

Book of Abstracts

INTERNATIONAL CONFERENCE ON THE IMPACT OF ARMED CONFLICT AND TERRORISM ON CHILDREN AND YOUTH

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Conflict Sensitivity/ “Do No Harm” in Child Protection

Abstract ID:38 - Monday, 8th February - Poster

Mr. Gerald Ngaruiya¹

¹Transformative Global Solutions

Introduction The provision of relief or development assistance in form of education, health or emergency services is often characterized by explicit messages of the need to help or empower people. However, in the process of planning or implementation certain things could be done in ways that cause harm, bring tensions and conflicts or feelings of marginalization. In some situations, selection of children for sponsorship has meant that some children are left out, therefore causing divisions.

Gerald is a Conflict Sensitivity Trainer as well as a child protection specialist with an MA in Child Development-Family Studies.

Objectives 1. Encourage participants to consider how their interventions may have negative and positive impacts on conflict;

2. To create awareness on the need to systematically analyse the relationships between assistance and conflict;
3. To provide ideas on how to take into consideration ‘do no harm’ principles into child protection contexts.

Presentation: Workshop Methodology: Short lectures, PowerPoint presentation, case scenarios, role play, buzz groups, questions and answer, show publications on do no harm.

Results Participants will be expected to be more aware of how their assistance programming could contribute to inter group harmony or conflict. They will be able to reflect and be deliberate on the way their activities are carried out so as not to cause harm to children or their communities.

Conclusions This presentation will provide introductory principles of conflict sensitivity. These could be applicable in schools and especially where youth are being radicalized to join terror groups or in organizations providing aid or development in fragile and post conflict areas. Organizations implementing peace building education to children and youth will find this useful. In general ‘do no harm’ principles could be applicable in day to day child care services in any context.

The Implementation of Trauma Informed Care in Conflict Stricken Areas

Abstract ID:29 - Monday, 8th February - Poster

Ms. Courtney Hull¹, Ms. Lucille Gardner¹

¹Indiana State University

Presenters will discuss a comprehensive literature review of a trauma informed care approach in conflict areas. The complexity of trauma transcends person, place, and situation. Conflict demonstrates the multifaceted components of trauma. Mental health issues are significantly associated with populations who have experienced conflict. Systemically, war is not a central point in time in which one group challenges another; it is the intricate infiltration of securely established settings, leading homelands to become battlefields. Those in the midst of conflict lose societal staples such as hospitals', schools, places of worship, homes, and essentially all resources. The prevalence of trauma has become engrained in multiple facets of society. Utilizing a trauma-informed care approach provides clinicians with a framework from which to operate. Trauma informed approaches are based on responding to the impact of trauma and utilizing evidence based practice to promote physical, psychological, and emotional safety for clients. Through a trauma informed care lens, survivors are empowered, aided in reestablishing autonomy, and better equipped to avoid re-traumatization.

Setting the Pace: Armed Conflict and its Impact on Children, Youth and their Families

Abstract ID:88 - Monday, 8th February - Oral

Professor Samuel M Makinda, PhD, EBS, Murdoch University, Australia. . .¹

In this paper, I seek to explain the impact of armed conflicts in Africa on children and families in the post-Cold War era. I focus on the structures, processes, and actors that make possible the disproportionate consequences that children and families experience in armed conflict situations. My hypothesis is that, due to underlying conditions, most armed conflicts in Africa since the 1990s have affected children and families more adversely than any other group. The underlying conditions may be explained in terms of, at least, three factors. The first is the political, social, and economic structures that render children and women vulnerable in many African societies. The second is the persistence of bad governance in most African societies. The third is the role that external actors play in fomenting armed conflict and abetting bad governance on the continent, directly or indirectly. My conclusion is that we would need to address these factors if we were to mitigate the suffering of children and families in future armed conflicts.

Child Protection at the time of armed conflicts and natural disasters – Some key issues

Abstract ID:89 - Monday, 8th February - Oral

Dr. Tufail Muhammad¹

¹Pakistan Paediatric Association

Armed conflicts and disasters have the capacity to cause long-term suffering and long-term trauma. Events of the greatest significance with respect to children include death or physical injury to a family member, a loss of home or possessions, loss of school, relocation of home and/or school, parental disorganization or dysfunction and experiencing absolute destruction and an uncertain future. Direct risks for children include deaths and injuries, vulnerability to malnutrition and infectious diseases, acute and long term psychological trauma and all types of abuse, neglect and exploitation. Psychological trauma occurs in a child when an event is sudden, unusual and unexpected and disrupts the usual frame of reference with respect to family and environment. Such an event overwhelms the child's perceived ability to cope and be in control. All these traumatic experiences have a sustained impact on children's development. The way children see and understand their parents' responses are very important. Children are aware of their parents' worries most of the time, but they are particularly sensitive during a crisis. Seeing a parent, who represents security and protection, being victimized and helpless leaves children fearful with an acute feeling of insecurity. Given their vulnerable position generally and the fact that their principle carers may be missing or dead, children are at increased risk of harm, like trafficking, sexual abuse and commercial sexual exploitation. For this reason it is essential to ensure that measures are put in place both to protect children from further harm and abuse, and to ensure that the effect of the trauma itself and the further consequences of it are minimized. The presentation will discuss the child protection measures undertaken under the auspices of Pakistan Paediatric Association in north western part of the country during disasters and war on terror.

EU Approach to Children and Armed Conflict

Abstract ID:90 - Monday, 8th February - Oral

Ms. Elise Thoen¹

¹European Union

Children affected by armed conflict are among the human rights priorities of the European Union, as stated in the 2012 Strategic Framework and the Human Rights and Democracy Action Plan. The rights of children affected by armed conflict have also been mainstreamed in the new Human Rights and Democracy Action Plan for 2015-2019, adopted in July 2015.

The EU policy on Children and Armed Conflict is based on the UN Convention on the Rights of the Child and its Optional Protocol on Children and Armed Conflicts, UN Security Council Resolutions 1612 and 1882, the Paris Principles and Commitments as well as other international and regional human rights instruments.

The EU Guidelines on Children and Armed Conflict, adopted in 2003 (and revised 2008), commit the EU to address the impact of armed conflict on children in a comprehensive manner. This is done through diplomatic initiatives, political dialogue, multilateral cooperation and crisis management.

The EU Implementation Strategy of the EU Guidelines on Children and Armed Conflict, adopted in 2006 (and revised 2010), gives directions on monitoring, reporting, and cooperation with the UN, focusing on prevention and protection, but also rehabilitation and reintegration. Implementation of these Guidelines is targeted on priority countries, which are regularly reviewed in accordance with the UN list of priority countries regarding children and armed conflict.

