The Peace Road Curriculum
User's Manual

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"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace." – Kofi Annan

"...in serving the best interests of children, we serve the best interests of all humanity." - Carol Bellamy

Introduction

In the past few years, World Vision has been developing a Child Protection and Advocacy (CPA) Project Model that focuses on strengthening and empowering local communities in protecting children and adolescents from abuse, neglect, exploitation, and other forms of violence.

The CPA Project Model provides guidance and programming resources to help strengthen communities' systems for prevention, protection and response to child abuse, neglect and exploitation; as well as guidance for coordinating between various sectors (such as health and education) for integrated responses that focus on building a more protective environment for children and adolescents.

The Peace Road Curriculum responds to the fourth core component of the CPA model, which is: "building life skills and resilience to protect children". The Peace Road Curriculum was originally developed with and for Cambodian children and adolescents, and has proven to be an important tool in multiple contexts for working with young people in
developing their skills, values, and behaviors for healthy relationships.

This Users' Manual has been created as a complementary resource to the Peace Road Curriculum for WV staff, community leaders, and facilitators who are interested in learning how to use the curriculum with their youth projects or to begin a Youth Club in their own community. Although the Peace Road Curriculum contains detailed instructions for carrying out each session with the youth club participants, the manual can help prepare facilitators so they can better understand the underlying philosophy and approach of the curriculum, as well as its structure and content, thus increasing the participants' learning and outcomes.

The User's Manual is organized into four chapters that include the following topics:

1) Building Life Skills and Resilience in Children and Adolescents
This first chapter provides an introduction to the basic concepts and approaches which are essential for working with children and adolescents within a "positive youth development" framework, such as strengthening children's developmental assets, building resilience, and life skills. The Peace Road Curriculum is a tool that can help in the process of positive youth development as well as in mobilizing communities around children and adolescents.

2) Learning about the Peace Road Curriculum
The second chapter contains some background on how the Peace Road Curriculum was originally created by World Vision Cambodia and is now being used successfully in other countries and cultural contexts. It explains the basic structure and logic of the six modules of the curriculum, and provides some tips on how to start a Peace Youth Club

in a new community.

3) Preparing to be a Youth Club Facilitator

The third chapter is designed to help prepare facilitators to implement the curriculum. It provides guidelines for selecting a good facilitator, including the criteria which should be taken into account. It also describes some strategies that can be useful for working with children and adolescents – youth clubs generally include 12 – 22 year-olds.

Finally, it considers issues on child rights, child protection, and the ethics of working with children.

4) Evaluating and Learning from the Peace Road Curriculum

The final section is an introduction to basic monitoring and evaluation concepts, with an emphasis on participatory methods. Facilitators are encouraged to help children and adolescents become partners in these processes and actively contribute to learning from their experience with the Peace Road Curriculum.

The Users' Manual can be used either for individual learning or for group training. When used in a group setting, the trainer should take note of the various training tools included in the manual, such as the opening story and discussion questions "Let's talk about it" for each new chapter. There is also a "Learning Activity" at the end of each concept note, which is designed to reinforce participants' understanding of the concepts presented through discussion, group activities, and practice. When used individually, the facilitator should follow the reading and reflect on the discussion questions and suggested activities, as well as consult the Peace Road Curriculum alongside the manual.

If possible, WV or coordinating partner staff should offer support to new facilitators and provide opportunities to meet with them every few months to discuss issues and approaches in working with children and adolescents, as well as talk through the upcoming session plans in detail to make sure facilitators are clear on the concepts and activities which will be carried out. This is also the opportunity to answer questions and address issues or concerns that have come up, either about the curriculum, the relationships, or child protection situations.

Journal writing is one of the basic methods for personal growth and reflection that is used regularly in the sessions with Youth Club participants. As facilitators work through this User's Manual and as they lead the Youth Clubs, they should also take the opportunity to become familiar with journaling, and write about their personal reflections and feelings on the material or their upcoming role as Youth Club facilitators. In this way, facilitators can experience first-hand the benefits as well as the difficulties of journaling, and encourage young people through the process when they meet.

Like any good tool for community work, the Peace Road Curriculum needs the support and commitment of the local community and family members so it can be effective and have a long-lasting impact on children's lives. Facilitators face a tremendous challenge in mobilizing parents, community leaders, and local organizations in partnership with children and adolescents to create real change in their lives. World Vision is committed to being a part of this process and learning alongside community members in the hope of reaching the vision of life in all its fullness for every child.

Bill Forbes
Director, Child Protection
Children in Ministry & Child Development And Rights
World Vision International

Content

1. Building life skills and resilience in children and adolescents

Daniel and Laura Take Care of Themselves

Daniel is a 16 year old who lives with his mother and younger sister, Laura, in a small house in the outskirts of Tijuana, Mexico. Although his mother works every day at the factory to provide them with enough for food, rent, and their school supplies, Daniel and his sister have been taking care of themselves since they were small. Together they let themselves into the house after school, find something to eat, and hang out with their friends on the street until their mother comes back. Lately though, some new guys have been coming by and spending time on the streets with them. They like to make loud jokes and rude comments to the girls passing by. Most of their friends laugh with them and join in the "fun", but Laura doesn't like the way they stare and make fun of her friends, so she's been avoiding them. A few days ago, she found out from her friends that Daniel took some drugs with them, so this afternoon she decided to go look for him. She finally found him in a back alley with one of the rough guys. She called him over and pleaded with him to come home, but he's not interested...What should she do?

Let's talk about it!

- Why do Daniel and Laura have to spend so much time on their own? Why do you think their other adult family members aren't around?
- Why does Daniel seem to enjoy hanging out with the rough kids, while Laura avoids them?
- What should Laura do? Should she tell someone? Is she in any danger?
- If their mother finds out, what should she do to help Daniel and Laura?
- What would you suggest to this family so that the children learn to use their time wisely and build good skills for life?
- What could the neighbors and other community members do to help these adolescents be safe in their neighborhood?

1.1 Getting involved with children and adolescents in our community

What we'll learn:

- To recognize the importance of getting parents, families and other caring adults in the community involved in creating a protective environment for children and adolescents.

- To learn how to identify and mobilize community resources to support child and adolescents development while reducing risks within our local context.

Concept Notes for Facilitators

A. Providing a caring and protective environment for children's well-being

Children and adolescents were created by God to depend on their parents and the adults surrounding them to provide for their care and well-being as they grow into healthy adults themselves.

So, what does a child's growth and well-being depend on? Some parents might think of having enough food, clothes and a home with a good roof to protect the young ones from the sun and rain. Other parents might consider having access to a health center and a school nearby. Other parents with teenagers might think of good friends and neighbors, and having safe transportation.

Although we often think of the physical aspects of caring and protecting a child, well-being is a broader concept that is used to describe a child's healthy development in all areas of life: physical, mental, social, emotional, and spiritual.

As children grow, their needs in each of these areas change and develop as well. For example, a very young baby needs us to respond to their immediate needs like hunger, warmth, protection, and affection. As children continue to grow, their needs develop and change to include time for physical exercise, spending time with friends, learning new language skills, and so on.

Children's and adolescents' well being also depends on their positive relationships with others and the context in which they live, including the social, political, spiritual, physical and environmental contexts. As Figure 1 below shows, there are different relationships within a child's environment, with different levels of responsibility for his or her care. The closest circle is with parents and family members – they are the first ones responsible for caring for the child.

Next come the community relationships, including neighbors, friends, community leaders and authorities. Then the larger institutions that are a part of the community have influence and responsibility, as children and adolescents begin to participate within school, health, and financial systems, among others. All these relationships grow and develop with time, as new interactions become a part of a person's life.

Although there are many kinds of families, and many kinds of parents in our communities, the adults that are closest to a child's everyday care need to recognize how important their role is in providing a positive and protective environment for their children and adolescents in each stage of their growth.

Figure 1: "Rings of Responsibility" Structures and actors influencing the child's protective environmen
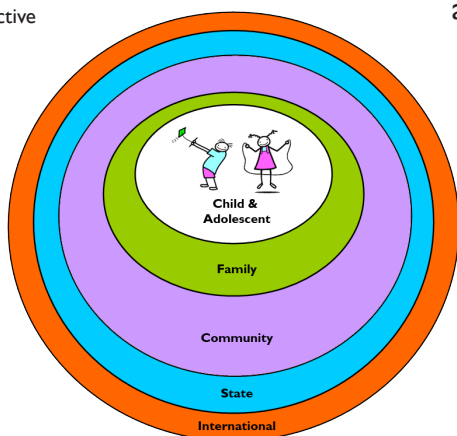
However, there are many situations in which parents, extended families, and communities have a difficult time in providing the kind of caring and nurturing environment children and adolescents need to thrive. The increasing numbers of children and adolescents living in situations of neglect and abuse in many of the communities where we work, tell us that there is a great need to do more so we can all help to provide a protective and positive environment that will contribute to the well-being and health of children and adolescents.

B. Healthy communities support their children and adolescents

When we think of a healthy community, what do we consider important? How do we promote a healthy community? How can a community be a part of helping children and adolescents develop into healthy, hopeful people who help each other reach their full potential and live productive and fulfilling lives?

Based on a variety of studies and research, a healthy community is defined as one in which people work to provide services and supports to children, adolescents, their families, and all the members of the community, so they can continue to improve each part of their environment.

A healthy community is also one that recognizes children and adolescents as an important and valued segment of its population, and provides opportunities for them to participate and contribute with their positive ideas, energy, and enthusiasm for their own community's development.

For some communities, coming to this awareness and commitment may take some time and discussion, because in many cultures children and adolescents are not regarded as full community members and tend to be "invisible". Also, children and adolescents are often seen as noisy, needy, problematic, and immature.
Adolescents especially, can be misunderstood in this stage of development, as they are experiencing huge physical, social, and emotional changes and thinking about their identity; who they are and who they want to be.

They may be willing to try new experiences with their peers and "prove their worth", placing themselves and others at risk.

This is a time when responsible adults in communities can actively guide and empower the adolescents by helping them build their skills and confidence. The Peace Road Curriculum is one tool that can be used to help children and adolescents through this stage so they can learn to make good decisions that are respectful of themselves, their peers, families, and community.

C. A community wide effort

As mentioned above, one of the biggest challenges in working with children and adolescents is gaining awareness and commitment from families, community leaders, churches, schools, government representatives, and other community organizations, to work on behalf of our children and adolescents' healthy growth and wellbeing.

In the past few decades, several organizations have been contributing knowledge gained from applied social science research especially to strengthen families and communities for their children's and adolescents' positive development. They propose that everyone in a community needs to work together and become involved in strengthening communities for young people.*

Based on their research on adolescents and community change, they have provided evidence that communities that intentionally work on changing the context of their community can have a positive change on young people and increase their chances for success in the future. This has proven to have an even greater impact when adolescents take part in that change, because adolescents find the experience especially empowering to them – when they're able to propose changes and then take responsible action to bring them about.

Mobilizing a community takes strong commitment and a continued dialogue with community members to help change attitudes, decide on common solutions and take positive action for children and adolescents. One great thing about communities that work together to help children and adolescents achieve well being, is that the results have long-term impact; good things will happen not just for now but also for the future; for their children and their children's children!

Learning Activity

1.Divide into groups of 3 – 5 participants. Ask groups to discuss the concepts above briefly, using the following guiding questions:

- List some of the characteristics we would like in the environment where our children and youth live?
- What are some of the common needs our children and youth have in our communities?
- In your community, who is responsible for helping children and youth develop to their maximum potential?

2. Give each group a sheet of flipchart paper and colored markers. Have them draw a simple map of a community in which they live or work. Use different colors and symbols to show:

• The resources available for children and adolescents' development and well-being in each area of life – physical, mental, social, spiritual

• The potential dangers and challenges for children and adolescents

3. Each group can then present their map to the larger group and discuss some of the common issues facing children and adolescents, as well as the resources, including groups, organizations, and institutions available to them.

4. When each group is done presenting, pin up a large "rings of responsibility" diagram (from page 5) drawn on flipchart paper. Drawing from the previous discussion about the issues and challenges faced by children and adolescents in our community, ask the group to suggest some of the things we would need to do at each level to improve their well-being. If possible, have them write the suggestions on "post-its" and place in each ring.

5. To conclude, ask participants: "When we look at this diagram now, what does that tell us about what needs to happen to build a better community for children?" Give some time for participants to answer.

To sum up:

• Different members of a community, including parents, families, neighbors, and caring adults have a shared responsibility for providing a caring and protective environment for children and adolescents' well-being.

• A community can work on intentionally changing its context to help strengthen youth, and find ways to involve the adolescents themselves in changing their context.

• We can play a part in raising awareness and helping different members and organizations involved in building healthier communities for our children and adolescents.

1.2 Building our children and adolescents' strengths and resilience

What we'll learn:

- To recognize children and adolescents as competent and capable young people with an inner will to succeed in different areas of life.

- To identify the services, opportunities, and support that children and youth need to grow up healthy, caring and responsible.

Concept Notes for Facilitators

A. Shifting our view on child and adolescent development

What comes to mind when we think of the children and adolescents who live in our community? We may think of their different needs and challenges as they grow; often we think of the difficult problems or risks they may be exposed to.

However, in many communities around the world, adolescents don't consider themselves as a problem to be solved; they think of themselves as the solution!

"To be young is a gift; the gift is to be capable of being a positive influence in any society. It's a gift to have a white canvas - our life. It's pleasure, love, maturity, immaturity, it's life!"
Marlon Ochoa, 17, Tegucigalpa, Honduras

"We, the youth, are present, past, and future. We are the now, the yesterdays, the tomorrows."
An Adolescent from La Cabaña, El Salvador

"To be young means to be positive, to have a purpose in life and continue each day...motivating our friends and the people who surround us so they can help us in this mission of improving our country."
Gabriela Rivera, 16, Tegucigalpa, Honduras

As caring adults and facilitators, we can also learn to see adolescents in a different light, and understand their possibilities and potential for creating positive changes for themselves and others in the community.

Positive youth development is a specific approach developed by several organizations and institutions that focuses on building young people's strengths, skills, and possibilities by developing key assets (or competencies), instead of focusing on negative, risky behavior and background. So, for example, instead of asking what we can do to prevent and fix behavior problems, we can consider what opportunities, learning experiences, and support we can give young people so that they feel connected and prepared for each new challenge or goal in their lives.*

* From the Positive Youth Development Resource Manual by Jutta Dotterweich. Act for Youth

The value of this approach is that it avoids thinking of adolescents as a problem that has to be "fixed", but rather sees them as competent and capable young people, needing positive influences and opportunities in their lives. This doesn't mean that problems shouldn't be addressed or that needs shouldn't be met, but these efforts should be complemented with a positive approach that helps children and adolescents succeed in reaching their potential.

This shift in thinking about children and adolescents also means re-thinking how we work with them:

• Instead of concentrating on problems and problem prevention, we focus on what young people need to thrive.
• Instead of reacting to problems and needs, we become pro-active.
• Instead of looking at young people as recipients of services and programs, we look at young people as resources and as partners who can make valuable contributions in our community.
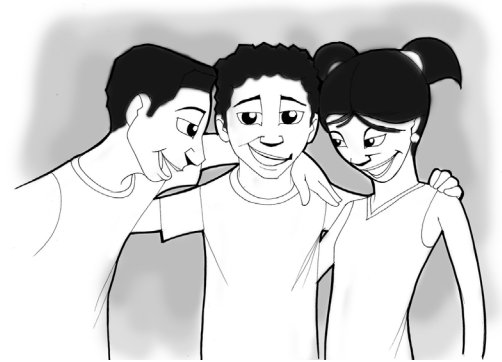
Positive Youth Development theory also sees children and adolescents as having an inner force that pushes them to achieve goals or develop assets or competencies both internally and externally.

