. This came from the sports, as they could see that those who were taking drugs were not able to participate very well. They asked us to help with that. The workshop happened, there were about 300 participating and it was a big success. They were very proud because it was their idea – it is what they wanted and they proved that they could do it. “

CAP Burma-Thailand

In CAP child rights training has been a major focus for groups in Cambodia and with refugees in Burma-Thailand. While their methodologies differ, both groups maintain that this training is an important foundation for all other work with young people.

For further information:

For a complete outline of human rights and child rights training program, please refer to CAP Youth Peacebuilding Manual.

12. Points of View: *Discussions with child rights and human rights trainers: CAP Burma/Thailand and CAMP Cambodia.*

8. PROGRAMS SHOULD SUPPORT YOUNG PEOPLE'S PARTICIPATION AS ACTORS FOR PEACE RATHER THAN AS VICTIMS OF WAR.



Child rights demonstration, Cambodia

Life inside conflict zones is filled with negative possibilities for young people. Children will describe their lives as dead-end streets with no hopes for the future. Why should they care when no one else does? How can they ever get ahead when their education has been denied? Others can be belligerent and angry.

These feelings should be expected. However, as programmers it is important to balance empathy with encouragement to work against self defeatist or destructive attitudes. There are enough people treating young people as victims.

At a workshop with displaced children in Colombia the participants described their lives in the resettlement areas. The conversation was filled with angry resentment with one youth declaring that he wanted to join the guerrilla to take revenge against the police. Haidy, the workshop leader, responded by saying:

“OK, in front of such a difficult situation, what do you think we can do? Is there anything to do? Will I just say “It’s terrible” and sit down and wait? Wait to be hurt by the police, wait to be picked up by the guerilla?”

No. Let us look at it in another way. We are full of energy, we have to believe that we can manage this situation. We have to believe in a different future.”

To encourage youth to believe in another future means that they have some notion of other possibilities. Children living in civil conflicts have great access to street knowledge, probably more than adults. But this information is often limited to the horrible events of war. It rarely includes alternative visions or the opportunity to understand the history or present dynamics of their situations. The result is that young people can lack a context within which to think of solutions. This was noted in a program for youth in Burma-Thailand.

“We thought that a youth forum would be a very good idea, to give youth the opportunity to speak. But then we found that youth were not very skilled, that when we introduced a topic they didn’t really know about the issues so it was hard for them to have any opinions about it.”

CAP Burma-Thailand

The first place to begin this work is through the traditional school system. However, young people living in war zones also need other forms of education – an education to help them understand the factors which are contributing to the conflict and affecting their lives.

CAP youth leaders have stressed this as a main priority, saying that it reduces young people’s vulnerability and strengthens their capacity to resist recruitment from armed groups.

The type of education needed varies with the conflict situation. In Angola it was important for young people to learn about the origins and history of the war. Because this civil war has caused rifts in families, they also needed to learn about concepts of reconciliation. In the refugee camps in Thailand the emphasis has been on ethnic education and the promotion of cross cultural understanding.

For further information:

13. Programming: *Conflict Resolution Training with Bosnian youth, CARE Bosnia.*

14. Programming: *Education Issues.*

9. ALL PROGRAMS SHOULD INCLUDE STRATEGIES TO DEAL WITH SECURITY ISSUES.

Young people living in wars understand that the world is a dangerous place. They are instinctively and constantly on alert. While attacks by armed groups are the biggest fear, they also worry about food security, responsibility for younger siblings or freedom of movement. Life is a fragile balance of limited resources and many worries.

In programming with young people it is important to develop measures to ensure the security of all participants. Aside from the objective need for these strategies, they also demonstrate that a program is concerned for young people’s safety and well-being. This can go a long way towards establishing trust with young people who have experienced or witnessed violence. These security concerns should extend beyond the project doors to encompass any and every repercussion a program might have for participants’ personal, family and community life.

Some questions that need to be addressed are:

How will membership in a project affect young people's standing and relationships in the community?

Will the project make participants a 'mark' for rebel groups or cause ill feelings from others?

What alliances will be made, which broken as a result of their involvement in community research or information gathering?

Will a program enhance or undermine their capacity to fulfill other obligations?

How will the project ensure participants' anonymity if this is needed?

What security measures will be implemented for their safe travel to and from the center?

Aside from these personal issues, the overall standing of the project in the community must be continually monitored and protected. This is particularly important with programming that pushes the boundaries for youth participation as activities will be closely scrutinized.

For further information:

15. Points of View: *Comparing Programming: Interview between Charles, coordinator of the Centre for the Rehabilitation of Child Soldiers, Gulu, Uganda and Luis, program coordinator, MOJUP and IECA Church, Angola.*





10. PROGRAMS FOR YOUNG PEOPLE SHOULD PROVIDE TANGIBLE ALTERNATIVES TO THE WAYS OF WAR.

Conflict zones are filled with sorrow, aggression and ugliness. Their unrelenting misery provides few moments to savour the small pleasures of life or the company of others.

Programs should try to provide opportunities for young people to enjoy the small pleasures of life. These do not need to be grand-scale initiatives. Dances, games, sports are easy enough to organize. It is also part of an attitude that says that war should not be allowed to dominate all aspects of a community's life. It is the conscious affirmation of children's cultures, the stimulation of thoughtful discussions or the sweetness of laughter amongst friends. It is about celebrating life rather than constantly thinking about war:

“At the first CAP meeting I can remember that we felt so different from the CAP Cambodia group because they were laughing. And we were thinking that we are not supposed to do that, if we play too much that we will not be serious enough about the issues, that it is not good to act that way because we have a bad situation.

But actually we realize that this is not true and that we need to learn how to express ourselves and to enjoy the life that we have. We don't have games and things like that – that is not normal in our culture to play, we don't have many games. But we do have beautiful dances and many wonderful traditions. We have learned from CAP that it is not necessary to be serious all the time, only thinking of bad things. People need to develop another side of them, to enjoy their life and to be able to think creatively.”

CAP Burma-Thailand

For further information:

16. Programming: *Usme Child Peace Garden, Colombia.*
17. Programming: *CAP peacebuilding projects.*
18. Programming : *Games and art activities in the Mapping Our World unit.*