Progress on Global and Regional Commitments on women's peace and security rights in the Great Lakes

Abstract ID:91 - Monday, 8th February - Oral

Ms. Jebbeh Forster¹

¹UN Women

October 2015 marked 15 years of UN SCR 1325 that gave formal recognition to women's rights in armed conflict and peace building; and the centrality of women's participation for the development of sustainable peace and recovery. A Global Study of the implementation of 1325 was commissioned by the UN Secretary General and critical gaps included the unabated levels of sexual and gender based violence in conflict affected regions and the low level of support for women and girls' empowerment in conflict affected situations despite numerous global and regional commitments to address this issue. Conflict is endemic in the Great Lakes with serious implications for women and girls. This paper is an in depth analysis of the implementation of 1325 in the Great Lakes and subsequent global and regional commitments on women, peace and security, especially the impact on women's and girls' empowerment in the areas of protection, participation in decision making, protection and peace and recovery with an emphasis on the development of the girl child. Strategies are proposed on how to implement recommendations of the Global Study for more effective implementation of 1325 and 2242 in the sub region.

Social and Religious Connections in Forced Conscription of Child Soldiers

Abstract ID:77 - Monday, 8th February - Oral

Mr. Bernard Okpokwasili¹

¹ANPPCAN Sierra Leone

Armed conflicts generally traumatize children caught up in the fiasco and confusions of warfare. Most children are disorientated or forced into the frontlines as combatants, amour bearers, cooks or sex slaves of combatants. Children forcibly conscripted into wars are usually drawn from the lowest class of the societal stratum. The affluent and warlords always 'export' their families to safe havens in far away oversea countries and enroll them in choice schools with uninterrupted programs and luxurious lifestyles, while children of the poor suffer in bushes and trenches without food, clothing and Medicare. Presently, wars on religious ideologies have joined the train of child abductions and forced conscriptions with children as young as nine years being trained and deployed to attack different soft targets as suicide bombers.

This presentation thus tries to explore the impact of social and religious inequalities on the forced conscription and use of child soldiers in armed conflicts. The role of class inequalities, education, economic opportunities and deprivations, information, resource distribution and religious extremism, fanaticism, bigotry and heretics and their roles in conscriptions will be critically examined. Finally, adjustment problems and guilt management crisis on children will be examined, with possible solutions as the way forward

Feasibility of psychosocial intervention for children exposed to ethnic conflict in Kenya

Abstract ID:14 - Monday, 8th February - Oral

Mr. Elijah Getanda¹

¹University of Leicester

Background: Although it is well established that armed conflict (political and ethnic violence) impacts adversely on children's mental health, psychosocial interventions for affected children have received little research attention. Whereas there are some studies conducted on young people's mental health needs, there is limited evidence on effective interventions available for children affected in post- conflict areas.

Objectives: This study aims to contribute to the body of knowledge of effective interventions by assessing the feasibility of an adapted psychosocial intervention for children exposed to ethnic violence.

Methods: This research will comprise two studies; Study 1: Focus groups of community stakeholders to establish their views on children's mental health needs and culturally acceptable interventions. Study 2: To deliver the trauma-focused intervention, Writing for Recovery taking into consideration community views.

Results: Preliminary results from four focus groups (young people, parents, teachers and other professionals) indicate that lack of resources (funding, personnel), poor collaboration (government, community), impaired parenting, socio-economic challenges and limited knowledge on child mental health are some of the factors affecting interventions. These factors will be taken into consideration in planning and delivering the intervention.

Conclusions: Stakeholders' views are important in informing the planning, delivery and evaluation of interventions. A clear therapeutic framework, evidence-base and sociocultural adaptation are likely to be important factors if such interventions are to be sustained.

Implications: The study contributes to the body of literature of evidence-based psychosocial interventions for children in post-conflict settings. The findings will be useful for policy makers and other stakeholders in using the model to help children in traumatized communities in similar situations.

Keywords: Feasibility, psychosocial interventions, child mental health, ethnic violence

Armed violence in Nigeria and its Impact on Children: An Experience of Public and Civil Society Collaboration for Violence against Children

Abstract ID:37 - Monday, 8th February - Oral

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¹African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) Nigeria Chapter

Background Boko Haram insurgency and the Niger – Delta militia are the common perpetrators of armed violence in Nigeria that make the headlines. An estimated 17, 000 people have died in the Boko Haram insurgency since 2009. However there are other patches of armed groups in various parts of Nigeria. Armed violence in Nigeria occurs within the context of high prevalence of violence against children. The majority of children never tell anyone about their experience and less than 5% of children who experience violence receive the support they need to recover.

Objectives To present various forms of armed violence in Nigeria as well as its impact on children and to present a conceptual framework for government and civil society collaboration for the prevention of armed violence on children.

Method Review of literature on Boko Haram and Niger Delta violence and their negative impact on Nigerian Children and to present a model project for the prevention of violence against children in Nigeria.

Results Boko Haram insurgency and Niger Delta Militancy are the most common forms of armed violence in Nigeria. Various other armed groups and gangs recruit and use children for violent activities. Each geopolitical zone has peculiar forms of armed violence. Ignorance of the rights of children, peer pressure, governmental neglect, inter and intra communal clashes are some of the predictors of armed violence. The case of a model project for the prevention of violence against children has been quite promising.

Conclusions There are strong possibilities for both government and civil society groups to work together to mitigate the impact of armed violence on children. However certain barriers like common platform for information sharing among government and civil society groups, equitable resource allocation to respond to welfare of children need to be overcome.

The Emergence of Terrorism and Its Impact on Children and Their Families

Abstract ID:28 - Monday, 8th February - Oral

Mrs. Ntsang Sharon Forbanjong¹

¹University of yaounde 1

The future of Africa depends on the young generation, unfortunately terrorist groups tend to manipulate and exploit children in order to attain their selfish objectives. Terrorist groups recruit children below the ages of 18 years for their deadly mission. Children as young as 12 years are used for suicide bombings (news of Boko Haram suicide bombings in the extreme north region of Cameroon and north east of Nigeria). Terrorist actions have disastrous psychological and economical consequences on the lives of children and their families.

The main objective is therefore to train and educate future trainers who will in turn educate and train people in the community on behaviors to be adopted in such situations. Firstly, an intergrative method commonly known as popular defense (the active participation of civilians by denouncing and reporting any acts which are considered as suspicious and threatening to the community) would be used. Secondly the development of intelligence to combat terrorism (research to understand the sociology and psychology of terrorism) and lastly the training of highly skilled professionals in the domain of engineering, computer etc, to dislocate and capture terrorists and their leaders. The realization of the above objectives will have positive results which will go a long way to save the lives of children and families and above all the development of nations.

It is recommended that African governments should rethink their social and educational policies which make some regions feel inferior and marginalized. The absence of social amenities like schools, hospitals, portable drinking water, electricity etc, make the people from some regions feel discriminated upon, thus terrorists seize this opportunity to easily corrupt and manipulate children and their families to fight the government. Governments should also monitor religious worships in order to avoid extremist groups from brain washing the local population (for example Muslim fundamentalists).

The Impact of Terrorism on the girl child in Nigeria

Abstract ID:12 - Monday, 8th February - Oral

Mrs. Ojochide Atojoko Omovbude¹

¹ S E Aruwa & Co

Nigeria has the largest GDP in the African continent and it is currently having severe internal crisis due to several factors. Tensions are ongoing in coastal areas, often times in violent ways. While some are related to environmental degradation, others are a result of dissatisfaction with governance, leading to kidnapping of expatriates in the oil fields. The crux of insecurity in Nigeria today lies in the North East where terrorism is thriving as a result of the occupation of the area by Boko Haram militants.