• Internal assets are the positive changes that happen inside a the child or adolescent.
• External assets are the positive things in the environment or community that can help a child or adolescent's development.

The Search Institute has further developed this approach into a framework, or a way of thinking, about these two areas of assets - external and internal - by creating 8 categories (see Figure 2)*. Each category includes specific assets, for a total of 40 assets, that help children and adolescents develop crucial relationships and qualities as they grow through learning experiences and opportunities.

Figure 2: A framework of 40 developmental assets

EXTERNAL	INTERNAL
Support - family support - positive family communication - other adult relationships - caring neighborhood - caring school climate - parent involvement in schooling	**Commitment to Learning** - achievement motivation - school engagement - homework - bonding to school - reading for pleasure
Empowerment - community values youth - youth as resources - service to others - safety	**Positive Values** - caring - equality and social justice - integrity - honesty - responsibility - restraint

EXTERNAL	INTERNAL
Boundaries and expectations - family boundaries - school boundaries - neighborhood boundaries - adult role models - positive peer influence - high expectations	**Social Competencies** - planning and decision making - interpersonal competence - cultural competence - resistance skills - peaceful conflict resolution
Constructive use of time - creative activities - youth programs - religious community - time at home	**Positive Identity** - personal power - self-esteem - sense of purpose - positive view of personal future

* For further information on development assets, see: http://www.search-institute.org/assets

Although there are many things to explore about helping build assets in adolescents, it's good to remember these 5 Key Asset Building Messages:

- All children and adolescents need assets
- Everyone can build assets
- Relationships are key
- Little things add up
- Asset building is an on-going process

B. Giving adolescents the chance to thrive

Thriving has to do with "good" growth – the dictionary describes it as "growing vigorously" or "flourishing". When we look at a plant or animal in wildlife, we can tell if it's thriving when it's in its proper habitat and the conditions have been favorable for prospering and growth. In adolescents, it often involves growing in the 6 "C's":

Competence – for carrying out daily tasks

Confidence – in themselves, their skills and talents

Character – can stand up for themselves and what they believe to be right

Connection – a sense of belonging and commitment to family, friends, and community

Caring and Compassion – finding ways to help and express empathy to others in need

Contribution – interested in improving the conditions of their living situation, community, and environment

There are other indicators that have been developed by researchers to demonstrate when a young person is flourishing or thriving, but each community can work on developing their own indicators for what is "good growth" and thriving at different stages of a young person's life.

We can help young people thrive by strengthening their levels of assets in the areas and categories mentioned above. Longer term studies have shown that this can have great results not only for now but also in the future, because it:

- lessens high-risk behaviors
- increases academic achievement
- increases contributions to school and community
- gives higher thriving indicators in general*

Those who help children and adolescents thrive and develop their assets, should be aware that their involvement implies a long-term, ongoing commitment; we should try to provide positive opportunities and relationships for at least the first twenty years of a young person's life, so they can thrive wherever they are planted in the future.

C. Building resilience

Another important concept related to Positive Youth Development is the idea of resilience. This is a concept related to our ability to "bounce back" when we're faced with bad situations or even extreme hardship. Resilience is a quality that has been studied by social scientists and psychologists, especially when considering children and adolescents who have had to live through traumatic experiences or adverse conditions and have been able to adapt and even do great in school and other aspects of life.

The Search Institute refers to resilience as "the amazing ability of some adolescents to succeed, even thrive, despite challenges, obstacles, and deficits that lead many of their peers to make disastrous choices."

This is especially important in the areas where we work, because many children and adolescents have lived in abuse, exploitation, or other terrible situations, perhaps due to political conflict, social instability, natural disasters, family violence, or even extreme poverty, hunger, and illness.   Their ability to thrive depends on building their capacity for resilience, so they can overcome and respond creatively to their challenges.

We can help children and adolescents become more resilient by strengthening their internal and external developmental assets, and by encouraging them to seize opportunities and take positive and appropriate risks. In the next section, we will also be talking about learning life skills and acquiring competencies in different areas, including family, school, and community life.

Another source for building resilience in children and adolescents is through a process of spiritual development and strengthening their hope for the future. One of the difficult obstacles development workers often face is people's resignation or "learned helplessness" in the face of poverty, corruption, and injustice. Traditional religious teaching has often reinforced this, but if we can help young people change their attitude and put their faith, hope, and other spiritual values into practice, they will be more likely to grow in resilience as well.

* From Positive Youth Development So Far: Core Hypotheses and their Implications for Policy and Practice. Benson, Peter L, et al.
Search Institute Insights and Evidence, November, 2006, Vol. 3, No. 1.

Learning Activity

1. Once again divide into groups of 3 – 5 participants. Ask groups to discuss the concepts above briefly, using the following guiding questions:

- What is the difference between a negative approach and a positive approach to child and adolescent development?
- Why is strengthening assets or competencies in young people important for a positive approach to de velopment? How are internal and external assets built?
- What is the difference between an adolescent that is thriving and one that is merely "surviving" or "getting along?" "How can we tell if an adolescent is thriving?"
- Describe an adolescent who is resilient in your community...what makes him or her different from others?"
- How can we encourage adolescents to become more resilient?"

2. Once groups are finished with their discussions, hand them a sheet of flipchart paper and markers. Ask them to draw a figure of an adolescent (it can be a simple stick figure) – they can choose a name, gender, age, hairstyle, etc. On the left side of the paper, ask them to write all the negative comments some people in the community might say about their child/adolescents, for example: lazy, good-for-nothing, trouble-maker, etc.

3. Now tell the groups that we will now shift this view to a positive one. Ask them to look at each negative comment, and on the right side of the paper write another one which reflects the person's potential for growth and the assets he or she has or needs to strengthen; for example: energetic, sociable, patient, etc.

4. Have each group present their drawing, and ask them which exercise was harder to do – to write negative or positive comments? Why?

5. Once they are done, put up a flipchart with the 40 development assets (Figure 2). Ask each group to choose one category from the external and one from the internal area. Have the group brainstorm how they can help a young person, such as the one they drew on their flipchart, thrive and strengthen their assets in each category they chose. Ask them to remember and include the community resources they talked about in the last exercise.

To sum up:

- We can learn to shift our views of children and adolescents, and understand their possibilities and potential for creating positive changes for themselves and others in the community.

- All children and adolescents can build assets or competencies, both internally and externally, with the support of everyone in the community.

- When young people have the chance to thrive, they lessen their risk behaviors and contribute more to their family, school, and community life.

- We can help young people become more resilient by supporting their mental, physical, social, and spiritual development.

1.3   Building Life Skills for our Children and Adolescents' Well-being

"Youth are not empty vessels to be filled, but flames to be lit" – Plato

What we'll learn:

• To recognize the skills that children and adolescents need to learn and gain competence in so they are able to face the realities of life.

• To identify the core life skills that children and adolescents in your particular community context need to develop the most.

Concept Notes for Facilitators

A. Understanding the importance of Life Skills for Children and Adolescents

Life skills are those competencies or abilities that all children and adolescents need to succeed in leading a productive, fulfilling life. They are similar to the developmental assets described in the last section, in that they are aimed at strengthening young people in critical areas so they may flourish and thrive.

UNICEF defines life skills as: "the abilities that help promote mental well-being and competence in young people as they face the realities of life". Learning and applying foundational and essential life skills can help empower children and adolescents to take positive action to protect themselves in different situations they may face, and promote healthy and positive social relationships.*

Although life skills can be applied to different areas, such as health, education, and social situations, and while there are definite skills that all children and adolescents need to learn, how they apply them can vary according to the local context and conditions of children and adolescents.

For example, a child in an urban setting may need to apply their critical skills differently than a child in a rural village; or an adolescent who has lost his or her family in a natural disaster will need to use their relationship-building skills differently than an adolescent who lives with his parents at home.

There are also life skills that should be considered in different content areas or issues that children and adolescents may have to face, for example in preventing substance abuse, HIV/AIDS, teen pregnancy, sexual violence or exploitation, etc.

Regardless of the area in which life skills are applied, we can help children and adolescents work on developing these foundational and essential life skills as tools to handle the different situations and opportunities that come their way.

* Life Skills Training Guide for Young People: HIV/AIDS and Substance Abuse Prevention, Module 7: Life Skills.
From: www.unodc.org/pdf/youthnet/action/message

B. How we can help build children's and adolescents' life skills

World Vision has reviewed several lists of life skills developed by international groups like UNICEF and WHO, and identified five core competencies or life skills that we are targeting across the life cycle in children and adolescents. These can be developed through action learning with their peers at different age levels. These five core competencies can contribute to the strengthening of internal and external assets and are seen as the most relevant for educating children and adolescents for life:

1. Critical Thinking

Critical Thinking is the intellectual discipline whereby one can perceive, memorize, analyze, synthesize, and evaluate information to solve problems using creativity. As a result one pauses to reflect, discern and make a good judgment.

2. Emotional Management

Emotional Management is a process built across one's life whereby one manages emotions in oneself and others by moderating negative emotions and enhancing pleasant ones without repressing or exaggerating information; by having a clear identity and a confident self image; and by distinguishing our own identity and self-image from others. When we have emotional management skills we understand what our emotions are telling us, thereby keeping balance in our personal life.

3. Communication

Communication is the ability to confidently express inner thoughts and feelings. It is the capacity to understand, interpret and express ideas, feelings and facts through different forms of expression. It is the ability to interact linguistically in a wide range of socio-cultural contexts among others. Communication can also be understood as the dialogue required for interaction, as a component of expression, which requires respectful listening as well as the capacity to see things from others' perspective and to participate in interactive dialogues to build connections between and among individuals and groups.

4. Relationship Building

Relationship Building is the capacity to build mutually affirming, mutually reciprocal relationships. One is able to coexist and develop positive social bonds that favor good and harmonious living in multicultural societies. Relationship building requires reciprocal respect of each others' rights and exercising one's social duties as a responsible citizen.

5. Social Responsibility

Social Responsibility is the capacity to act on behalf of oneself and others to develop relationships that sustain the integrity of one's life and the commitment to others. It requires the ability to build processes and projects for the common good from a sense of obligation to serve others and without expecting a reward. One assumes responsibility to find where one is best suited to contribute.

Most children and adolescents develop life skills in the context of their family, school, and community life. For this reason, as we discuss and share about developmental assets with parents, school teachers, volunteer youth workers, religious educators, and other leaders from the wider community, we should also talk about the

life skills we consider necessary for our children and adolescents, so that learning can be reinforced in these different contexts. For example, life skills can be developed by providing children and adolescents opportunities for discussion, games, dance, and music in non-formal settings with their peers. The activities can be carried out in after school settings with teachers, or in youth groups or clubs led by volunteers.

The Peace Road Curriculum, which will be discussed further in the manual, is one model among many to develop life skills in children and adolescents. In addition, a young person's temperament and learning style must be taken into consideration, as well as their circumstances. This requires continued discussion and support from parents, teachers, and other leaders as we seek to find a good balance in building knowledge, attitude, and skills, for a positive impact on behavior.

C. The Peace Road Youth Club's experience with life skills

As we will discuss in the following sections of this manual, the Peace Road for Children curriculum also focuses on helping children and adolescents build their life skills in different contexts. It is carried out in a non-formal setting, supported by parents and adults in the community, and led by a volunteer facilitator who guides the group through games, discussion, and other activities to build their knowledge, attitudes and skills in the following areas:

• Self-awareness
• Respect for diversity
• Gender equality
• Non aggression
• Healthy relationships
• Peace building

The curriculum helps adolescents develop the 5 core competencies as they explore and grow in each of these areas. Facilitators guide participants through a series of activities and discussions that promote critical thinking, self-expression, and taking responsibility for oneself and others in each of the topics covered.

The curriculum is a good tool to help children and adolescents learn to apply life skills in different contexts, and become able to make wise decisions that keep themselves safe, bring no harm to others, and influence their environment to be less violent or dangerous.

The Peace Road Curriculum also involves children and adolescents in a number of community service projects, which are related to a part of a youth development philosophy called Service-Learning.

Service-learning promotes adolescents participating in constructive activities that build on their strengths and interests. It is a type of experiential education that integrates community service with learning to benefit both students and community, extending learning beyond the classroom and actively engaging youth in meaningful and personally relevant service activities. It promotes learning through active participation and provides structured time for students to reflect. Furthermore, service learning provides an opportunity to use skills and knowledge in real life situations, and helps youth foster a sense of caring for others.

The service-learning cycle involves:
1) Planning and preparation
2) Action
3) Reflection (pre-during and post-action)
4) Recognition and Demonstration
5) Evaluation

The cycle takes the young person through a learning process that intentionally incorporates seven elements that are widely recognized as hallmarks of the service-learning framework:

• Integrated learning - academic and life skills content inform service and service informs content and is integrated back into the learning context (club, classroom, etc.)
• Meaningful High Quality Service - service is age-appropriate and responds to an actual community need.
• Collaboration - the service project involves a partnership between school and community and both contribute to and benefit from the service.
• Youth Voice - youth participate actively in choosing, planning, implementing, and evaluating the service project.
• Civic Responsibility - the service projects promotes youth responsibility and care for others and makes them aware of how they can impact their communities.
• Reflection - occurs before, during and after service and establishes connections between youth experiences and the academic or life skills curriculum.
• Evaluation - engages youth and partners in measuring progress toward and impact of learning and service goals of the project.

Learning Activity

1. Divide into three groups. Ask each group to discuss the concepts above briefly, using the following guiding questions:

• How are life skills similar and different from development assets?

• Which of World Vision's core competencies might be more challenging to work on in our community's context? Why?

• How can we encourage families, schools, community organizations, and churches to adopt a program to develop life skills within a Positive Youth Development framework?

2. Place a sheet of flipchart paper with the following headings (one on each paper) in five different areas of the room:

- Critical Thinking
- Emotional Management
- Communication
- Relationship building
- Social Responsibility

Ask each group to refer to the notes on these categories of life skills, and ask them to spend 5 – 10 minutes brainstorming at each station the specific situations in which their young people may need to apply these skills. After they write some examples on the flipchart (5 – 10 minutes, depending on time), rotate the groups so that they have a chance to think about another category of skills.

3. Once they have all finished rotating at the five stations, read through the examples the groups came up with. Ask the group if they remember dealing with similar situations as young people and how they handled it. What skills did they have to learn and how did they learn them? What are some of the most challenging skills we need to learn to apply and practice?

4. To conclude, have each participant make a list of the three life skills they would most like their children and adolescents to learn, and how they hope to participate in helping them learn these skills. Ask a few volunteers to share their hopes and future challenges in working with adolescents using the Peace Road Curriculum.

To sum up:

- Learning life skills can help empower children and adolescents to protect themselves in different situations, and promote healthy and positive social relationships.

- There is no definitive list of life skills that can be worked on, but these can be decided by identifying the issues that are the most important for a group of children and adolescents.

- The Peace Road Curriculum seeks to apply life skills in different contexts, so young people are able to make wise decisions that keep themselves safe, bring no harm to others, and contribute their service so their environment is less violent or dangerous.

2. Learning about the Peace Road Curriculum

A Story to Share

Cambodia is known for having a long history of violence on a large scale, with peace settlements finally being signed in the 90s. By the turn of the century, Cambodia was transitioning from a post conflict environment with many peace building efforts going on in the country. At this time, the World Vision Cambodia (WVC) team was wondering how they could get more involved and support these efforts in the communities where they worked.

They met with several other organizations and World Vision country offices that were interested in the same issues, and became part of a regional peace-building network. Soon, they hosted an international consultation to learn and understand the issues and approaches in peace education from external experts and other WV representatives.