This work will focus on the emergence of terrorism in Northern Nigeria and its impact on children, especially the girl child. In all the states of the North especially Yobe, Borno and Adamawa, the presence of the militant group Boko haram is evident as it can be seen from the spate of destruction and internal displacement of people. It is no longer news that over 200 girls of secondary school age were abducted over a year and half ago from Chibok town in Borno state, they are yet to be found.

Section one will consider the menace of the activities of the group in northern Nigeria and the systematic destruction of lives and properties. In consideration also will be a brief history and the working of the group Boko Haram, chronicling their strategy and mission and their targets.

Section two will look at the impact of the actions of boko haram on children especially young girls. This will include the impact on their health, psychological wellbeing, education, and their future in general. A few examples will be considered here and the Chibok girls will be the pivotal focus of this work.

Section three will make conclusion on the findings as well as recommendations.

2015 Xenophobic Violence in South Africa and the Impact on Children and Families

Abstract ID:80 - Monday, 8th February - Oral

Ms. Dumisile Nala¹

¹Childline South Africa

In 1988 and then again in April and May 2015 South Africa experienced intense waves of intense xenophobic violence. Armed with a range of weapons, groups of adults and older children targeted the homes and businesses of foreign nationals, including immigrants and refugees, looting, burning, injuring and killing. Many families with children fled all that they owned in terror and took refuge in churches and hastily set up refugee camps.

The disruptive impact on children and families was considerable – not just on the families that had to flee for their lives, as well as the children exposed to this violence.

This paper will describe the impact on children and families and recommendations for the care and protection of children affected by the violence as well as possible primary prevention strategies to build tolerance and acceptance of others.

Refugee Children - A Symposium

Abstract ID:33 - Monday, 8th February - Symposium

Ms. Janis Ridsdel¹

¹United National High Commissioner for Refugees

2014 saw the highest percentage of refugee children in a decade – 51%. In some countries of asylum, children make up over almost 70% of the population. As Syria enters its fourth year of conflict, over 2 million Syrian children are refugees. Less than 1/3 of refugees are living in 'traditional' camp settings, but rather increasingly in urban settings. The current situation in Europe, with unprecedented numbers of children, including many unaccompanied children, and huge numbers of young people, also highlights the scale and complexity of the constellation of threats facing refugee children and young people. What is more, the average person who is a refugee will remain so for 17 years – an entire childhood for many.

In the face of new and changing dynamics, UNHCR and other agencies working to protect refugee children and young people are having to develop new and innovative approaches. The symposium on refugee children will focus on examining the impact of conflict on refugee children and young people, and on some of the ways in which communities, families, governments and agencies are trying to keep them safe. Particular focus will be given to some of the opportunities that are presented in refugee settings, not only to protect children and young people, but also to equip them with skills for the future that could contribute to peace building. The symposium will include speakers from UNHCR and from other agencies working with refugee children and young people, and will aim to provoke further thought and discussion on how work with refugee children fits in the broader picture of preventing and responding to conflict.

Refugee Children - Measuring Impact through a Child Protection Index

Abstract ID:31 - Monday, 8th February - Symposium

Ms. Janis Ridsdel¹, Dr. Sarah Meyer²

¹United Nations High Commissioner for Refugees, ²Program on Forced Migration and Health, Mailman School of Public Health, Columbia University

While the need for strong child protection systems in refugee settings – to prevent and respond to child protection risks, and improve children’s well-being – is clear to many humanitarian actors and agencies, ways to measure the strength of these systems, and the actual impact on outcomes for children, are very limited. In 2012, UNHCR started to roll out newly drafted strategies on child protection, sexual and gender based violence (SGBV) and education in a selected number of target countries. The study, “Measuring Impact through a Child Protection Index,” is a collaboration between the CPC Learning Network and UNHCR, and represents an innovative methodological approach for assessing the strength of UNHCR’s key child protection interventions and activities. This study seeks to build assessment methodologies that can generate evidence for more effective child protection programming in refugee settings.

The study uses a novel instrument, the Child Protection Index [CPI], to assess the strength of the child protection system. Rather than focusing on specific activities or interventions, the CPI seeks to capture the diverse components of the child protection system for refugee children, based on the specific benchmarks in UNHCR’s Framework for the Protection of Children. The study utilizes multiple and mixed methods – surveys with adolescents and caregivers, key informant interviews, and focus groups with adolescents – to assess strength of the child protection system, as well as child protection risks and well-being amongst refugee adolescents in the study sites.

In this presentation, we provide findings from baseline studies, conducted in Kiziba refugee camp (Rwanda), Adjumani refugee settlement (Uganda) and Kiryandongo refugee settlement (Uganda). We present key components of study design, and aspects of the methodology that represent In addition, we present key methodological findings, and discuss potential for future utilization and adaptation in diverse refugee settings globally.

Refugee Children - Protecting at-risk refugee children and families in urban contexts

Abstract ID:32 - Monday, 8th February - Symposium

Ms. Janis Ridsdel¹, Ms. Kate Mahoney¹

¹United Nations High Commissioner for Refugees

The majority of the world's 14.9 million refugees now live in urban areas, and many of them are children. Cities can offer refugee children and families opportunities not available in camps, including possibilities for income generation, access to a fuller range of education and health services and more chances for integration. However refugees face challenges and protection risks related to their forced migration and legal status that make it harder for them to access these benefits. Refugee children and their caregivers – especially those most at risk – often find it difficult to establish support networks, feel a sense of community and navigate large cities to access the help that they need. Likewise, it can be hard for UNHCR and partners to locate and support vulnerable refugee children and families.

The objective of this study is to better understand the urban protection risks and resilience factors for refugee children and to explore programming content and delivery approaches that: mitigate protection risks, strengthen existing protection mechanisms, services and systems; and contribute to resilience for at-risk refugee and asylum seeking children and families in urban contexts.

The study methodology entails: a literature review, interviews with key informants and urban field assessments (survey and focus groups with children and families) intended to inform humanitarian programming based on a mapping of the urban protective environment from the perspective of refugee children and families.

We present desk review results and initial findings from the field assessments noting: opportunities and risks for refugee children in urban settings; identified gaps in information and programming; and promising outreach / programming approaches capitalizing on existing community-based efforts, local resources, national NGOs and government services.

Refugee Children - The Leadership Education and Empowerment Programme for refugee young people

Abstract ID:49 - Monday, 8th February - Symposium

Ms. Janis Ridsdel¹, Mr. Matthew Vincent²

¹United National High Commissioner for Refugees, ²Scotties Place

Refugee adolescents and youth often fall between the gaps in adult, and younger children's programming. These young people have specific needs based on their stage of life and development that more often than not remain unmet – meaning the investment that is made in them as younger children is often lost.

Providing much needed opportunities for these young people to learn, grow and play active participatory roles in their communities, society more broadly and humanitarian response is essential. These opportunities contribute to helping to combat feelings of disenfranchisement, helplessness and boredom, amongst other challenges, and can help contribute towards developing a generation of young people capable of rebuilding and leading in the future.

With this in mind, UNHCR are working with Scotties Place, a US-based NGO, on the 'Leadership Education & Empowerment Programme (LEEP). LEEP promotes academic achievement, leadership development, and community empowerment to promote positive social change. Working on two fronts – with adolescents and youth/adults – LEEP offers individualized academic support through one-to-one tutoring helping to strengthen confidence and self-esteem and guide students in the formation of healthy and supportive relationships, with the goal of promoting unity, leadership and community building. Primarily led and facilitated by members of the refugee community LEEP promotes many of the same benefits for programme staff – youth and adults – as for the adolescent recipients.

Since implementation in Botswana, nearly 85% of students have seen their grades improve; nearly 90% of students reported that both their self-esteem and confidence has strengthened as a result of the programme and LEEP staff designed and conducted a two-day training for volunteers from the host community primary school, establishing an afterschool tutoring program for Botswana children.

Refugee Children – A Regional Approach to the Protection of Refugee Children in the South Sudan Crisis

Abstract ID:51 - Monday, 8th February - Symposium

Ms. Janis Ridsdel¹

¹United National High Commissioner for Refugees

In recent refugee responses, UNHCR is increasingly adopting a regional approach to child protection crises, spurred by the common challenges often experienced by operations hosting refugees from a single crisis. However, while there are clear opportunities and advantages to regional approaches, the value and conditions for success of regional approaches is yet to be proven.

In response to this crisis, and in light of the serious impact on children, UNHCR led child protection partners in developing a Regional Framework for the Protection of South Sudanese and Sudanese Refugee Children in the first half of 2014. This Framework set a common vision for protection of South Sudanese and Sudanese refugee children in Ethiopia, Kenya, South Sudan, Sudan and Uganda. It supported a coordinated and predictable response for refugee children across the region and promoted the harmonization of activities and implementation of child protection minimum standards. The Regional Child Protection Framework was complemented by more detailed country-specific intervention plans for child protection. In 2015, a review of progress, achievements and challenges in all 5 countries was conducted, and the Framework was updated.

The regional approach for South Sudan has been found to add value to the protection of refugee children on several levels. Firstly, it has contributed directly to protection outcomes

– in particular enhanced family tracing and reunification – for children in facilitating coordination between actors at country-level as well as regional-level. It has also enhanced the understanding of child protection risks, and hence the ability to respond effectively, through comparative analysis between countries. The lessons-learned from the South Sudan experience are now being applied to other crises such as those for countries receiving refugees from CAR and from Burundi.

Hear it from the Children, South Sudan: 'We Want to Learn - Even During War'

Abstract ID:39 - Monday, 8th February - Oral

Ms. Hannah Graham¹

¹Save The Children International / Charlie Goldsmith Associates

Over 800, 000 children have been internally displaced within South Sudan since the on-going political crisis began in December 2013. This study seeks to understand where children place their priorities in an emergency and the role that education plays. 367 children and adults in crisis-affected areas throughout South Sudan were consulted through focus group discussions and semi-structured interviews led by Save the Children with support from INTERSOS, World Vision International and CARE.

Conflict-affected children and communities in South Sudan clearly stated that education is a top priority highlighting, 'We want to learn – even during war.' 28% of children consulted – a majority - prioritised its provision above that of other services including health, food, water, shelter and play. When asked why it was a priority, participants made the following points.

Education is vital in protecting conflict-affected children, by providing a safe place with supervision from a teacher who monitors their wellbeing. It teaches them to better protect themselves from danger and can change the perception others have of them, lowering the likelihood they may be targeted by combatants, for example.

Education often transforms and promotes recovery in displaced communities by teaching children peaceful behavior and promoting social cohesion as families often come together over their children's schooling, fostering a sense of community.

In building resilience, participants cited education as being key in providing psycho-social coping mechanisms and a sense of hope as well as practical skills to more effectively overcome risks resulting from conflict.

A humanitarian response targeting conflict-affected communities can be strengthened by the inclusion of education in emergencies which adds significant value to other sectors. Humanitarian workers and teachers highlighted the importance of schools as platforms for information sharing and as entry points through which other sectors, such as WASH, health, protection and nutrition, often target their response.

Dynamics of Traumatic Stress, PTSD, and Family Violence among Families Displaced by war in Gulu, Northern Uganda

Abstract ID:66 - Monday, 8th February - Oral

Dr. David Olema¹, Dr. Claudia Catani², Dr. Verena Ertl², Dr. Regina Saile², Prof. Thomas Lbert³, Prof. Frank Neuner⁴

¹Busitema University, ²Bielefeld University, ³University of Konstanz/Vivo International,

⁴B

Abstract This study examined the interrelationship of Traumatic Stress (war violence), post-traumatic stress disorder (PTSD), and family violence among families displaced by armed conflict into Internally Displaced Persons (IDP) camps in Uganda.

The Objectives i. To compare the level of family violence and PTSD between formally abducted and non- formally abducted adolescents ii. To identify the possible risk factors of child maltreatment among the war affected families **Methods** Interviews with 300 individuals, consisting of 100 children of 12 to 17 years age range and having both their parents, were conducted from households selected through systematic random sampling.

Results Indicated an extremely high level of traumatic events and family violence experiences with formally abducted adolescents experiencing higher events, and PTSD than their non-abducted counterparts. The results further revealed that the traumatic experience of the adolescent, the experience of family violence by the adolescent, and the degree of PTSD symptom severity of the mothers significantly associated with the PTSD among the adolescents. Further, the traumatic experiences of the adolescent and the traumatic experience of the father predicted family violence against the adolescents.

Conclusion The authors concluded that the interaction between mental health disorder symptoms of the mother and the PTSD symptom severity with adolescents' mental health and family wellbeing suggest a transmission of aversive experiences of mass violence within the family. Consequently, clinicians and Psycho-social support teams should look beyond the individual in their interventions.

Children and Armed Conflict- social and psychological responses to armed conflict and terrorism

Abstract ID:72 - Monday, 8th February - Oral

Mr. George Warari¹

¹ safeguarding children program-EA

Most countries in the world have been affected by armed conflict and terrorism. The deepest wounds of this atrocity are borne by the children. They are left traumatized by the resulting experience of the war that they least understand. They internalize this by blaming themselves, their families, the society, the government or international agencies for the conflict. This unspoken anger, bitterness and guilt builds up gradually as the conflict takes toll, people are displaced from their native land, lives are lost and property is ravaged. Children become easy targets of recruit by the warring forces. They are armed and dangerous. Society becomes fragmented as parents and care takers lose their influence on their children. This disintegration and devastation of the community calls for a social and psychological response to restore these children to normal development. The social response should be primarily preventive at the family and community level where children discuss their contacts and relationships with adults and peers to address juvenile recruitment trends. During the conflict, parents and caretakers need to listen their children anxiety and reassure them of safety and peace. This helps in easing the built-up tension in children. Effort should be made to ensure that the education system goes on uninterrupted as this helps in building resilience and providing psychic energy. The social activities, structure and routine that children engage in such as games is effective and need to be encouraged. The military and peacekeeping forces can play a pivotal role in holding sessions with children to allay their fears. The international community should closely monitor arms transfers and impose a total ban on arms shipments to conflict zones. Since the scars of conflict and terrorism run deeper there is need to set up rehabilitation programs and centers to continue supporting the affected children.