Based on some of the things they learned in this consultation, World Vision decided the first step in designing a program was to listen to children, adolescents, and families to better understand the issues of violence, conflict, and peace in communities. With the help of a consultant, they talked to more than 35 children and adolescents, including most vulnerable children. They also conducted numerous focus groups with parents and teachers. What they found was that adolescents were very concerned about bullying, fighting, and using drugs; and about adults fighting amongst themselves, abusing alcohol, and practicing domestic violence.

The team then did further in-depth learning from adolescents regarding the root causes, responses, assets and risks that children face regarding these issues. They then analyzed their findings according to best practice and principles in peace education. This led the team to try out different approaches for working with the adolescents on key issues, such as personal identity, healthy relationships, and peace building. They built a curriculum that included fun games, discussions, and activities, and decided to carry out a pilot project in four different communities, which reflected a mix of urban, peri-urban, rural and isolated communities. They met with community members, and asked them to choose the children and adolescents that would commit to the program for 8 months. It was a huge effort for everyone involved, including the volunteer facilitators, the facilitators' mentor, the families, and the group members; but after finishing the program, adolescents, parents, and community leaders said it had a very significant impact on the participants and their families, on other children, neighborhoods, and whole communities. One participating adolescent said: "I have learned a lot that I now can use to help my family and village, but I am most happy that I have learned to feel peaceful inside myself".

Let's talk about it!

- What are some issues that can create problems and confrontations in our communities and regions?
- Why do some families argue and resort to physical and mental violence?
- What are some of the major issues of conflict and violence in the region where you work?
- What would it take to get communities and families involved in a peace building program for children and adolescents?

2.1 Building a curriculum for children's and adolescents' protection and peace

What we'll learn:

- To understand the basic history and purpose of the Peace Road Curriculum.

- To identify some of the crucial issues in our own communities that young people may address through the Peace Road Curriculum.

Concept Notes for Facilitators

A. Where does the Peace Road Curriculum come from?
The Peace Road Curriculum was originally developed by World Vision Cambodia (WVC) with support from World Vision UK and World Vision Canada, to help Cambodian adolescents understand and face the challenges of growing up in a post conflict environment.

As the story we read before mentions, WVC was interested in learning more about peace education and becoming involved in ongoing peace building efforts in the region. The discussions held with other people involved in peace building work, and the community consultation that later took place made it increasingly clear for the team that a peace education curriculum for children and adolescents could be a critical component of World Vision's transformational development model, while complementing their child rights approaches in communities.
The WVC team also felt it was crucial and challenging to develop a curriculum contextualized to the Cambodian history and context. Finally, the team believed that peace education for children and adolescents could potentially create a solid foundation for peace both within the communities and ultimately within the country.

A child participation specialist helped WVC talk to the children and adolescents in rural and urban communities about the positive and negative issues and forces in their lives, as well as the opportunities and challenges that they faced. Out of that data, a list of key issues was proposed for developing a peace education program, as well as the appropriate approaches for each issue.

From these issues and approaches, a first draft of the curriculum was developed in consultation with children and adolescents from various communities. The approaches included creative and participatory activities to ensure lively, engaging and substantive sessions. The World Vision Cambodia Gender & Development and Peacebuilding Departments reviewed the draft, and over the next few years worked together in testing and revising the curriculum.

Since then, the curriculum has been used in numerous communities. The feedback from staff, facilitators, and participating children and adolescents on these experiences have helped to continually revise and improve the curriculum over the first three-year period. The current curriculum is now being contextualized and tested in other countries where World Vision works or partners with other organizations. In Rwanda and Uganda, an African version of the curriculum is being developed to help children and adolescents understand themselves and their role in building peaceful, respectful relationships, as well as protect themselves from harmful traditions such as child marriage and labor, while contributing positively to their communities' development.

WV now looks forward to making the curriculum available to a broader audience so it can be adapted as a useful tool within each context, according to the specific needs identified in each community along with their children, adolescents, and their families.

B. What is the Peace Road Curriculum?

The Peace Road for Children is a structured curriculum, developed as a program to help children and adolescents build and strengthen positive values and life skills within a safe group environment, such as a youth club.

The main idea of the Peace Road Curriculum is to help children and adolescents become agents of peace and change for themselves, their families, and their community so that everyone can grow and benefit. The Peace Road Curriculum, when used as a program, should help young people be able to do 3 main things:

1) Protect themselves and make good decisions for themselves
2) Treat others with respect, tolerance, and peace
3) Cooperate with others in helping their community become a safer and better place for everyone.

The Peace Road Curriculum was created especially for working with the Youth Peace Clubs. A volunteer community facilitator is selected to meet with Youth Peace Club participants once or twice each week for 7 – 10 months.
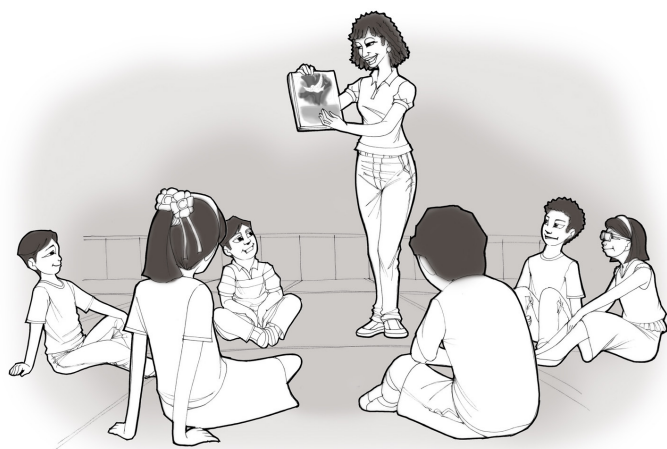
In each weekly meeting, the facilitator encourages youth club members to participate using the dynamic activities and creative methods in the curriculum, designed to help young people navigate through the choices and opportunities in their lives. As they progress through the modules and sessions, they also learn to choose, design, plan, and evaluate their own ideas and initiatives to improve their communities.

The goal of the Youth Peace Clubs is to create a safe environment so young people can get to know themselves as well as each other, accept each other's differences, explore difficult personal and family issues, and make choices in their daily lives to reach present and future goals. The Peace Road Curriculum provides the tools and resources to engage with pressing personal and social issues, as well as to undertake actions to build a more positive family and community life.

Learning Activity

1. Ask the group to discuss the concepts above briefly, using the following guiding questions:

- How does conflict and violence affect Positive Youth Development?

- What are the things you find most interesting about the Peace Road Curriculum's history?

- Do you think that the 3 main purposes of the Peace Road Curriculum are relevant to the context where you work? Why or why not?

2. Divide the group into smaller groups according to the region or communities where they work. Ask them to imagine they are doing research on peace, conflict, and violence issues that affect children in their region. Have them write some questions they would like to ask children and adolescents about their family, school, and community life with respect to their feelings of peace and safety.

3. Have each group read the questions and discuss the common issues and concerns about child and adolescents protection and peace within their communities' context.

4. If the group desires, they can form an informal "research" group to ask a few of their neighbors and friends some of the questions they believe are crucial to understanding their communities' issues on childhood peace and protection.

To sum up:

- The Peace Road Curriculum was initially developed within the context of Cambodia in a post-conflict environment to help with peace building efforts in the region, but is now being adapted and used in different countries to focus on a number of child protection issues.

- The Peace Road Curriculum is designed to work with young people so they can achieve three main purposes:
    1. Protect themselves and make good decisions for themselves
    2. Treat others with respect, tolerance, and peace
    3. Cooperate with others in helping their community become a safer and better place

2.2 How does the Peace Road Curriculum work?

What we'll learn:

How the modules and sessions of the Peace Road Curriculum are structured to introduce topics and guide children and adolescents towards building their skills, values and attitudes.

Concept Notes for Facilitators

A. How the Peace Road Curriculum is structured

The Peace Road for Children Curriculum is divided into six modules or units. Each module is made up of 2-hour sessions that are ideally carried out weekly (or twice weekly) with the youth groups or Peace Youth Clubs. There are a total of 57 sessions that can take about 8 months to complete, depending on how often the youth club meets.

The topics that were chosen for each module are based on the initial assessment that was done by WVC, which helped to identify the main issues that young people were dealing with in the communities where WVC was working. However, experience has shown that they are relevant to children and youth in many contexts.

The following table summarizes the modules and their main topics:

Module	What the module sessions cover
1 – Exploring Who We Are	• Building skills and confidence to examine who we are as young people. • Doing personal development activities which focus on diverse aspects of our lives – individual, family, community country • Helping us investigate and articulate different ideas and emotions • Increasing awareness about the impact of our choices • Encouraging us to plan positive steps to achieve our goals
2 – Diversity	• Appreciating diversity • Learning the dangers of discrimination - how valuable people and ideas can be excluded if we narrowly define what is 'normal' and acceptable. • Understanding how valuing diversity is an important cornerstone of peace.

3 – Gender Equality	• Thinking about how we currently view the roles of men and women, boys and girls, and why we have these views. • Learning the difference between biologically determined differences and roles determined by society. • Considering the impact of unfair treatment of women and girls. Visualizing a fairer world and thinking about how we can be individual peace builders in our communities. * At the end of this module, the participants plan an activity to share their learning with others in the community, as an opportunity for them to influence others and begin to experience the contribution and role they can play in the lives of others.
4 – Have Fun Without Hurting Anyone	• Examining how stress, negative experiences, and peer pressure can lead to poor decision making in both relationships and lifestyle. • Finding positive ways to handle problems • Recognizing the dangers of drugs and alcohol and being a • positive influence within our peer groups and in our • communities.
5 – Healthy Relationships	• Recognizing and nurturing healthy relationships • Making good choices in our friendships and daily actions. • Learning how to be peace builders by undertaking positive actions that decrease community members' risk from HIV/AIDS, rape and pornography.
6 – Peace building	• Learning how we can communicate more effectively and peacefully • Viewing ourselves as agents of peace and change in our communities. • Learning to analyze the factors that cause peace or violence to increase in our communities. • Taking action to make a difference • Reflecting on all that we have learned, and our dreams for the future. *This last module builds on the discussions, exercises and activities of the previous modules. Learning is consolidated through planning and implementing a peace building activity/initiative in their community. Participants are equipped with new skills and integrate all of the skills learned in previous modules into the community-based activity and into planning actions for a peaceful future.

In the curriculum each of the modules begins with the following sections:
- **Module Overview** – includes the total time, a description of the purpose and topics the module contains, and notes to the facilitator.
- **Session Flow** – this is a chart with a detailed list of all the sessions and the activities included in the module, as well as the allotted times for each.

The curriculum also has two appendices at the very end (p. 323 - 325) for further resources and references:

- **Appendix A:** Positive Actions – includes actions and skills that are referenced throughout the curriculum.
- **Appendix B:** Bibliography – includes resources used in the development of the curriculum that can also be consulted for further information.

The six modules are designed as separate units, which ideally build upon the lessons learned in the earlier ones. However, facilitators may decide to change the order of the modules, or be flexible with the order of the individual sessions so they may focus on the group's priorities or emphasize certain topics earlier on in the program.

B. The structure of the sessions

The sessions in each module are written up as detailed lesson plans for the facilitator of the Youth Peace Club or youth group. Most modules are made up of 5 to 9 sessions, with the exception of Module 6 on Peace building, which has 19 sessions.

The Facilitation Guidelines for each session includes:

- the objective(s)
- the time for each activity
- materials
- step-by-step instructions for facilitating each activity
- accompanying resource sheets

The sessions in the Peace Road Club Curriculum are all structured in the same way and follow the same order of activity types. This helps both the facilitator and the group to prepare for the process and flow of each meeting, and to anticipate moments of personal and group learning, activity, and reflection.

The activities included in each session are:

1) Welcome Activity

This activity is designed to welcome group members, focus their attention on the learning for that day and review what they have learned in previous sessions as well as reinforce positive actions that the members have performed in their families and communities.

2) Team Building Activities

The team building activities are designed to create a sense of common purpose and trust among the group members. These activities also focus the participants' attention on the learning planned for that specific session.

3) Personal Development Activities

The personal development activities are the core learning activities. These activities vary according to particular session topics. The personal development activities are aimed at presenting new challenges, areas of learning, or life skills for the group members.

4) Reflection Activities

The reflection activities allow group members to consider what they have learned throughout the day as well as provide time to explore feelings and changes that are taking place over the course of the program.

The Welcome, Team Building and Reflection activities are repeated from session to session. These activities have been designed to both prepare participants for the Personal Development Activities and to reinforce the learning presented. Although some facilitators and participants may object to using the same activities over and over, the experience in the Peace Youth Clubs has shown that the intentional use of repetition can help participants engage more fully with the topics and deepen their understanding of different parts of themselves and their group members as the program progresses.

Many sessions also have Resource Sheets and Pictures right after the "Facilitation Guidelines". These are the resources needed to carry out the activities listed and meet the objectives of the sessions. Resource sheets are numbered consecutively throughout the whole curriculum.

Learning Activity

1. Hand out a copy of the Peace Road Curriculum (or one module) to the participants (or to groups of 2-3), and ask them to look through it and identify the following sections:

- The beginning of the modules
- The module overview of the module
- The session flow of the module
- The repeated activities
- The facilitation guidelines for the first session of the module
- The resource sheets for the first session

2. Now divide the participants into 3 groups and have each group read through the first session of Module 1. Ask each group to choose someone to practice facilitating it while the rest of the group role-plays as youth club members.

3. Once each group has finished, have a short discussion to debrief the activities. Ask them what they thought of the experience; what was interesting about it, why they think it works well with children and adolescents, etc. Ask them how repeating certain activities can be meaningful to a young person's growth.

To sum up:

- The Peace Road Curriculum consists of 6 modules made up of 57 individual sessions. Each module starts with an overview and a session flow chart, which lists the topics and activities covered in each session.

- Each session has a similar structure, which is described step-by-step in the facilitation guidelines for each session.

- The welcoming, team-building, and reflection activities are repeated throughout the program, as a means of deepening young people's understanding of themselves, their personal growth, and their fellow group members.

2.3 How to start a program with the Peace Road Curriculum

What we'll learn:

To identify different alternatives in using the Peace Road Curriculum with a group of selected child and/or adolescents participants.

Concept Notes for Facilitators

A. Starting a Peace Road Youth Program

As mentioned before, the Peace Road Curriculum was initially created for the Peace Youth Clubs formed in the Area Development Programs (ADPs) where WVC works. The Youth Club participants were selected at a community meeting in which children, adolescents, parents, and other adults in the community gathered to hear about the program objectives, meet the facilitator, and discuss the commitment it required from everyone involved. Each club included about 15 - 25 young people that were nominated by the parents and community leaders, based on agreed criteria, although the participants also had to agree to the commitment.

Some of the things that have been important for the success of the Peace Youth Clubs include:

1. Having a good place to meet

The parents and community leaders should ideally help in choosing a good place for the youth club to meet. It does not have to be fancy, but it does need a few things. It might be a section of a house, a rented space, part of a community center or a school, with enough floor space for group activities and wall space for decorating and making it "their own". Some materials, like the "peace tree", are developed over the full 7-10 months, so groups should not have to remove materials from the walls between sessions. The meeting area should be available and reserved for the entire time the youth club program lasts.

2. Getting Started

Once the participants and the meeting place are chosen, it is best to start immediately. Let the group members know when and where you will be starting. The curriculum includes a short module called The First Day of Training, which is a welcoming session to help your group members become engaged and excited about the learning experience they are about to begin. A welcoming Peace Road Club poster can be placed on the wall before participants arrive to begin to decorate your space.