Relations of care in international research and aid in the aftermath of conflict – Lessons from Centre for Children in Vulnerable Situations on research and practice

Abstract ID:41 - Monday, 8th February - Symposium

Dr. Indra Versmesse¹, Mr. Team Ccvs-Lira²

¹Leuven University, ²Centre for Children in Vulnerable Situations

Centre for Children in Vulnerable Situations (CCVS) was founded in 2009 based on an interuniversity cooperation between three Belgian universities. CCVS's overall goal is to promote the psychosocial wellbeing of children, adolescents and their caregivers living in vulnerable situations in Southern countries.

The centre is based upon three main activities: research, practice and dissemination. First, questions from the field are taken as a starting point to set up scientific research. The conducted studies are then "translated" back into concrete recommendations for practice and policy. Currently, research is being conducted in divergent (post-)conflict contexts, including Uganda, DRC, Colombia and Palestine. Second, as psychosocial support is often limited in these contexts, two practice centres were founded: in Lira, Northern Uganda, and Bunia, Eastern-DRC. Third, knowledge resulting from research and practice is disseminated through conferences, workshops, trainings for local organisations, etc.

In this symposium we will highlight our core activities through the theme "Relations of care in international research and aid practices in the aftermath of conflict." Hence, we will discuss the relations that develop between international and local stakeholders (practitioners, researchers and local populations) in dealing with the psychosocial consequences of armed conflict. We will, consecutively, (1) outline the activities, challenges met and lessons learnt from our CCVS practice centre in Lira, Northern Uganda; (2) discuss the bottom-up development of our systemic-oriented training on psychotherapy; (3) discuss how parents in (the aftermath of) conflict construct notions of parental care and how this happens in (dis)connection with international assistance; (4) reflect upon different conceptualizations of wellbeing that shape different notions of aid and how relations of care may help to deal with different understandings; and (5) how a researcher might engage in a relation of care with his or her participants and the limitations of a 'dialogue between equals' in these vulnerable contexts.

Relations of care in international research and aid in the aftermath of conflict – Lessons from the C CVS practice centre in Lira, Northern Uganda

Abstract ID:42 - Monday, 8th February - Symposium

Dr. Indra Versmesse¹, Mr. Team Ccvs-Lira²

¹Leuven University, ²Centre for C

Centre for Children in Vulnerable Situations (CCVS) is an interuniversity research centre in-tended to bridge the gap between (academic) theory and practice. Next to practice-oriented research and result dissemination, CCVS also founded two practice centres, in Lira, Northern Uganda, and in Bunia, Eastern-DRC, based on the observation that few possibilities for psychotherapeutic support were available. In these practice centres systemic-oriented psychotherapeutic support is given to war-affected children, youth and their caregivers.

In this presentation, we will discuss how CCVS aims to set up a collaborative relationship between local and international stakeholders in supporting socio-psychological practices of care, challenges met and lessons learned. We will hereby use CCVS-Lira as a case-study. CCVS-Lira was established in the aftermath of the conflict in Northern Uganda, a conflict that heavily affected communities, particularly by the recruitment of thousands of children and youth as child soldiers. After the withdrawal of many humanitarian aid organizations from the region, CCVS-Lira aimed to continue the provision of systemic-oriented psychosocial support on the longer-term, thereby not only targeting former child-soldiers but also their broader social context. Through a range of activities (such as sensitizations on mental health, counselling in schools, prisons and communities) and partnerships with local and international organizations, universities and government institutions, the centre calls upon the experience and responsibility of various stakeholders on different levels that can, through collaborative relationships, contribute to better psychosocial care for children and youth in the aftermath of conflict.

Relations of care in international research and aid in the aftermath of conflict – The development of a crisis intervention model with mental health practitioners in post-conflict Northern Uganda

Abstract ID:43 - Monday, 8th February - Symposium

Dr. Indra Versmesse¹, Mrs. Julie Schiltz², Mrs. Leen de Nutte²

¹Leuven University / Centre for Children in Vulnerable Situations, ²Ghent University / Centre for Children in Vulnerable Situations

To this day, many youngsters and their caregivers still experience important psychosocial challenges as a result of the 20 year long conflict in Northern Uganda that ended in 2007. However, due to the lack of local psychotherapeutic care facilities and trained counsellors, possibilities for psychosocial support are scarce. Within this context, C CVS developed and implemented a training on collaborative, systemic and solution-focused psychotherapy aiming to make locally based organisations to become acquainted with the provision of mental health support to children, youth and their caregivers, and as such to ensure that additional mental health care services would become available in this post-war context. This training took place in Lira town, Uganda, and included four weeks of training over a period of two years, supervision sessions between the training weeks and a rehearsal training. During the last general training week, a discussion on domestic violence as a particular example of a crisis situation was initiated on request of the participants, as they indicated they were missing “handles” (i. e. knowledge, skills) to manage these crisis interventions. A collaborative crisis intervention model was thereby developed to respond to this concern.

In this presentation we will focus on the development of the training curriculum and the consequential crisis intervention model as an illustration of a valuable collaboration between international and local stakeholders in international aid and research. Hereby, particular attention will be given to the collaborative development of both the training and the crisis intervention model, explicitly not imposing an ‘outside’ model but taking local practitioners’ concerns and experiences as central. Hence, zooming into this process of bottom-up development, engaging local and international stakeholders in a mutual commitment we aim to delineate some aspects we consider crucial in involving these stakeholders in the provision of better psychosocial care in a post-conflict context.

Relations of care in international research and aid in the aftermath of conflict – Interconnections between upbringing of children and (dis)continuities in the physical space of former internally displaced people in Northern Uganda

Abstract ID:44 - Monday, 8th February - Symposium

Dr. Indra Versmesse¹, Mrs. Leen de Nutte²

¹Leuven University, ²Ghent University / Centre for Children in Vulnerable Situations

Throughout the research of both CCVS and other academia on the conflict in Northern Uganda, strong interconnections are visible between the upbringing of children and the physical space of people's living environments. The massive displacement of about 1.8 million people that begun about ten years after the initial start of the conflict (around 1996) calls into attention the potential benefits of considering these interconnections from the lens of social geography. Furthermore, it is crucial to take into account the connections between individual and collective dimensions of war and displacement as these are essentially social in nature. In this presentation, therefore, we will focus on a relational understanding of the interconnections between the upbringing of children and the physical space of people's living environments before, during and after the conflict in Northern Uganda. This discussion will be based on a study including 6 focus groups (of 6 to 8 participants) and 11 recurrent in-depth interviews with former internally displaced persons in Kitgum District, Northern Uganda.

We will discuss how the physical space of the pre-war "traditional" environment, the internally displaced people's camps, and the post-war environment resulted into a transformation of care-practices regarding the upbringing of children. In this, we will pay particular attention to the continuities (e. g. stories, memories and idealized narratives) and discontinuities (e. g. "new" physical spaces, spatial restrictions) in care throughout displacement and rebuilding of homes, and equally how these continuities and discontinuities are influenced by changing possibilities to attain international support during and after the conflict. Throughout the discussion, the importance of perceiving care from the viewpoint of parents themselves becomes apparent. Local conceptualisations are thus essential in the development of contextually-sensitive aid practices in the aftermath of conflict, and are juxtaposed to 'outsider' and often decontextualized ideas and norms regarding the care for children.

Relations of care in international research and aid in the aftermath of conflict – Defining psychosocial wellbeing in international aid: on subjectivity, social justice and the activist practitioner/researcher

Abstract ID:45 - Monday, 8th February - Symposium

Mrs. Julie Schiltz¹, Dr. Indra Versmesse², Dr. Sofie Vindevogel³, Prof. Ilse Derluyn¹

¹Ghent University / Centre for Children in Vulnerable Situations, ²Leuven University, ³Ghent University College

As the research and practices of CCVS aim to depart from local questions and perspectives, it is crucial to reflect upon different notions of wellbeing that shape people's understandings of their conditions. Thereby it can be observed that also in international research and practice conceptualizations of psychosocial wellbeing and support are much debated issues. Challenging narrow conceptions of wellbeing in purely economic (i. e. material circumstances) or clinical (i. e. physical and mental health) terms, recently wellbeing is conceptualized as a holistic concept covering different interrelated domains of functioning (e. g. emotional, social, economic, political, etc.). Still, researchers and aid providers in different contexts keep struggling with the question of how to understand and conceptualize wellbeing. While according to subjective wellbeing approaches people can 'do well' despite the difficult circumstances they live in, these risk to overlook the often unjust circumstances of a context targeted by international aid. On the other hand, objective wellbeing approaches tend to impose external values that are alien to people, hence risking to disregard personal and culturally specific views on what makes life valuable.

This presentation outlines different approaches towards wellbeing (e. g. equality of resources, health, subjective wellbeing, utilitarianism, quality of life, social justice approaches, etc.) and reflects upon how certain approaches also entail specific roles for researchers and practitioners within an international aid context (e. g. providers of basic needs, experts, educators, activists, etc.). Based on a research with young South-Sudanese refugees in northern Uganda, this presentation reflects upon how collaboration and dialogue between different stakeholders may provide opportunities to deal with the gaps between different approaches towards wellbeing – and hence, different conceptualisations and practices of aid as such. Hence, we will explore how relationships of care may provide opportunities to account for both cultural and personal perspectives while also addressing issues of social injustice and inequality.

Gender Specific Effects of Armed Conflict in Africa

Abstract ID:85 - Monday, 8th February - Workshop

Ms. Irene Wali¹

¹Terre Des Hommes

Introduction The research paper will draw from a study I conducted on Gender Specific Effects of Armed Conflict in Africa. The content of this paper will discuss the impact of armed conflict on children and their families from a gender perspective. The paper will analyse the following effects of armed conflicts from a gender lens and how they impact on children and their families.

Sexual abuse The paper will expound on sexual abuse as a result of armed conflict and how it affects children and their families. The paper will also highlight on armed opposition abduction of women and girls as “wives”; and the continued victimization by society 1 even after war.

Exclusion from education The paper will address stigmatization of persons who have experienced SGBV which results to loss of confidence and dropping out of school among others. This not only impact community in terms of higher rates of illiteracy, ensuing poverty and further economic despair; these effects extend to increased gender inequality and loss of safety zone that allows children to hope for an improved future and maintain a “normal” childhood.

Gender-based Violence Trauma The paper will give insights on how SGBV as a result of armed conflict has a profound psychological effects on its victims.

Sociocultural Insecurity The paper will explore how after war individualisms which replaces community focused motives serves to further alienate people from their community oriented culture, breaking down community structures that protect children from violence.

Conclusion The conclusion of this paper will major on how to prevent and respond to communities affected by armed conflict and the importance of including all community stakeholders in all transitional justice processes.

Lederach, J. P. (2005). *The Moral Imagination: the Art and Soul of Building Peace*. Oxford: Oxford University Press.

Grave Violations against Children in Armed Conflict: Best Practices and Lessons Learned

Abstract ID:3 - Tuesday, 9th February - Oral

Mr. Ilan Cerna-Turoff¹

¹Watchlist on Children and Armed Conflict

This presentation will focus on a process evaluation of the U. N. Secretary General's Monitoring and Reporting Mechanism (MRM) for grave violations against children in armed conflict. The evaluation sought to identify the key elements of successful implementation, to identify gaps and best practices, and to produce a monitoring and evaluation framework and tools for usage in any MRM implementing situation. Two case study countries of Colombia and South Sudan were chosen to illustrate different economic, socio-cultural, and logistic contrasts. In each country, a baseline quantitative measure was accompanied by qualitative key informant interviews and direct observation of coordination meetings, trainings, and data entry. Interviews covered a wide array of respondents, ranging from U. N. staff that lead MRM processes to NGOs that directly engage with affected communities. Results showed mixed results across several elements of operations, including training and materials, funding for implementation, the flow of information, and data collection and analysis. More importantly, a critical lack of clarity in the limits of the mandate of the MRM and in operational procedures caused tension: 1) among MRM actors and 2) between the MRM system and civil society actors that serve directly affected communities. The evaluation additionally found other areas of operation that can be highlighted as successes, particularly in monitoring and advocacy. The results of this evaluation provide important lessons on how the MRM system operates and where it needs to be strengthened, with a particular focus on affected communities and children. Dissemination of the findings are crucial in assuring transparency and in conducting global advocacy to strengthen the MRM to better serve children.

Trebled costs of conflicts on public investment in children in selected African states

Abstract ID:86 - Tuesday, 9th February - Oral

Mr. Bob Muchabaiwa¹

¹Save The Children

Conflict, of whatever form, impacts disproportionately on children. Horrific stories have been told – over and over again - of how children are raped, abandoned, injured, forced to migrate to far-away places, recruited into armed groups and separated from their parents due to conflict. This is only one side of the story. There is another side, which unfortunately has not received an equal measure of attention in policy and scholarly works, that is: implications of conflict on public investment on specific segments of the populace. This gap in literature motivated this critical examination of the costs of conflict on public investment in children in selected states in post-colonial Africa. Guided by public financial management theory and practice, the central argument of the paper is that conflict leads to the triple crisis of ‘depressed government revenue’, ‘retrogressed public expenditures on children’ and ‘disrespect of public expenditure standards and procedures’. Together, these three elements lead to denial of children’s rights. Although there are different types of conflict this paper focuses on armed conflict.

The aim of the paper is to provide an empirical expose of direct and opportunity costs of conflict on public investment in children in selected Africa states. Public investment in children is defined in this paper as public spending of available domestic and international resources on sectors and programmes that directly and indirectly contribute to the implementation of children’s rights. The paper relies heavily on secondary data including information on humanitarian financing from the Financial Tracking Service, drawn from Consolidated Appeals Process (CAP), Flash Appeals as well as budget documents at national level.