3. Keeping it Going

Facilitators need to make sure they review the facilitation guidelines before each meeting and are well prepared for each session. This encourages the group members to take this seriously. In a process that lasts over several months, it is sometimes tempting to 'slide' a bit in the middle. Facilitators should be aware of this and be intentional in keeping each meeting dynamic and engaging for the adolescents.

Facilitators should meet periodically with a mentor (from WV staff or an experienced youth leader) to discuss the group's progress and some of the issues that have come up in the meetings. They should also meet with parents and community members three or four times during the program to give them an update on the group, receive their feedback and input, and keep their interest in what the adolescents in their community and homes are achieving.

A high point of motivation for the group members themselves is seeing their group work visibly posted on the walls of the meeting area. They also construct a Self Book and keep a journal, which demonstrate visible progress as they go through each session. Adolescents are also very motivated by activities they plan and implement in communities during Modules 3 and 6. Reminding group members of the progress they are making will keep them encouraged throughout!

4. *Bringing the Peace Road Club to a Successful Conclusion*
In the last module on Peace building, the group members plan and implement their own peace building projects in their community. This is a dynamic and appropriate conclusion in which they practice all the skills they have learned throughout the Peace Road Club. As a facilitator, there is tremendous power in recognizing and validating the group's work as well as in creating an environment in which they learn to compliment each other and work collaboratively. After this activity, the facilitator should encourage participants to take more ownership of the structure of the group, planning whether they want to continue, and what their focus will be. The children and adolescents should have the skills now to be able to develop and pursue their dreams for how they want to keep growing and contributing to their community, with the facilitator and World Vision playing more of a supportive and mentoring role, rather than a leadership role.

B. Who should participate?
Although initially designed for small youth clubs with 15 – 25 members, the Peace Road Curriculum can be used in a variety of settings where children and adolescents meet, including schools, church youth groups, and other community youth groups or organizations already in place. For example, in Cambodia, the Peace Clubs showed such good results that the Ministry of Education decided to adopt the Peace Road Curriculum as an official "life skills" curriculum in schools and trained teachers from across the country in it's use.

In the specific case of the Youth Peace Clubs, community involvement was crucial for choosing the participants. As mentioned above, an initial meeting with parents and community leaders was important so facilitators could explain the importance of including all types of adolescents between the ages of 13-22. One of the goals in Cambodia was for the Peace Clubs to be a place in which connections were built between children and adolescents that otherwise might not know each other well. There was also an intentional priority on including most vulnerable children. This helped insure that the participants could experience the breadth and diversity of their whole community.

In any case, it is helpful if the community makes a list of selection criteria to choose the participants, but facilitators should try to make sure that at least the following criteria are discussed and included:

- Children that are especially vulnerable or at risk
- Children with disabilities
- Children who are illiterate or out of the school system (these children will need special support or adaptation for some of the activities)
- Children from different ethnic or minority groups in the community
- Children from other disadvantaged or marginalized groups in the community (children from situations identified as most vulnerable/at risk)
- An equal number of male/female participants

The Peace Road Youth Clubs limited participation to only 15-25 members in the group to make sure that all group members received the attention they deserved and were able to relate well to each other. However, in subsequent evaluations, this was seen as a great limitation by those consulted, as many other young people were left out, including those who had a great desire or need to participate; in some cases it may have even caused division within the community*. This is an issue that should definitely be discussed beforehand and agreed upon with community leaders. In some cases, a community may choose to start more than one group at the same time in order to give more youth the opportunity to participate.

Once the participants are selected, it is important for facilitators to hold a follow-up meeting with their parents and explain again the objectives, structure and importance of the Peace Road Curriculum.

Facilitators should remind the parents about the meeting place and times, and ensure their support for their children's attendance. They should also agree to meet several times during the program with the parents to let them know how their children are progressing and how they can support their young people at home and with their community projects.

The facilitator should also meet with the proposed list of participants themselves to explain what they will be doing in the Peace Road program. It is important, at this point, to determine if they truly want to attend or are being forced to attend by a parent, teacher or other adult in the community. Facilitators should assure them that this is voluntary on the one hand – and that it will require a strong commitment from them to complete the full curriculum on the other hand.
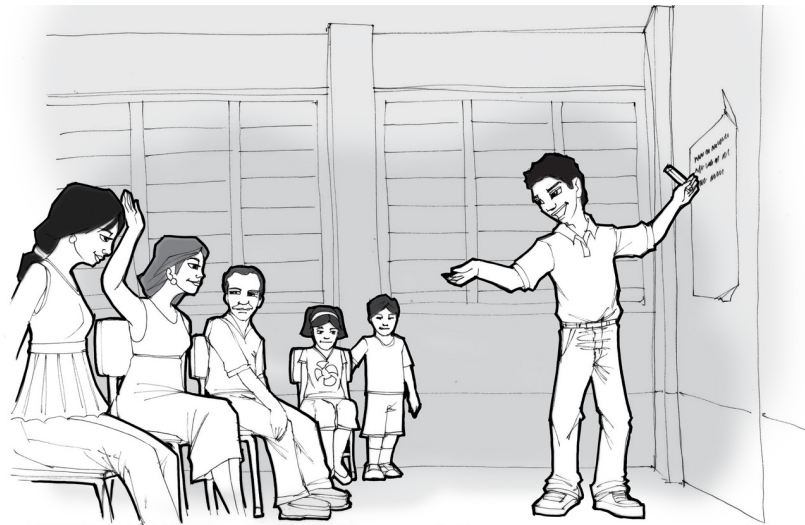
* From "Reducing Gender Based Violence Project - Final Evaluation" by Judy Saumweber. World Vision, December, 2008.

Learning Activity

1. Ask participants to review the concepts above and remember the steps that WVC took to form the Youth Clubs. Ask: which of these steps make sense for the region where you work? What would you do the same and what would you adapt to your context?

2. Now divide the participants into 3 groups and have each group discuss the selection criteria for the youth club participants. Ask groups to make a list on flipchart paper of the selection criteria they consider most important, (adding to the list from WVC if they desire), scoring them from one to five, with one being the most important criteria (this should be non-negotiable) and five being the most flexible, depending on the possible candidates.

3. Once each group has finished, have them present their prioritized selection criteria and write the common criteria on a single flipchart paper. Ask participants to vote on this list of criteria by coming up and making a mark beside three of the criteria they consider most important. The criteria with the highest votes should be considered the highest priorities for their context.

4. To finish, take some time to discuss different options on how each community can decide the size of the youth group. How can we include more vulnerable youth, and what challenges will that bring? How can those challenges be faced?

To sum up:

- The Peace Road Curriculum depends on the participation and commitment of children and adolescents, parents, and community leaders for success, both in selecting participants, as well as finding a meeting place, and providing follow-up and support.

- The participants of the Peace Road club should ideally be selected by parents and community members after discussing the selection criteria, but young people should confirm their interest and commitment to the program.

3. Preparing to be a Youth Club Facilitator

A Story to Share

Mary is a middle-aged schoolteacher who lives in a rural community outside of Kampala, Uganda. She has been teaching fifth and sixth graders for over 15 years and has always enjoyed her student's energy and loud enthusiasm as well as their willingness to listen and follow her directions. Lately, she's been noticing that some of her previous students are skipping secondary school, leaving town on the bus or hanging outside the school grounds with no real purpose. A few days ago she met with Pierre, a member of a local Child Protection Committee to tell him about her concerns. Pierre called his younger cousin Alice who works with a youth organization in Kampala and asked her to call Mary. When Alice called, Mary explained about some of her worries with the young people that used to be her students. Alice told her that the organization she is working for is using a new curriculum called the Peace Road, to help young people learn how to protect themselves and others, as well as work for their community's peace and progress. Alice told Mary that it could be a great tool for her community and that Mary would be a great facilitator. She promised to send someone to help them get started, if Mary and Pierre can organize a community meeting.

Mary and Pierre talk to the Child Protection Committee, who organizes the meeting with several of Mary's students' help. A staff member from the youth organization arrives on the scheduled day and introduces himself as Robert. They start the meeting with a group of parents and community leaders. Some of the young people who used to be Mary's students are also there. During the meeting Robert explains how the Peace Road program works, and says that if they're interested, they will need to choose a facilitator or a group of facilitators to receive further training in the curriculum.

Mary offers to be a facilitator and says she knows most of the young people because she's been teaching for so long. However, one of her student's parents speaks up and says that although Mary is a good and caring teacher, they would prefer someone younger as a facilitator – someone who can understand their young people and have the energy to keep up with them. They mention their older son who has just returned from the university with a degree in agriculture. Robert says there must be a vote, but they must first think carefull about the qualities they would like in the person who will be a facilitator for their young people. Several community members give opinions and then a vote is taken...

Let's talk about it!

- Why is Mary concerned about her previous 5th and 6th grade students?
- What makes a good youth facilitator?
- What qualities does Mary have to make her a good facilitator?
- What qualities might a younger person have? Are university studies an advantage for a youth facilitator?
- Who would you vote for?
- What other roles can community members play in implementing the Peace Road Curriculum?

3.1 Selecting a Youth Club Facilitator

What we'll learn:

- The basic qualities, skills, attitudes, and characteristics that a youth club facilitator should have.

- To identify the qualities, skills, and attitudes each participant has as a youth facilitator, and which ones they need to continue working on.

Concept Notes for Facilitators

A. Who should be a Youth Club Facilitator?

In the first chapter, we mentioned how important it is for all the caring adults and organizations in a community to have a role in building their young people's assets, life skills, and resilience. However, to implement the Peace Road Curriculum, communities also need to find someone who can take on the very special role of a facilitator who will lead the youth peace clubs and guide the activities, games, and discussions planned for their growth and involvement in the community. Finding a good facilitator is at the cornerstone of leading an effective learning process with young people.

When considering the role of a Peace Club facilitator, potential candidates should be aware that this is a volunteer community role, which demands great commitment in time and preparation. Ideally, the facilitator should be someone who can work well with different groups in the community and who has a passion for work with adolescents as well as the energy required to 'keep up' with the participants. Ideally the facilitator should have some previous experience working with adolescents, which will hopefully mean that they have some knowledge and understanding of the issues facing adolescents in their own community and regional context.

Like any job position, the facilitator role implies certain responsibilities and time commitments. In the first place, the facilitator will have to participate in planning and leading community meetings with other adults and parents, so he or she should be able to guide discussions with a respectful and encouraging attitude. The facilitator should help community groups come to agreements and make good decisions to promote the work carried out with and for young people.

With the youth club itself, the facilitator will need to be willing to prepare the sessions beforehand by reading the lesson plan in the Peace Road curriculum thoroughly, gathering the necessary materials, and perhaps practicing some of the activities to understand how they work. Ideally, he or she should have the opportunity to be part of a training process with experienced facilitators as well, which may require additional time and commitment.

The facilitator should also be available to provide follow-up to the participants' progress. This may mean visiting young people in their homes, speaking to parents and teachers about issues they've noticed, and being open to having extra discussions with young people about things they are learning or thinking about. If possible, the facilitator should also meet regularly with a mentor who can help him or her process the experience itself, and reflect on how it's going; there may be things that can be changed, adjusted, or improved to help the participants in achieving their goals.

So, how should a youth club facilitator be chosen?

Just like the story at the beginning of this chapter described, the community members should be the ones to propose and choose the facilitator who will work with the youth club once it is organized. This is vital for youth clubs, because community members know their own people's skills and qualities the best; they know whom to trust with their children. By selecting their own facilitator or facilitators, the community implicitly validates his or her authority, and will more than likely support him or her when necessary.

In order to select the facilitator(s), the community should decide which qualities, skills, and values the facilitator(s) should have, because these are fundamental for the learning or change process. Based on the criteria they consider important, they can then choose the best candidate to be the youth club facilitator(s).

Some skills and qualities that may be considered by the community include the following:

Facilitation Skills	Facilitator's Qualities
• Can lead group discussions	• Respectful
• Encourages participation, even from those who are introverted	• Trustworthy
• Makes groups members feel that their opinions are valuable	• Reliable
• Can keep motivation high in the group	• Compassionate
• Uses opportunities to help build life skills and strengthen young people's assets	• Non-judgmental
• Understands the importance of protecting children's rights	• Believes in each child/adolescent's worth and potential

Once the community has chosen a facilitator, some steps should be taken to ensure that this person will not be a risk to children. For example, a local authority could vouch that they do not pose a risk to children and the volunteer could sign a statement that they have not committed violence against children; or references could be taken from local leaders.

The experience with the Peace Youth Clubs in Cambodia demonstrated that facilitators in their thirties was best in that context, so age may be a factor to be considered. Also, WVC found that one facilitator alone usually worked best, because having two or more adults in the room kept the group members from fully expressing themselves. However, if a community decides to have more than one group at a time, they will have to choose several facilitators. Also, if there are participants who need extra attention or special help for specific limitations or disabilities, it will be wise to have more than one facilitator to help out.

Learning Activity

1. Ask the group to discuss the concepts above briefly, using the following guiding questions:

- Think back on when you've been part of a group learning process, and had either a great or a poor facilitator... What are the things that make a "good facilitator"?

- What are the most important skills and values a youth club facilitator should have?

- What are your biggest challenges in carrying out the role of facilitator?

2. Divide participants into two groups and ask one group to create a skit (or role play) that illustrates what a good facilitator would do in a youth club meeting, while the other group creates a skit reflecting a facilitator with poor facilitating skills. Ask them to prepare the skit and present it to the larger group.

3. Once each group has presented their skit, briefly discuss the differences in the way the groups represented the facilitator. Ask them why the facilitator role is so crucial to a good learning process.

4. Place the table on facilitation skills and qualities on page 33, copied on a large sheet of flipchart paper. Read through the chart again, and ask the participants what other skills and qualities are important. Write in their responses.

5. Finally, hand each participant a blank piece of paper and ask them to score themselves from 1 – 5 (1 being the lowest) on each of the skills and qualities mentioned. The areas they score high should be considered their strengths, and the areas scored low should be areas that may need more work.

To sum up:

• The facilitator role is essential for the success of the Peace Road Curriculum.

• The facilitator should be aware of the responsibility and commitment required for the role.

• A good facilitator needs specific skills and qualities, which should be discussed and determined by the community in order to choose the facilitator wisely.

3.2 Facilitating sessions with children and adolescents

What we'll learn:

Basic principles and strategies of facilitation with children and adolescents, especially related to building assets, life skills, and resilience.

Concept Notes for Facilitators

A. Learning some strategies to facilitate youth clubs

The Peace Road Curriculum has step-by-step instructions to guide facilitators in implementing the sessions with youth clubs. However, a great part of the work a facilitator does is learned through practice and experience itself. It may seem very challenging at first to remember all the details of the meeting, how to help young people participate and express their feelings, the right way to handle each situation that comes up, and so on. This is completely normal, and facilitators must trust that it will become easier as time goes by, and as the flow of each session becomes more natural.

It's also good to remember that there are some basic principles and strategies for facilitation that have been tried and validated around the world by other child/adolescent facilitators. Facilitators may consider, discuss, and practice these principles as they prepare to facilitate the Peace Road Curriculum, to see what works well for them or can be adapted to their work.

Some principles and strategies for working with children and adolescents:

1. Children and adolescents learn in a variety of ways: Children need time to play and to use their imagination to learn new things, while adolescents need time for recreation and socializing. Social interaction is a vital part of learning life skills. Facilitators should be careful not to lecture, and rather find ways to use and enjoy games during time spent together, as these will be useful to stimulate further discussion and reflection.

2. Focusing for short periods of time: Children do not have the cognitive (or mental) capacity to focus their attention on a single thing for long periods of time, so facilitators should be prepared to discuss topics in short segments and change activities frequently. Young people's attention span and ability to concentrate increases as they grow and mature, but it is important to be alert to signs of boredom or restlessness during activities and discussions.