Waging The War On Terror: In Search of the Fundamental Rights of a Boko Haram Child-Soldier and the Need for an Independent Human Rights Institution for Children in Nigeria

Abstract ID:73 - Tuesday, 9th February - Oral

Mrs. Ojochide Atojoko Omovbude¹

¹S E Aruwa & Co

" Wars have always victimised children and other non- combatants, but modern wars are exploiting, maiming and killing children more callously then ever"

Over time, the protection of children in armed conflicts had made tremendous progress as violations of children's rights are seen to be addressed after the war or conflict as part of international crime. It has become evident also these conflicts have become part of the daily existence of children found within that area of conflict. Vast literature has shown the roles of international human rights and humanitarian institutions in peace building, however their contribution in the protection of the rights of the child in armed conflict remains unexplored.

Drawing on the prevailing circumstance in Nigeria, this research investigates on the rights of the child in Nigeria vis- a- vis the conflict in North Eastern Nigeria between the Boko Haram insurgents and the government of Nigeria.

The research seeks to investigate the role of the government in protecting the rights of children despite the fact that such children have become insurgent child-soldiers and the need to encourage independent human rights institutions in protection the rights of children during and after conflicts The research seeks to add to the already existing wealth of knowledge on the rights of the child in situations of war, more emphatically the rights of a child who is a principal actor in terrorism and one who has committed acts described as terrorist acts with particular focus on Nigeria and the Boko Haram situation. The Children who are saved from captivity should not be derided by the authority and by extension the society. They should not be put on trial, rather, mechanisms should be put in place to help them back into the society with a view to making them responsible citizens and individuals.

Protecting our children from terrorism: The crucial role of parents

Abstract ID:79 - Tuesday, 9th February - Oral

Dr. Ajwang Warri¹

¹University of the Witwatersrand, Johannesburg

Objective: To gain an understanding on how parents support children cope with terrorism

Introduction: Terrorism can be an unpredictable once-off or a series of criminal behaviour that is violently and fearfully unleashed on a country and its population to increase attention to the terrorist's political agenda. Terrorism acts and threats have been reported in worldwide (including in Kenya) and children can be direct or indirect victims. Therefore, there is a growing concern on the impact that these events have on children and how their parents can help them cope.

Methods: In this study, existing sources of information were used as part of document study. The documents used were compared to similar material written from diverse con-texts. Textual and content analysis focused on interpreting the meanings contained in the documents.

Results: The kinds of support provided by parents to children varied and they included both indirect and direct assistance. For example they spoke, listened to and reassured children about what was happening and they also modelled how to handle such terrifying acts and to manage emotions. However, parents have also identified the need for children to be referred for psychosocial services to help children return to normal developmental/ age-appropriate activities. Parents are concerned for their well-being and they may require support themselves in order to create a healing home environment.

Conclusion: When terrorists strike, the child's perception of the world as a safe, stable and predictable place can be shattered. However, parents do play a crucial capable emotional supportive role to their children in assisting them cope, especially in contexts where psychosocial services are scarce.

Terrorism, Church and child protection; A case of Evangelical churches in Nairobi

Abstract ID:30 - Tuesday, 9th February - Oral

Ms. Jennifer Kaberi¹

¹Daystar University

It is estimated that terrorism has gone up by 309% in Eastern African region since 2010. The terrorist attacks mainly target churches and christian regardless of age group. in Kenya Baby Isinya who was shot in the head and left an orphan when terrorist attacked in a church in Mombasa remains an image of Terrorism, the church and child protection.

This paper aims to present findings of a descriptive research on the role of the church in protecting children, a case of evangelical churches in Nairobi in 2015. One of the study objectives was to identify some of challenges of protecting children in the church.

The findings identified terrorism as one of the major risks of protecting children in Evangelical churches. Most children reported that they feared that by the fact the church is situated in the central business district it put them as target of an attack, while the pastors said that by the fact other churches have been attack makes it easy for them to be attacked. The findings also showed that the church is taking measures to secure children from attacks which include having security check up in the church entrance, having CCTV cameras installed around the church and having a check in check out system for children entering the children area. However the findings also all the churches that participated in the study had only one entrance to the church, the children workers have not been trained on child protection or what to do in an event of an attack.

The study therefore concluded that terrorism as number risk to children in the church, al-though the church has made effort to protect children from attack such security measure, a lot still needs to be done which include training, risk preparedness and opening up the church.

The Psychological Well-Being of Children After Terror Attacks in Nairobi County, Kenya

Abstract ID:78 - Tuesday, 9th February - Oral

Prof. Roseline Olumbe¹, Prof. Ciriaka Gitonga²

¹Institute of Child Development, Daystar University, ²Pan Africa Christian University

Kenya has experienced numerous terror attacks in the last five years. As a result the general populace has become sensitized on the possibility of a terror attack with increased terror alerts and screening that has become part of public places. This is because terrorism acts by their nature produce extreme levels of stress to those who affected. In the last 5 years more than 1, 400 people were killed and more than 5, 800 wounded (Pate, Jensen, & Miller, 2015). The Kenyan government has launched a series of initiatives to address the threat and consequences of terrorism. Since terrorism act by nature are unpredictable and meant to create a societal atmosphere of extreme danger and insecurity (Fremont, 2004), it implies that it is very difficult to provide protection physically and psychologically. As a result terrorism act paralyzes an individual by engulfing him/her with a black blanket of fear and uncertainty making both children and adults overly hypersensitive about their safety. Normally the attacks generate heightened psychological feelings of fear and helplessness resulting in dis-tress and high level of stress which compromises the mental health of the citizens (Pynoos, Schreiber, Steinberg, & Pfefferbaum, 2005). This paper will present findings from a research that is being conducted among children aged 13-14 years from selected schools in Westlands and Eastleigh in Nairobi County. The study will employ a descriptive survey design. Tools for data collection are an adapted Child PTSD Checklist- Child Version (CPC-C) for children and a Child Psychosocial Distress Screener (CPDS). The findings of the study will discuss the post psychological effects of terror attacks in children 2 years after the attack. Additionally, the paper will describe the psychological wellbeing of children after terror at-tacks and finally the paper will examine the school's psychological support to children who were affected by terror attacks.

Violence against children in six primary schools in Northern Uganda: status, opportunities and lessons to enhance violence free environment

Abstract ID:54 - Tuesday, 9th February - Oral

Ms. Sharon Ahumuza¹

¹ANPPCAN Uganda Chapter

Introduction: The African Network for the Prevention and Protection against Child Abuse and Neglect is implementing a 3 year project towards a violence free environment for children in Arua district, northern Uganda. We conducted a baseline survey to document the status of violence faced by children, opportunities for prevention and drew lessons to enhance violence free environment.

Methodology: This was cross-sectional study conducted in August 2015 in six target primary schools. Data were collected using structured interviews with 182 children, 24 focus group discussions (children, parents, teachers and school management committees) and 6 key in-formant interviews. Two children (boy and girl) from each of study schools participated in journal writing.