3. From concrete to abstract: In the same way, children grow in their capacity to understand abstract and complex concepts such as "human rights" or "gender equality". For this reason, facilitators should use simpler, concrete terms with smaller children, and help them to understand little by little, the more abstract concepts they want to share.

4. Participation with respect: Facilitators should help create an environment in which children are listened to with respect and where they feel the freedom to express their points of view about any topic they are interested in or affected by. Facilitators need to try out different ways to promote children's participation, while considering their age and maturity level.

5. Accessible places: It's also important to make sure that children will be received in a safe and cheerful environment, which will also help stimulate their participation. Meeting places should be friendly and comfortable, with access to the necessary restroom facilities. It should also be accessible to children with disabilities in the group.

B. Facilitating positive youth development and building life skills

Youth club facilitators also have the important task of remembering that their work is part of a larger effort to help children and adolescents strengthen their external and internal assets, as well as build their core life skills (you may want to review Chapter 1, pages 9 - 14.
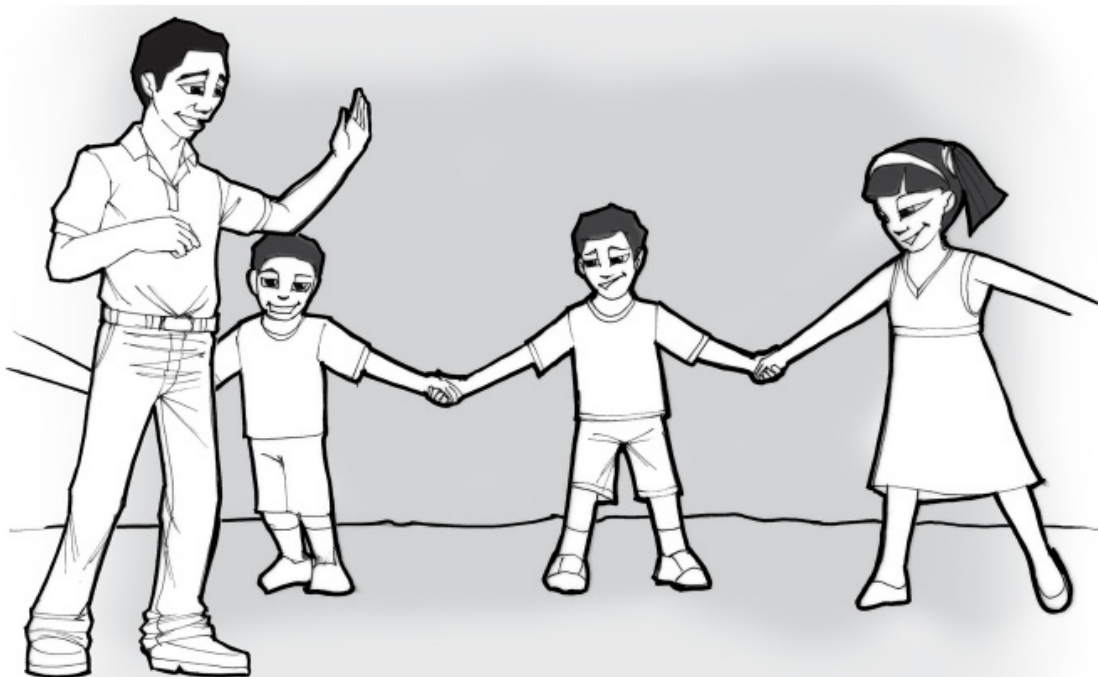
Some of the strategies that are crucial for facilitators to practice and learn in this area of building young people's assets and life skills include the following:

1) Focus on building young people's strengths: celebrate, compliment, and encourage each of their achievements, their talents, their healthy risks, and their attempts at new skills.

2) Engage young people as partners: think of ways in which adolescents can partner with other caring adults and leaders in the community to bring about change, while they grow in their strengths and skills.

3) Build relationships: think of the Peace Road Curriculum as an opportunity to build relationships with young people, rather than as a program that "serves" or "teaches" children and adolescents. Help participants build good relationships with their peers, their family members, and other caring adults in the community.

4) Be consistent: it may take a while to see some of the results from your efforts, but keep working on finding ways to create positive opportunities for young people to help them build life skills and strengthen their assets. Remember that this is an ongoing, long-term process, especially during the first two decades of a young person's life!

5) Active involvement: Get young people actively involved in different tasks and ask for their input. Encourage their opinions and creative thought process - think of them as people who have wonderful things to share.

6) Prepare young people for their role in community work: The 3rd and 6th modules are especially oriented in giving young people an opportunity to carry out community projects. Help them prepare well for their role in the community so others will take them seriously as well.

7) Reflect, learn and celebrate together small and large achievements! Young people need to be reaffirmed and to feel that their individual and group progress makes a difference to others.

Learning Activity

1. Ask the group to discuss the concepts above briefly, using the following guiding questions:

- What are some things that a child or youth facilitator must do differently than a facilitator that works only with adult groups?

- What is the difference between facilitating a youth meeting and helping build life skills?

2. Have the participants team up in pairs, and ask each pair to choose 3 - 5 key strategies or principles they want to make sure to remember when they facilitate youth groups. Then ask them to create an "acrostic" – a word made up from the first letters of the words or phrases they want to make sure they remember. For example: "BEAR" is an acrostic for:

Build relationships
Encourage adolescents
Active involvement
Respect opinions

3. Ask the groups to write their acrostics on cards and share them with the whole group. Have each team express why these principles or strategies were especially meaningful to them.

4. Ask the group if they can suggest other tips or strategies they can use to remember these principles while they are facilitating the Youth Peace clubs or other youth groups. Now ask each group to choose a session from Module 3, and work together to facilitate the session based on the key principles they chose for their acrostic. Have each group present a shortened version of the session to the larger group.

5. Conclude by reminding everyone that being a facilitator is not an easy role, but it's a very rewarding one, especially when we see young people using their skills and talents as a contribution to their community and society.

To sum up:

• Facilitating for the Youth Peace Clubs will become easier with time, as experience and practice will help make each session feel more natural.

• Facilitating for children and adolescents requires using special strategies and remembering principles that will help build young people's assets and skills for life.

3.3 Other issues about working with Children and Adolescents

What we'll learn:

Basic child right principles and ethics related to working with and protecting children and adolescents.

Concept Notes for Facilitators

A. Protecting children and adolescents

We have now covered several important concepts about working with young people, the Peace Road Curriculum, and the role of facilitators in this great venture.   But before beginning to use the Peace Road, there are some issues about working with and protecting children and adolescents that should be taken into account as facilitators prepare to take on this important role.

1) Child Rights:

At the basis of the Peace Road Curriculum is the belief that all children have rights, and that these rights must be protected and promoted by all human beings. Child Rights are the fundamental freedoms and the inherent rights of all human beings below the age of 18. These rights apply to every child, irrespective of the child's race, color, sex, creed or other status.

In 1989, world leaders created the Convention on the Rights of the Child as the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights–because people under 18 years old often need special care and protection that adults do not.

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The essential message is equality of opportunity.

ALL children should have the same rights and should be given the same opportunity to enjoy an adequate standard of living.*

Taken from: http://www.unicef.org/crc/ and http://www.cry.org/crycampaign/ChildRights.htm

2) *Protecting children and adolescents at risk*

In some of the communities where we work, we may find cases of children or adolescents whose rights aren't being protected, and who are being abused and/or exploited. It may be they are suffering from hunger or homelessness, working in harmful conditions, being mistreated physically or emotionally, receiving deficient health care or limited in receiving opportunities for basic education.

Children often try to communicate to adults when they are being abused. However, they are often not listened to, believed, or understood. While some children will directly tell an adult that they trust when they have been abused, more often children will try to indirectly communicate their situation – through their actions and attitudes. Sometimes these actions and attitudes can be difficult to handle, and these children are thus sometimes mistakenly called "poorly behaved." This only adds to their suffering.

There are some behaviors which can be a clue to adults that a child may be suffering abuse – but none of these indicators are sure signs of abuse. It is important to develop locally contextualized indicators, as the behaviors will vary somewhat from place to place. The following is a simple list of indicators of possible abuse.[1]

- Unexplained burns, cuts, bruises, or marks on the skin in the shape of an object
- Bite marks
- Anti-social behavior
- Problems in school
- Fear of adults
- Apathy
- Depression
- Hostility or stress
- Lack of concentration
- Eating disorders
- Inappropriate interest or knowledge of sexual acts
- Nightmares and bed wetting
- Drastic changes in appetite
- Over-compliance or excessive aggression
- Fear of a particular person or family member
- Unsuitable clothing for weather
- Dirty or unbathed
- Extreme hunger
- Apparent lack of supervision

As facilitators working with children and adolescents, we share a responsibility in assessing their situation, and finding the appropriate channels to reduce the risk or remove children to a safer place.

[1] List based on Signs and Symptoms of Child Abuse, Childhelp.

B. The ethics of working with children and adolescents

A code of ethics is a standard for practice expected by a group of people in their relationship with others. For example, doctors have a code of ethics in treating their patients and making sure they protect each patient's health and human dignity. In the case of working with children and adolescents, World Vision has an established code of ethics related to children's rights and our responsibility to protect them from harm[2].

Ensuring the best interest of every child is paramount and an overarching principle for all engagement with children. The best interests of children must be respected and protected as the top priority throughout the Peace Road program.

10 Ethical Principals for protecting participants:

1. Protect participants from harm: this includes emotional, physical and other forms of harm. As soon as children/adolescents show distress, any activity should be stopped immediately. This principle requires the following steps:

- Discuss and take steps, prior to any activity, to address any potential risks, both to facilitators as well as participating children and adolescents. This is especially important when children are discussing changes they want to see in their households and also when they are planning actions in the community. Facilitators must help the children consider and analyze the possibility of risks, likelihood of risks and severity of consequences.

- Make arrangements for counseling services or supports to be in place for adolescents who become distressed during an activity.

- Ensure that facilitators are not a threat to children through appropriate local background checks.

2. Ensure safety of the facilitators: particular care must be taken when discussing illegal activity, such as crimes against children. Also, there should be emotional support for stress that facilitators may feel, especially as a result of discussing difficult issues for children that they may not be able to resolve.

3. All participation must be voluntary: Voluntary participation means that every participant (child and adult) must give "informed consent". Informed consent means that people have explicitly agreed to participate in the process after being informed in ways that they can understand about each of the following:
- The reasons why the activity is occurring
- Expectations of the participants
- That it is possible to refuse to participate or withdraw from activities at any time.

For child participants, it is necessary to get both the parent's (or caregiver's) and the child's consent. Informed consent should normally include signing an agreement to participate, unless that is culturally inappropriate, not safe, or not possible. In that case, a verbal consent is required.

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[2] World Vision adapted their code of ethics from The Right to be Properly Researched: How to do Rights based, Scientific Research with Children, Knowing Children, Black on White Publications, 2009.

The consent form should tell the adolescent about the confidentiality of the information shared in the group. In the case of children, something should be included about what might be done if the child discloses information about abuse. For example "I will keep everything you share private but if I think that you might not be safe, I might have to tell some other adults who can help me make you safe[3]."
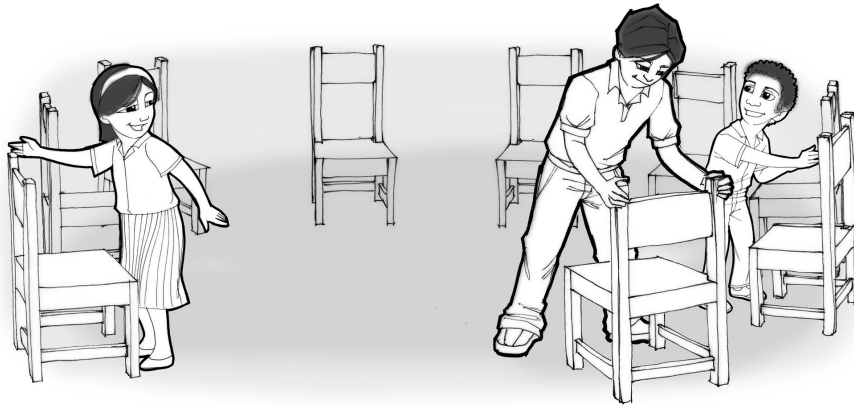
4. Respect cultural traditions, knowledge and customs: The facilitator should always respect and adhere to local codes of dress and behavior, use the local language and age-appropriate techniques.

5. Establish as much equality as possible: Facilitators should be careful not to act or sound like teachers. Facilitators should always strive to sit, to speak and to act in ways that minimize power inequalities with participants as much as possible.

6. Avoid raising unrealistic expectations: Facilitators should not make any promises to children that they cannot keep, and should follow through on all commitments made to participants.

7. Respect privacy: Facilitators should not probe for information if it is clear that a participant would not want to answer. Also, facilitators should always ask for permission to use stories, pictures, or other information from the meetings and interaction with the participants.

8. Ensure confidentiality: Sensitive or personal data must be stored in a safe place where unauthorised people cannot access it. This is especially true with the journals the Peace Road participants will be using throughout the program. When carrying out monitoring and evaluation processes, participants should not be named in reports or traceable by anyone without explicit permission. As far as possible, share results with participants before making them public and seek their consent to plans for distributing publications or communicating information. Confidentiality can only be breached to provide immediate protection to a child.

9. Develop and agree on behavior protocols: Facilitators should agree on behavior protocols (or standards), which cover appropriate and inappropriate behavior. The WVI Child Protection Behavior Protocols should be considered and adapted as appropriate.

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[3] Ennew, Judith and Plateau, Dominique Pierre. How to research the physical and emotional punishment of children (2004) Save the Children, p. 187.

10. Responding to Abuse: Facilitators should be briefed on how to respond to children sharing about current or past personal experiences of abuse, violence, and exploitation that might surface during the activities. Facilitators should not take individual or impulsive action. In some contexts, the facilitator has a legal obligation to report the alleged abuse to authorities. If the community has a Child Protection Group or Committee, they would probably be the best place to go for advice.

Throughout the Peace Road program, facilitators must genuinely listen to and respect the views of the children and adolescents while carrying out the activities in the session plans. They must be sensitive to children's reactions and should be careful to monitor how the activity is affecting the children, as there is a chance that children may become distressed.

During any child participation activity, be vigilant about children's mood changes, taking note of the following [4]:

• Physical symptoms such as shaking, headaches, feeling very tired, loss of appetite, aches and pains
• Crying, sadness, depressed mood, grief, anxiety, fear
• Being "on guard" or "jumpy"
• Worried that something really bad is going to happen
• Insomnia, nightmares
• Irritability or anger
• Guilt, shame
• Confused or emotionally numb; disorientation
• Appearing withdrawn or very still
• Not responding to others or not speaking at all

Learning Activity

1. Ask the group to discuss the concepts above briefly, using the following guiding questions:

• Are there situations in our community where children and adolescents are at risk of not having their rights protected?

• Why are ethical principles so important in working with children and adolescents? Do you know of any cases in which the ethical principles weren't followed and children were harmed?

[4]This list is adapted from Psychological First Aid: A Guide for Field Workers, WHO, (2011)

2. Have the participants divide into three groups and hand out a copy of the case study below so they can read it together as a group.

CASE STUDY: ARE THESE CHILDREN AT RISK?

Rosie is a volunteer youth club facilitator who also works with a local clinic during the day. One day she receives a visit at the clinic from one of the mothers from her youth club, asking for treatment for her younger daughter, Lily. She says that her daughter fell down the steps and hurt herself, but the marks on the back of her legs look like a beating.

That day, after the youth club meeting, Rosie calls Lily's older brother, Sam, and asks him about his younger sister's injury. Sam reluctantly tells her that his mother loses her patience when she's busy and sometimes grabs a stick to beat them. He tells her she only does it when she's mad at something they did. He asks Rosie not to worry and not to mention it to anyone, because he doesn't want his mother to get into trouble. He says he will protect his sister Lily from now on.

3. After the groups have read the case study, ask them to discuss and decide the best course of action for Rosie to take to protect the children, Sam and Lily, without risking the trust of her young group member, as well as the mother's. Ask each group to write their conclusions on sheets of flipchart papers

4. Once everyone has finished, ask each group to present their conclusions and underline the common concepts between the groups. To conclude, ask each participant to write 3 goals for themselves with respect to protecting children's rights, protecting children at risk, and working with children and adolescents under an ethical standard.

To sum up:

- Child Rights are the fundamental freedoms and the inherent rights of all human beings below the age of 18. These rights apply to every child, irrespective of the child's race, color, sex, creed or other status.

- We share a responsibility in assessing and protecting children and adolescents who are at risk.

- We must commit to the ethical standards proposed by World Vision to make sure we are creating a healthy environment in working with children and adolescents.

- Ensuring the best interest of every child is paramount and an overarching principle for all engagement with children.

3.4 Getting ready to use the Peace Road Curriculum

What we'll learn:

• How to prepare to use the session plans in the Peace Road Curriculum, and build on previous sessions so the participants are aware of their growth as individuals and as a group.

• To practice the group methods used with the curriculum, especially with the Peace Tree and journalling.

Concept Notes for Facilitators

A. Preparing for each session

We are now familiar with the basic structure of the six modules and the flow of the sessions, and it is time to prepare to use the curriculum according to the lesson plans laid out in each session. As mentioned in previous sections, preparation is the key to holding good meetings with the youth club members and getting great results.

Facilitators usually develop their favorite ways to prepare for their meetings, however there are some basic tips that can be helpful as we begin to prepare each session:

1) Read completely through each session and imagine carrying out each step as you read. Highlight or underline the parts of the session that you consider are especially important for you to remember.

2) Once you have read through the complete session, review the steps and make notes for yourself in a notebook or on cards. You can have these on hand during the meetings to remind yourself of the basic steps, as well as any extra explanations or examples you may want to give.

For instance, you may want to think about and write out how you'd like to explain "values" to the group members. What are the words, popular sayings or examples they would understand?

3) Practice saying some of the steps or instructions to the group members out loud, so they will be fresh in your memory.

4) When you come across new terms or new activities that aren't clear to you, ask someone who has facilitated groups before to help you understand or clarify the activity.

5) Lay out the materials you will need, and copy the necessary resource sheets on large flipchart paper. If drawing charts and writing signs isn't your strength, seek help from someone who has a steady and creative hand at this!

6) Arrive early, if possible, and make sure the room is clean and organized. In the first meetings, you may want to make nametags to help you remember everyone's names, but the welcome activities should help you and everyone else to remember each other's names. Make sure the atmosphere is warm and inviting, so everyone feels welcome.

7) If there are members among the group that have physical or learning disabilities, think about ways that they can be integrated with the help of others in the group. This may include creating special conditions for them, or having another adult ready to give assistance. Group members should also be made aware of these conditions and become involved in helping those with disabilities feel welcome on equal terms.

If there are group members who do not know how to read and write, make sure there is always someone next to them who can help them with the activities that involve these skills. Also, encourage them to participate in whatever ways that they can, such as encouraging them to draw pictures in their journals rather than write words, etc. Discuss the situation with other caring adults or teachers in the community to see if it's possible to create a special literacy class for those who need to learn. Reading and writing is at the center of many self-learning processes, and is especially crucial for building life skills and developmental assets; so it is important for the community to make an effort and help these young people grow in literacy during the course of the program.

8) Working with children and adolescents requires great joy, enthusiasm, and patience. Before your meeting, seek a moment of serenity, take a deep breath, and prepare to enjoy yourself!

If possible, facilitators should try to meet regularly with other youth club facilitators to share their experiences and receive feedback on the situations they have faced and the lessons learned while implementing the modules. Also, some facilitators find that preparing and training for one or two modules at a time with other facilitators is more effective than trying to prepare for all six modules at a time.   In any case, it is important for facilitators to have a support system set up, whether it is an individual mentor or a network of facilitators working on implementing the same curriculum in other areas.

B. About the Peace Tree and other group methods

There are several group methods that are used throughout the curriculum, building on each week's practice for personal and group learning and growth. These methods also require some understanding, preparation, and practice before initiating the curriculum.

The Peace Tree

> The Peace Tree is a method used throughout the program to motivate group members to make positive contributions to other people's lives and is considered an essential part of the Peace Road Curriculum. The first activity with the Peace Tree method begins in the first session of Module 1 in the curriculum. In this session, the group draws the trunk and branches of the tree on a large sheet of paper, and they put it up on a wall of the meeting room, where it will stay for the remainder of the program. At each of the following meetings they are asked to remember and write the positive actions they've done during the week on paper leaves, which they can then tape on the tree. As the weeks progress, the peace tree "grows" and becomes a visible symbol of how our good actions can increase and multiply, helping our families and communities become better places for everyone.

The facilitator may want to take time to talk about this symbol every few weeks, and have the group read each other's leaves to encourage and motivate each other to continue filling the wall with their positive and peaceful contributions. The group can also discuss how it makes them feel to see the "growth" of leaves on the tree, and how they hope these positive actions and contributions will affect their community now and in the future.

Participatory games

There are several participatory games that are used continuously throughout the curriculum, such as the ball game, sculpting, and echo (used for teambuilding activities). As discussed before, these are repetitive games that help build trust among the group members and prepare them to participate fully in the personal development activity of each session – much like a "warm-up" before physical exercise.

The facilitator needs to be ready to help all group members participate in these activities, even when they are well known and become "routine". The facilitator may want to think of ways to add new elements to the familiar games or involve participants in leading and debriefing the games. For example, the sculpting game could be done around the main topics covered in the previous session, or the ball game could be done with words that rhyme with each one's name, etc.

Group discussion and reflection

Each module in the curriculum is designed to deepen the group's understanding about important issues that affect their lives, such as relationships, diversity, and equality. The method used to introduce these topics is by having facilitators present the main ideas, sometimes through a story, a practical example, or guiding questions that help participants reflect and discuss their own opinions and beliefs.

During these discussions, it is important that all group members feel that their thoughts and opinions are welcome and valuable. The facilitator should help those that are more timid to express their ideas, and make sure that no one is "made fun of" for saying what they think. If someone expresses an opinion that goes against the concepts that the curriculum is trying to teach, the facilitator should not immediately disprove what the person said; he or she should try to find out what is behind this opinion by asking more questions. Many times our opinions and beliefs are shaped by what we have heard in our homes, from our parent's or other adults' attitudes, as well as local norms and traditions.

The facilitator can take advantage of these opportunities to involve other group members and ask what they think about these issues. It is important for participants to come to their own conclusions through their personal reflection; facilitators should avoid telling the group what to believe or how to behave.

Journals and Self books

Another essential group method used in the curriculum for personal growth and discovery is writing in journals and creating Self Books. The journals are introduced in the first session of Module 1, with the purpose of giving participants the chance to express their thoughts freely and privately each week in a notebook or "journal".

Journaling is a method many people use to examine their feelings in depth, discover more about themselves and address questions that are going through their minds. In order to fully understand the usefulness and benefits of journaling, facilitators should try to keep a journal of their own, and use it to process their own thoughts and experiences as they prepare to facilitate the sessions as well as reflect on the meetings and relationships with individual group members.

Facilitators can help groups members use their journals by preparing some leading questions beforehand, or reminding participants about some of the issues that were discussed during the meeting. They can encourage participants to express their feelings, even the "negative" ones. For example, writing about feelings of anger or frustration is a great way to release those feelings, as well as give participants a better understanding of how and why they have reacted in a certain way.

Even if the group members are initially reluctant or frustrated with journaling, facilitators should continue to encourage them to try it. It can become a wonderful tool for understanding themselves as they develop the skill, and for some adolescents and contexts it takes perseverance to become comfortable with it.

An important note to remember is that the journals belong to each group member and no one should ever read the journals without the very clear permission of the person. Even the facilitators should never read the journals without clear permission and a good reason, and they should find a secure place for the journals, making sure no one has access to them without permission.

The Self Books are introduced in the third session of Module 1. They are similar to journals in the sense that they provide a safe place for participants to express how they view themselves, their home, community life, etc. However, unlike the journals, the Self Books can be shared with others, and provide a portrait of each participant's inner and outer journey by the end of the program. Facilitators should continually remind participants that the worth of their Self Books is not in the quality of the drawings, but in how well they are able to express their reality.

C. About the Community Activities

As mentioned previously, there are two modules in the curriculum that include doing a community activity with the group. The first activity is planned for the end of Module 3, about halfway through the program, and the second activity is at the end of Module 6. The purpose of these activities is for group members to have the opportunity to share their learning with others in their families and community, and to have the experience of planning and carrying out an activity to benefit others.

Facilitators can prepare for these activities by having some suggestions ready of activities the group members could do. They can also prepare an example of the resource sheet "Planning a Community Activity" with a hypothetical activity, in case participants are having a hard time filling it out. The Peace Road Curriculum also has detailed notes for facilitators at the end of Module 6, to help youth club members plan and implement their own peace building activities.

Remember from the previous chapter, in the section about facilitating positive youth development, (P.23) that young people should be engaged as partners with other community leaders to grow in their life skills and developmental assets. The community activities planned by the group in these two modules are great opportunities to involve other caring adults and organizations as partners with children and adolescents to bring about changes in the issues that matter the most to them.

Learning Activity

1. Ask the group to discuss the basic tips described above in section A: Preparing for each session. Hand out some cards and ask participants to think about and write at least one other tip that have been helpful to them in preparing for previous group learning experiences (either as a facilitator or as a participant) on each card. Put the cards up on a wall and group them into categories as you read through them, discussing with the participants how these tips can be helpful in preparing for lesson plans.

2. Tell the group that we will now practice some of the group methods that are central to the Peace Road Curriculum, beginning with the Peace Tree. Provide materials (construction paper or flipchart paper with colored markers) so that the participants can create a large tree trunk with branches, as well as cut out paper leaves. Tape the tree trunk and branches on a wall where everyone can see it.

3. Have each participant think about their week and ask them to write on paper leaves the positive actions or activities they've done during the week, and then tape these on the tree. Some examples of positive actions might be:

- Actions taken to help someone who is suffering or excluded
- Actions taken to help you deal with your emotions more effectively
- Actions taken to help improve your future
- Actions taken to help improve the lives of your families
- Actions taken to help improve the life for your neighbors
- Actions taken to help improve life for people in your village or even your country

4. Ask the group why they think the tree with the leaves is a good symbol for peace and positive contribution to community life? What does it remind them of? How would they feel if they kept adding leaves every week? What are some other lessons for life, core values, assets or life skills the Peace Tree can help reinforce in young people?

5. Now ask the group if anyone has had experience with journaling. Ask those who have kept a journal at some point to describe what they used it for, and how it was helpful to them. Ask them if they would recommend keeping a journal and why? Hand out a small notebook to each participant (or several sheets of paper folded in half, stapled in the middle) and ask them to use the next 10 - 15 minutes to write their personal thoughts and feelings, with respect to the topics that have been covered in this chapter or other things that stand out in their minds at this time.

6. As they finish, ask if there is anyone who would like to share about this new experience with journaling: was it easy or hard? How do they think it could be helpful in personal growth? What are some things that can be helpful to facilitate this process with others, especially with young people?

7. To conclude, talk with the group about the community projects that are part of the 3rd and 6th modules in the Peace Road Curriculum. What are some ideas that could be carried out with children and adolescents in partnership with community leaders or organizations? Hand out a copy of the Resource Sheet "Planning a Community Activity" to each participant, and then divide into groups of 3 – 4 members to select and plan a hypothetical activity, in order to become familiar with the planning process. Once everyone is finished, ask if there are any questions or concerns about planning and carrying out these activities with the Peace Clubs in their communities.

To sum up:

- Thoughtful preparation is essential to facilitating successful meetings using the Peace Road Curriculum.

- Understanding the learning methods used in the modules is helpful in preparing for each session, and making sure that learning is built on previous sessions.

- Facilitators should be prepared to help group members carry out community activities as part of their growth in life skills and developmental assets.

4. Preparing to be a Youth Club Facilitator

A Story to Share

After a few years of doing the Peace Youth Clubs in Cambodia, World Vision decided to carry out an evaluation to see what kind of results and impact the program was having, based on the objectives they had set out to meet. The first evaluation was done in 2008 by an external consultant who carried out interviews with individuals and groups who participated in the program. In her final report she said: "It is impossible not to feel inspired and hopeful about Cambodia's future when meeting the young people involved in youth activities in Kandal Stung. They are enthusiastic, optimistic and energetic, and it appears the clubs were a great positive outlet for them, and they will likely be better citizens because of their participation."

The evaluation report mentioned several positive results, such as the participants identifying lessons that were especially important to them; or the Curriculum being adapted by the Ministry of Education for use in schools. The evaluation also helped identify some of the limitations of the program, especially with respect to limiting the size of the Youth Clubs, which meant that some children were left out even after multiple cycles was offered. One teacher in a school and one facilitator made a point of saying that "they felt it would have been more helpful to allow all children and youth to study in the club as it would have built community and strengthened positive peer pressure amongst groups of friends, neighbors, and siblings."

The evaluation was also helpful in offering some useful recommendations to World Vision Cambodia, such as suggesting that they continue contact with the Peace Road Facilitators, and use them as resources for future Training of Trainers. Another recommendation was to make connections with other youth peace building associations so that interested youth could form part of larger networks. The results of the evaluation were an important part of the decision-making process when it came time to think about the future of the Peace Road Curriculum.

Let's talk about it!

- Why is it important to evaluate a program?
- What would you do as a facilitator to insure the evaluation provides useful information?
- If were doing the evaluation, what are some of the things you would like to know about the results and outcomes of the program?
- How should the results of an evaluation be used? Who are the results for?
- What are some ways that evaluation results can be shared and become part of a broader learning tool?

4.1 Monitoring and Evaluation for the Peace Road Curriculum

What we'll learn:

- To include monitoring and evaluation as an essential part of the planning process and action learning for the Peace Road Curriculum.

Concept Notes for Facilitators

A. Why should we do Monitoring and Evaluation?

When we start a new project, we are often more focused on completing our activities than on how we will keep learning and adjusting our plans during the project or on how we will find out if our results are the ones we expected. However, good planning should go hand in hand with setting up a monitoring and evaluation system that will help us keep learning whether we are working towards our planned objectives and outcomes and achieving the desired impact, or if we need to change something in our original plan so that it works better.

When we begin planning to use the Peace Road Curriculum in a community setting, we need to set the goals and activities for the youth project, and choose simple indicators that will help everyone know if we are reaching the desired results with our participants.

For World Vision, the Peace Road Curriculum is part of a larger initiative for children and adolescents, the Child Protection and Advocacy (CPA) Model.   Within this model, monitoring and evaluation is aimed at measuring change in the lives of children, as well as in specifically identified and targeted elements of a child protection system in a community.

How do we measure change?

The purpose of regular monitoring within this model is to help the local CPA group see their progress and make timely adjustments as needed. It is also an important means of ensuring that the quality of the project is high and that it is being implemented in a manner consistent with the project's plans.

Project monitoring can also help provide evidence that can be used for advocacy at national, regional and global levels, as well as help World Vision International learn how to improve the CPA model and program resources accordingly.

When we talk about *monitoring* we are referring to taking time during the life of a project to ask questions and collect information about the progress of the project in its plans for implementation.

With this information, the project participants and facilitators can decide whether there are things that need to be changed or improved so that the project goals and expected outcomes can be reached. Monitoring should be planned during the project's design and be carried out at regular times throughout the life of the project[1].

Some of the reasons monitoring can be helpful are:
• To measure whether the project is on target to achieve the planned objectives.
• To provide information to project participants on how they are making progress towards their planned
   results.
• To help participants identify their successes and challenges, as well as any changes in their community's
   context that require some changes in their project's plan
• To encourage and celebrate participant's achievements
• To help participants and facilitators learn from, and be accountable for their actions.

Some of the questions and issues that can be discussed during monitoring include[2] :
• Have the activities been carried out according to plan? Are the results the ones we expected?
• Is the project costing what we planned for in our budget?
• Is everyone doing what they agreed to take responsibility for?
• Are we making any progress in the change we are hoping to see in children's lives?
• Are there any internal or external influences that are affecting the project's results?
• Are the most vulnerable children being included in the project's activities?

By reflecting on these issues regularly, project participants can make good decisions to improve the project's approaches, results, and relationships where necessary and in a timely manner.

[1] Adapted from "Chapter 4: Monitoring" in LEAP – Learning through Evaluation with Accountability and
Planning: World Vision's Approach to Design, Monitoring and Evaluation, Second Edition, 2007.
[2] Adapted from "Step 7": World Vision's Good Practices for Putting Development Programmes into Action

Like monitoring, evaluation is a means for learning and improving future projects. An evaluation is carried out at specific times, usually at the mid-point or at the end of a project, to find out if the project has been doing what it set out to do, and if it has done it well. An evaluation provides an objective way of assessing the relevance, performance and success of the projects and the broader program. During this process, participants can collect and analyze information about the project, and then make recommendations and decisions about changes to the program or project as a result of the evaluation findings.[3]

An evaluation can be useful to:
*   Provide information on what worked, what did not work, and why;
*   Find out if the project has been efficient and effective, as well as relevant to the participant's needs and the issues it was trying to solve.
*   Guide decision makers or program managers in reproducing programs that succeed and are sustainable;
*   Encourage and celebrate the participants' and communities' achievements; and
*   Learn from the experience, as well as generate more knowledge which can be used for influencing future policies and programs.

With both monitoring and evaluation, there should be an opportunity to provide feedback and reflect on the experience as an important part of learning, not just for project participants and facilitators, but also for family members, community leaders, partners and other organizations that have been directly involved in one way or another in implementing the project.

B. Designing an Action Learning System with the Community for the Peace Road Curriculum
As mentioned previously, the Peace Road Curriculum is about helping children and adolescents build life skills and resilience for their protection and the improvement of their communities. If we are planning to implement the curriculum we should be seeking to foster a real improvement in the lives of the participants today, as well as a longer-term impact for them, their families and communities.

Impact happens by designing good plans – it doesn't "just happen". A common way to plan a project is to create a simple table called a logframe (or logical framework), which includes the desired outcomes and indicators for the project. The logframe can then be used as part of an effective monitoring and evaluation system, to guide learning and regularly check and make sure the project is producing the desired results.

The CPA model offers a suggested logframe (see sample below), which has the advantage of providing information that can be contextualized and adapted to local needs and priorities in the development of a country specific child protection and advocacy program. The outcomes and outputs are oriented to developing life skills and assets in children and adolescents, and can be broken down into specific actions and activities the project will be carrying out towards that end, including the Peace Road Clubs. The indicators and means of verification are also helpful in planning and implementing a monitoring and evaluation process based on the specific results and changes we desire to see in children's lives.

[3] Adapted from "Chapter 5: Evaluation" in LEAP – Learning through Evaluation with Accountability and Planning: World Vision's Approach to Design, Monitoring and Evaluation, Second Edition, 2007.

Hierarchy of Objectives		Indicators	Means of verification	Assumptions
Outcome 4	To increase resilience and skills for self-protection and protection of others for girls and boys	Community members, including children, can give examples of how children's participation and ideas have strengthened child protection in the community

Mean DAP score of children aged 12-18 in the external and internal asset categories Compendium of Indicators | Focus group discussions

Developmental Asset Profile | Children, equipped with life skills, are protected from abuse, exploitation and neglect |
| Output 4.1 | Local groups have the capacity to implement life skills and asset-building approaches | Permanently-established community-based life skills programming

# of child-led initiatives to strengthen the protection of children | Enrollment and attendance records

Youth club reports | |
| Output 4.2 | Children, especially the most vulnerable have opportunities to participate in decision-making | Documented opportunities that are permanently-established for children to voice their opinions | Observation and local CPA group records | Families and communities are willing to listen to children's opinions |

So, how can the Peace Road Curriculum be monitored and evaluated as a joint project by the participants?

First of all, a learning system needs to be agreed upon between facilitators and Peace Club participants, parents and community leaders during the initial planning meetings, before starting the Peace Road Curriculum. Facilitators can emphasize the importance of having a good plan (perhaps using a logframe such as the one above, adjusted for local priorities and indicators of success), both to make sure the project is aimed at producing desired results, as well as to set aside times to review and adapt plans if necessary, and then reflect and learn from the experience together. The participants can discuss and agree on when and how they will capture and share their learning, and how this will be used to improve the outcomes of the project.

Because WV has a special focus on the most vulnerable children, it will be necessary to measure and monitor how the project is including and impacting vulnerable children. This can be done in two ways:

* Defining specific indicators that measure the impact on most vulnerable children (for example, number of child participants from vulnerable households)
* Disaggregating (or separating) measurement or analysis of indicators by types of vulnerability (such as disability, orphan status, gender, or ethnicity).

The community, including participating children and adolescents, should be involved at different times in collecting, analyzing, and reflecting on important information related to the plans, the indicators, and the expected outcomes. Learning together and communicating about the progress of the project ensures that the project participants and WV are accountable to the communities they serve, and helps motivate community members as they celebrate their progress and achievements.

Learning happens best in an atmosphere of trust and openness, where failures and challenges can be discussed constructively, and where there is enough time dedicated to reflection and learning activities. Facilitators and project participants will need to schedule time and put energy into creating an effective learning system with a strong culture of learning from the beginning of the Youth Club process.

A learning system includes designing and implementing a baseline, monitoring system and evaluation process[4].

1) The Baseline
As part of the learning system, project implementation should start with a baseline measurement. The overall goal for the baseline measurement is to understand the starting point of key elements of the work with children and adolescents against which progress can later be shown. Data produced from the baseline should also provide information for planning the implementation, monitoring, and evaluation of the project that will be carried out.

The accurate documentation throughout the process will help participants and facilitators to easily see the progress, identify trends, collect evidence, and have a basis to communicate the process with the wider community.

[4] From "Step 7": World Vision's Good Practices for Putting Development Programmes into Action.

A baseline measurement provides:
- A starting point to measure change over time
- A basis for accountability
- A rich source of information that helps the participants to grow in their understanding of the current context, issues and causes around child well-being
- Information that shows how the curriculum can contribute to any of the WV child well-being targets that are relevant to the program.

To start out, a "learning team" can be formed among the key participants: children, adolescents, parents, community leaders, and facilitators, to design the questions based on the project plan/logframe and collect the information from different sources in the community[5].

Once the baseline measurement is completed, the learning team can meet with other participants in the community to reflect on the baseline findings and discuss the implications for their shared project plans. They can also use the information to design the monitoring and evaluation plan.

To measure change in child well-being over time, the same tools and sampling methodology used for the baseline measurements should be used in evaluations (both mid-term and final evaluations).

2) A Monitoring System

The facilitator and project participants should decide on a monitoring system that is appropriate to the Peace Road Curriculum. This will include deciding a method and a time interval to carry out monitoring sessions. Participatory methods for monitoring can include preparing questions with the participants based on the project plans and indicators, and then holding meetings with different focus groups to answer the questions using games, drawings, role plays, progress journals and other participatory tools. A particularly important group to learn from about the project is parents of participants. The participants can decide the time intervals as well; monitoring sessions could be as often as every month, or at the end of every module. It should be often enough to provide timely information so that project plans can be adapted before the project ends.

Once the monitoring information is collected, participants can prepare for a community review by analyzing and summarizing the relevant information. A regular review of the project gives an opportunity for the project participants, including community members, parents, youth and children to reflect and learn from the progress made towards their expected outcomes, to celebrate success and to make any necessary adjustments to plans.

The review should be organized by the community and local stakeholders; they can decide how frequently the review happens and what form it takes. The benefits of the review are for the local stakeholders to strengthen their commitment to their children's well-being and protection, make sure that the project plans are achieving the desired results, and learn about the experience and the process for future implementation and broader impact.

[5]For an example for a baseline survey, see Appendix F in WV's Child Protection and Advocacy Project Model document. This example should be considered as an illustration of a process that needs to be adapted to the local context and to a locally designed project.

3) An evaluation process

Like the baseline measurement and the monitoring system, the process of planning and conducting an evaluation needs to be as participatory as possible, involving project participants, parents, community members, the local government, and other stakeholders, so that the emphasis is on local learning for creating real change and improving children's well being.

An evaluation planning team should first be formed to coordinate and facilitate the evaluation. Members of the planning team can include youth club members, parents, community leaders, and local government. A leader for the evaluation planning team should be identified and a WV Design, Monitoring and Evaluation (DME) specialist, or a skilled consultant, can provide technical assistance by facilitating and supporting the entire evaluation process.

The facilitator has an important role in this process as well, to make sure that the members selected for the evaluation planning team are actively involved from the initial planning phase to the final reporting. The facilitator can also help to adapt the evaluation process to the capacity of each evaluation team and the local context. The facilitator should be ready to support the evaluation team and the work they will de doing with the different groups in the community.

The first step of the evaluation planning team is to discuss and agree on the objectives and key questions the team members want to explore as part of the evaluation. The evaluation planning team then needs to create a detailed plan to collect, analyze and use the findings[6]. For the Peace Road Curriculum, the evaluation should assess the performance of the youth clubs, the changes in the well being of children and adolescents, and the impact on the community.

Examples of potential questions the team may want to explore in the context of a broader program include:

*   **Community relationships:** How has project contribute to strengthening community relationships and networks? How healthy are those relationships?
*   **Partner capacity:** What are the changes in the capacity of local groups and organizations and individual facilitators to build life skills and resilience in children and adolescents?
*   **Most vulnerable:** How have the most vulnerable children and their families been included and impacted?
*   **Advocacy:** How have government policies, systems, structures or services been changed to support the well-being of children more effectively?
*   **Context:** What adjustments of the curriculum may be needed to contextualize it to the local culture and situations?

C. Community-led indicators

A big question for facilitators and development workers is how to measure change with community members? As we carry out the Peace Road Curriculum, we may have a sense of how things are going when we talk to Youth Club participants, but how do we help them identify for themselves these changes and contribute to the community's learning from the experience

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[6] From "Step 7": World Vision's Good Practices for Putting Development Programmes into Action

.World Vision has created a guide to help communities define their own ways of measuring change by using community led indicators. A community-led indicator is a statement about what child well-being means as defined by the community members themselves. These statements are ways of community members 'measuring' whether child well-being has been achieved or not.

Simple statements of what it would look like to achieve child well-being enable the community to articulate their assumptions and understandings about what child well-being is. This understanding helps the community to clarify what their expectations are of the project, by using their own words.

By using their own words, the indicator or statement makes sense in their own context, and community members can begin to participate meaningfully in designing the plan/logframe, and carrying out the baseline measurement, monitoring and evaluation of their project. Involving community members in all the stages of the project cycle is also an important part of building capacity for development at the community level and enabling World Vision and its partners to eventually transition out of an area.

The following is an example of a community-led indicator:

Community statements	Summary	Similar WV indicator
• Children stay in school all year • Children don't drop out of school • Parents don't give their children too many chores, so they can go to school every day	Children attend school regularly	Proportion of children enrolled in and attending school or a structured learning opportunity

[7]From "Community-led Indicators: Measuring Child Well-being Outcomes with Communities." by World Vision.

Learning Activity

1) Ask the group whether they have had specific experiences with planning, monitoring and evaluation. Ask them to explain in their own words, how these processes are related to each other, and how they compare: how they are similar and different from each other.

2) Ask the group to think about the final outcomes of the Peace Road Curriculum. What are the changes we would like to see in participants by the end of Module 6? If we were successful, what would be different? What are some ways that these changes could be measured that would be meaningful for local people? After several ideas have been mentioned, divide the participants into 3 smaller groups. Ask them to work on creating a logframe similar to the one suggested by World Vision (page 61 above) for their project in which they plan to use the Peace Road Curriculum. Ask them to write the indicators in phrases and words that would be used by the community in their local context, to create "community-led" indicators. (If they already have a logframe, ask them to review it to see if it can be improved based on the information above.)

3) Once the groups have finished their sample logframes, have them present to the larger group for comments and feedback. Ask them how they would use the community-led indicators and means of verification to create a learning system with community members, that includes a baseline, monitoring and evaluation.

4) Based on the indicators and means of verification, have the groups create a simple guide for monitoring and feedback, with four to five questions about the outcomes expected from the Peace Youth Club meetings and activities. Again allow time for presentation and comments, and make sure participants understand the importance of focusing on results of the project, and not just the process (for example, instead of asking: "how many meetings have you gone to?", they can think of asking: "what new things have you learned from the last meetings and how are you putting them into practice?")

To sum up:

• Monitoring and evaluation should be included in the planning phase of the Peace Road Curriculum so that it becomes a regular part of the learning system with the children, parents, and other community leaders.

• Monitoring and evaluation are similar in that they help us learn from past successes and challenges, as well as inform decision making. Evaluation differs from monitoring in that it is focused on assessing the relevance, performance and success of the project and the broader program, usually at the mid-point or at the end of the project.

• The WV logframe is helpful as a sample for planning, monitoring and evaluation of the Peace Road Curriculum for children and adolescents.

4.2 Using effective Evaluation Tools

What we'll learn:

• Guidelines for using the Development Assets Profile as a tool for assessing the development of core life skills and youth assets.

• Examples of participatory methods for doing evaluation with children and youth.

Concept Notes for Facilitators

A. Using the Development Assets Profile for Monitoring and Evaluation

Where feasible, the Development Assets Profile (DAP)[8] can be used to assess the development of core life skills competencies and youth assets, such as the ones that are covered in the Peace Road Curriculum. The DAP is a survey made up of 58 fixed statements that are correlated with developmental assets from the 8 categories, and can be used with adolescents from ages 11-18 years.

The DAP is an effective and cost-efficient monitoring and evaluation tool and it is recommended for World Vision use because:

• The DAP provides a holistic view of thriving. The DAP helps staff to understand changes in children's lives in relation to specific child well-being outcomes (CWBOs) as well as changes from a holistic view of children's well-being, across interdependent CWBOs.

• The DAP collects information on children's perspectives. The DAP provides a rigorous and systematic way of understanding children's opinions about their own well-being.

• The DAP is quantitatively rigorous. The tool has been rigorously tested. It has high validity and reliability and correlates positively with healthy behavior and negatively with high-risk behavior.

• The DAP is multi-purpose. The data that comes from using the DAP can be used for all phases of the DME cycle as well as community mobilization and advocacy activities. The DAP can also be used for individual counseling.

[8]For more information about the DAP, please see http://www.search-institute.org/survey-services/surveys/developmental-assets-profile

- The DAP is user-friendly. Once the DAP has gone through a language versioning process, use of the tool and analysis is simple and can be used by local partners, teachers, youth leaders and youth.

- The DAP can correlate with other measures. The tool complements other measures, such as learning outcomes, life skills, and other behaviors.

- The developmental assets and the DAP have cross-cultural relevance. The DAP has now been used in more than 20 countries and analysis shows the validity of the assets across cultures.
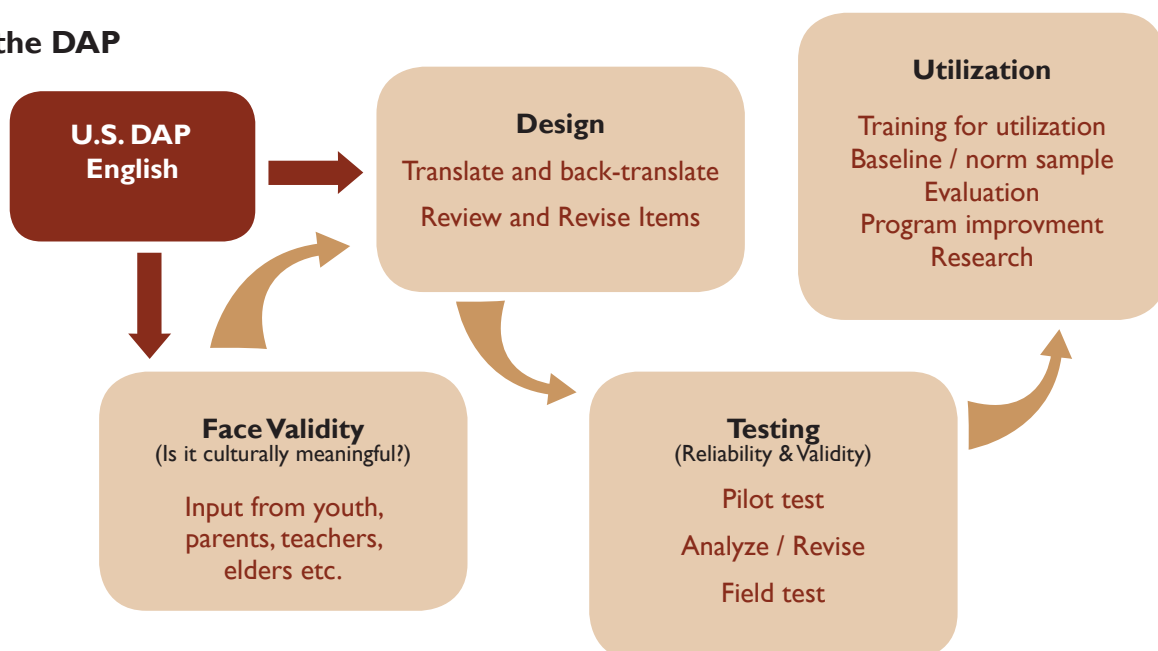
The DAP has multi-country applicability, so the same tool can be used in different countries around the world. Some of the key features of the DAP instrument are:

- It has 58 items or questions – using a Likert Scale
- It is designed to capture the presence of the 8 categories of developmental assets – along with overall internal and external asset scores
- It is designed to measure the presence of these assets in 5 key contexts (sub-scales)
- It is designed to track changes in the assets over time
- It can be used with diverse programs (length, type of interventions, setting, kinds of youth served).

The DAP has been adapted in over 25 countries. World Vision partners with SEARCH Institute on developing reliable DAP instruments for different countries[9].

A language adaptation of the DAP may be required in countries where a validated translation is not available. A local language version requires a rigorous process of translation and pilot testing before the instrument can be said to be measuring the 8 development asset categories effectively. The diagram below outlines the process:

Adapting the DAP

U.S. DAP English

Design
Translate and back-translate
Review and Revise Items

Utilization
Training for utilization
Baseline / norm sample
Evaluation
Program improvment
Research

Face Validity
(Is it culturally meaningful?)
Input from youth, parents, teachers, elders etc.

Testing
(Reliability & Validity)
Pilot test
Analyze / Revise
Field test

[9]For more information on setting up a DAP language adaptation, please contact Ashley Inselman at Ashley_inselman@wvi.org

Below is a sample of the tool and the kinds of questions that would be asked with each participant at the beginning for a baseline, and at the end of the Peace Road program to compare the change or growth in these assets and life skills[10].

DAP: Sample Items **(Total 58 Items)**

	Not at all or rarely	Somewhat or sometimes	Very or often	Extremely or almost always
I have. . . Friends who set good examples for me.				
I have. . . Teachers who urge me to develop and achieve				
I am. . . Given useful roles and responsabilities.				
I am. . . Encourage to help others.				
I. . . Resolve conflicts without anyone getting hurt.				

B. Other Participatory Evaluation Methods with Children and Adolescents

The Peace Road Curriculum is based on participatory group methods that help empower participating children and adolescents in making good decisions for themselves and their communities. As part of a youth project or program, it should also include participatory monitoring and evaluation methods that help participants reflect critically about the experience and develop a culture of learning for life.

A workbook on Participatory Evaluation with Young People states: *"Participatory evaluation is a process in which people join together and develop knowledge for action and change...Participatory evaluation is especially empowering for young people. When you ask your own questions rather than the ones given by adult authorities, gather your own information rather than uncritically accept that of others, and formulate your own strategy rather than stay with the status quo, it can increase your influence in organizations and communities."* [11]

Traditionally children and adolescents have been treated as subjects to be observed, tested, or consulted during an evaluation process, with very little input as to how the process itself is carried out or used; so it may be very challenging for adults to allow children and adolescents to try a different role during an evaluation. However, young people can become partners with the adults and learn to lead an evaluation, if adults are willing to teach them how to assist in deciding the focus, gathering information, analyzing, and reporting the results.

[10]For further information on the DAP assessment and how to score the results, please contact Ashley Inselman at Ashley_inselman@wvi.org

[11]Checkoway, Barry and Richards-Schuster, Katie. Participatory Evaluation with Young People. Program for Youth and Community, School of Social Work, University of Michigan.

As mentioned in the first section of this manual, it is important to mobilize caring adults and community leaders for positive youth development, and find ways to partner with youth and promote their growth in the different skills needed for community projects, which include monitoring and evaluation processes. Studies reinforce this by showing that:

- Youth participation promotes youth empowerment. It recognizes their experience and expertise, and develops their organizational and community capacities.

- Youth participation builds reciprocal partnerships. It values the resources and assets of all age groups, and strengthens supportive relationships among youth and between youth and adults.

- Youth participation actively engages young people in real and meaningful ways. It involves them in all stages, from defining the problem, to gathering and analyzing the information, to making decisions and taking action[12].

There are many participatory group methods that can be adapted and used with children and youth; one common and effective participatory group method is having Focus Group Discussions with youth members. The following methods have also been used successfully in several World Vision communities around the world:

1. Gallery Walk

What is the purpose?
- Gallery Walk provides a vehicle for children to report their findings and results without having to rely on formal written reports
- To present findings and results in an entertaining way that helps maintain the focus on the centrality of children in the process, and provides an opportunity for discussion of results

Objective
To communicate children's findings, results and ideas to a mixed group of adults and children

Time Span
30 mins. preparation time. 30 mins. – 1 hr. 'gallery walking'

Introduction
This tool is particularly useful in mixed groups of children and adults, where children's voices are in danger of being marginalized. Children have the chance to display and present their results without having to provide a written report

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[12]From the "Wingspread Declaration of Principles for Youth Participation in Community Research and Evaluation" in Participatory Evaluation with Young People, page 18.

Recommended Process

1. Children choose which aspect of their results/findings they wish to communicate.
2. Mount the results in a 'Gallery' around the room or space.
3. Have children act as guides, showing adults their results, explaining what they mean.
4. A facilitator can accompany the children and help prompt them if necessary, but the children should be largely left to explain their results in their own words.
5. If a written interpretation of the results has been produced (for example answers to facilitation questions or a record of the conversation about Photo Voice or Community Mapping tools) these can be given to key members of the Starter Group for use in synthesizing results

Other uses for this tool

This tool is also useful for reporting findings and ideas in large community contexts, particularly when there are a large number of people to communicate to or there are mixed ages, education and literacy levels in the group.

This tool is also useful when there are multiple sub-groups within the starter group, for example if men, women and children work in separate groups, and there is a need to share and discuss results and to come to a unified conclusion

Example:

Ervin-Ward, G and Matter, D (2009), Communities for Child Wellbeing: Tools for Child Focussed Programme Design World Vision Lao PDR

2) Photo Voice for Children

What is the purpose?
This tool helps facilitators:
• Begin developing their relationship with child/youth leaders
• Provides a basis for the thinking, talking about and identifying what is already being done, what can be done, and what will be done in the community towards achieving the CWBOs from the perspective of children and young people.

Objective
To tell a visual story about the things that children value in their community and to provide a basis for talking with children about what is being done, what can be done and what will be done in their community towards achieving the CWBOs

Time Span
20 minutes for photo taking. Up to 1 hr. for discussion and note taking for each step

Materials
Digital cameras (preferably one for each group)
Laptop computer
Photo printer (preferably portable one you can use on site. Can just use laptop if printer is not available)
Notebook

Note
If you do not have the resources for this tool (i.e. camera, laptop, printer, electricity), you can 'take photos' by walking around the village with the children as your 'tour guides' and either have them draw their 'photos' or just take notes as they describe special places to you.

Introduction
This tool is incredibly engaging for children (and for adults) and can produce a vast amount of useful and interesting data. It relies heavily on good facilitation, however, as the facilitator must ask lots of leading relevant questions and record the answers in order for it to be useful. The important part of this tool is what the children SAY about their photos, not the photos themselves. An adult cannot interpret the photos - this must be done by the children themselves.

It is very useful to separate boys and girls as they usually have different ideas and priorities that need to be taken into consideration. This tool can also be used successfully with younger children as long as the facilitator adapts their questions appropriately. In some communities, this is a very engaging tool for adults too, especially where a digital camera is a novelty.

Basic Process

1. Do separately for each group (e.g. boys and girls)
2. Ask children to list 10 places in the village that are important to them such as:
3. Places that are important for their development
4. Places where they spend their free time
5. Places/things that make their life difficult or they would like to see improved
6. Give each group a digital camera and show them how to use it
7. Ask them to go around the village and take photos of the places they listed. Each child takes turns at using the camera
8. Download or print the photos.
9. Ask the children to tell you about them. You can use the suggested key questions below, but you should revise them for your context. Remember to GUIDE discussion, not IMPOSE your ideas. Take notes immediately
10. Keep a copy of these photos and answers for yourself and give a copy to the children. You will need to use them again in the next Step

Adaptation for vulnerable children

Repeat the Basic Process but to do it from their perception of the point of view of vulnerable children in their community.

For example:

• Why is this place/thing important to you (vulnerable children)?
• How does this place/thing make your (vulnerable children's) life better?
• How could this place/thing make life better?
• What places/things are missing that could make life better?
• Who could/does help to make children's lives better?

Other uses for this tool

You can use the photos taken during this process as a 'baseline' for project evaluation. During evaluation cycles, ask children to repeat this tool to see how things have changed in their community and how their ideas and attitudes to what is important to them have changed. As well as giving useful and interesting data, it shows the children that you have listened to them and value what they have told you.

3) Role Play Theatre

What is the purpose?

• Role Play Theatre provides a vehicle for children to report their findings and results without having to rely on formal written reports
• To present findings and results in an entertaining way that helps maintain the focus on the centrality of children in the process

Objective
To communicate children's findings, results and ideas to a mixed group of adults and children

Time Span
30 mins. – 1 hr. preparation time. 5 – 10 mins. performance time

Introduction
This tool is particularly useful in mixed groups of children and adults, where children's voices are in danger of being marginalized. Children report their findings in a memorable and clear way that ensures that their point of view is front of mind for adult participants

Recommended Process
1. Children choose which aspect of their results/findings they wish to communicate. It is important to choose a simple aspect and not try to report every element or aspect or it will be difficult to produce the role play and the message will not be clear. The written results form the formal contribution by the children's group and contain more detail

2. Decide on an example of the result/finding that can become a scenario
3. Have children 'tell the story' of that scenario
4. If necessary ask children to draw 'story boards' of the story (many children will not need to do this)
5. Have children cast the roles and rehearse the scenario. Allow the children to develop the scenario as they practice
6. Have children perform the role play for the main group. Make sure that they are given a good introduction and that the performance is done during an important part of the day, for example as the opening activity

Other uses for this tool
This tool is also useful for reporting findings and ideas in large community contexts, particularly when there are a large number of people to communicate to or there are mixed ages, education and literacy levels in the group

4) Venn Diagram

What is the purpose?
Venn diagrams provide a way of identifying people/things/activities that contribute to the well-being of children and approximating their relative importance without having to use a quantitative scale

Objective
To identify the people or things or activities that contribute to the well-being of children, how close they are to the child and their relative importance and influence

Time Span
Approximately 45 minutes

Introduction
This tool can be done by children or by adults, but the person in the centre circle should always be a child

Recommended Process
1. Choose whether you are investigating the people, things or daily activities that are important to the well-being of children, depending on your needs
2. Brainstorm the most important people/things/activities and write or draw each on a sticky note/card
3. Draw a circle in the middle of the page and write or draw a child in it
4. Take each sticky note/card and place it around the circle. The closer you place it, the closer that person/thing/activity is to the child. Starting with sticky notes/cards allows participants to discuss each one and move it around before committing to drawing on the paper
5. When the positions are chosen, discuss how important/influential each person/thing/activity is to the child. Draw a circle around the sticky note/card. The bigger the circle, the more important/influential the person/thing/activity is
6. Either attach the sticky notes/cards firmly, or copy them directly onto the page

Note
It is important to think about whose perspective the Venn Diagram is being drawn from. For example, is it from a child's point of view by a child, from a child's point of view in the opinion of an adult, or just in the opinion of the adult. You may value the results differently depending on which perspective is being represented.
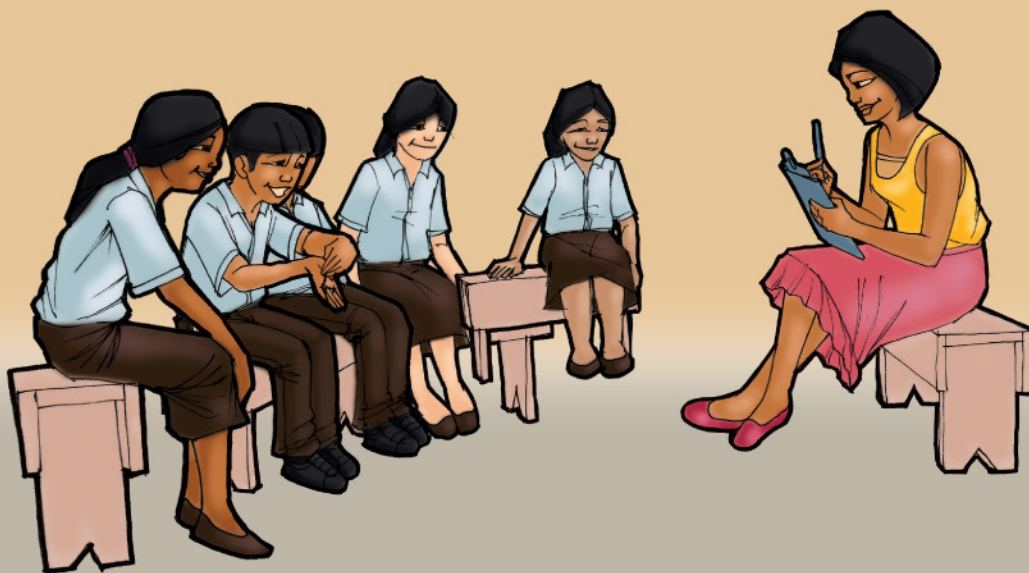
Example of Venn Diagram about people who are important to children:

The Peace Road Curriculum
User's Manual

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