Findings: Child neglect constituted majority of the VAC cases reported to ANPPCAN. At school, use of physical punishments was common and included digging and compound cleaning (41%); caning (31%) and cleaning latrines without protective gears (18%). Physical, psychological and sexual abuses were also reported at home and in communities but many are unreported owing to fear of harm by perpetrators, stigma and uncertainty that action would be taken. Perpetrators of VAC included fellow children, teachers, relatives and neighbours. Major opportunities for VAC prevention were; availability of teachers who children could confide in, partners and structures and Arua Education Ordinance that advocate against VAC as well as increasing knowledge about children's rights.

Conclusion: Violence against children is prevalent in all spaces but there are several opportunities that can be seized to attain a violence free environment for children. Implementation of Education Ordinance, continuous engagement of children parents, teachers and other stakeholders to increase awareness about children's rights, dangers of VAC as well as need to report such cases should be prioritized. Innovative interventions such as use of letter link boxes, school clubs have potential to aid the VAC prevention campaign.

The Recruitment of Congolese Children

Abstract ID:76 - Tuesday, 9th February - Oral

Mr. Tony Tate¹, Dr. Murhabazi Namegabe², Mr. Germain Lufungula³

¹The Fund for Global Human Rights, ²BVES, Bukavu, ³EADEV, Beni

The Allied Democratic Forces (ADF) is an armed opposition group currently operating in northern territories of North Kivu province, Democratic Republic of Congo (DRC) and is considered a terrorist group. Its leaders are comprised of Ugandan rebels operating in the DRC since 2005, many of whom are Muslim, with the rank and file composed of Congolese of various religious backgrounds. In the last two years, the ADF is believed to be responsible for the killing and kidnapping of hundreds of Congolese citizens in and around Beni, DRC. The ADF is known to recruit and use children as fighters as well as use boys and girls to support its activities.

This abstract presents information on the recruitment of Congolese children to serve in the ranks of the ADF. In the last two years, the ADF has targeted largely Muslim families living in North and South Kivu for recruitment. ADF recruiters convinced some parents with false promises of scholarships in Middle Eastern countries of further study of Islam in the region to send children or young adults to advance their knowledge. These recruiters instead trafficked children and youth into camps run by the ADF where they were pressed into service. The abstract additionally presents information on how children have been used in attacking and the taking hostage of civilians as well as killing, looting, and maiming others.

The information presented here is based on interviews with parents whose children were trafficked in North and South Kivu. It is additionally based on testimony of survivors of armed attacks in Beni and from children who have escaped or been rescued from the ADF. It provides evidence on new methods of recruitment by ADF operatives as well as suggestions on the need for protection strategies that include media campaigns to alert parents on recruitment patterns.

Armed conflict and its impact on children and families

Abstract ID:22 - Tuesday, 9th February - Oral

Mr. Leonard Romanus¹

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As part of deliberate efforts to understand the primary cause of armed conflict(insurgency or militancy) in Nigeria. AAPECA INT'L send 10 aid workers from the organization on a fact finding mission to Niger Delta region of Nigeria that had armed conflict in 2002-2004. The investigation was on one on one interview with youths, men and women of the region.

80 out of 100 people interviewed confirmed that children/youths were recruited into the militia as they were offered to be paid to fight since they are jobless and are in extreme poverty in their homes. Like many others, a woman opened up and narrated her ordeals as her two kids of 15 &17yrs joined MILITIA FOR EMANCIPATION OF NIGER DELTA(MEND). She mentioned number of negative impact of armed conflict on children and families: 1, CHILDREN EXPOSURE TO DANGER; her two kids joined militia on the same day. 2, DISPLACEMENT; Family disintegration, loss of properties, lack of proper healthcare, kids dont go to school etc. 3, RAPE/SEXUAL ASSAULT; Women are raped by both militants and govt soldiers, kids are sexually abused etc. 4, MIGRATION; People moving out of their homes and houses to live like refugees in your own country, going to internally displaced peoples IDP camp(s), pregnant women and aged people live in dehumanizing conditions. 5, POST WAR TRAUMA; Some children undergo mental health challenges resulting from exposure to violence and hardship during armed conflict.

This research is to bring to the knowledge of Nigeria government the untold suffering children and families undergo in armed conflict areas and the impact exposure to violence/war have on children and families.

Finally the research have shown that military combat alone cannot flux(insurgency -Boko Haram or militancy) in Nigeria without addressing unemployment of the youths and improve on the economy of the country.

Armed conflict and its impact on children and families

Abstract ID:81 - Tuesday, 9th February - Oral

Mr. Arok Garang Thuch¹

¹Seeds of South Sudan

Armed Conflict and its impact on children and families is very real!! As one of the Lost Boys of Sudan, my village was burned down and my parents were killed in a raid in 1989. My life was turned upside down. The life that I used to know was over. I was outside the village in the grasslands and there was nowhere for me to turn to. The fact that my parents were no longer in my life was very devastating and disturbing to me mentally, emotionally and physically.

The Lost Boys of Sudan struggled in the resettlement in the United States of America with mental health issues, alcoholism and trauma that they developed after living in Kakuma Refugee Camp. That camp continues to grow under the second genocide to this day.

As a child and again as an adult, these experiences changed are what I witnessed when, as a seven year old, I and thousands of other children tried to escape the armed conflicts in my country, now known as South Sudan.

As of today, my goal is to help other kids not to go through what I went through when I was a child. For refugee kids, education is the key and that's why my organization, Seeds of South Sudan is helping educate orphans at Kakuma Refugee Camps to be future leaders, doctors, teachers etc. This will reduce crime rate and mental health illness among children at the Refugee Camps. This will help maintain emotional stability among children also prevent children from joining military.

Disability and Child labour among war affected children in Acet sub-county, Northern Uganda

Abstract ID:67 - Tuesday, 9th February - Oral

Ms. Rosemary Nakijoba¹

¹Ndejje University

Background: The aftermath of the nearly twenty years of war in northern Uganda between the Lord's Resistance Army (LRA) rebels and the Uganda government army, has left many people including children severely psychologically, and physically impaired. The resultant economic situation for the families is despicable, exposing the children to undue child labour exploitation at the expense of their education. The situation is even worse for the disabled children who are already defenseless.

Objectives: The objectives of the study included:

- i) To document the extend of child labour among the children in Acet sub-county ii) To establishing if there is any link between disability and child labour
- Method:** Two group discussions of same-sex children and in-depth interviews on the relationship between disability and child labour practices were conducted with disabled children in two villages.

Results: The results indicated that 80% of the children agreed that they have been involved in activities that are classified as exploitation of their labour. The disabled children agreed that they were taken advantage of because they were disabled. Further, all the children attribute their involvement in child labour to poverty, and that some of their parents are disabled themselves.

Conclusions: It was concluded that child labour is a serious social and educational concern in the aftermath of war and among resource scarce communities. This is a threat to the education of the children and the eventual sustainable recovery of the communities. Therefore sustainable awareness creation programmes, counselling of parents and the affected children, and empowerment of teachers to detect and assist affected child be integrated with the general recovery programmes.

Positive reporting and healing of trauma in children in conflict zones

Abstract ID:59 - Tuesday, 9th February - Oral

Mr. Bernard Morara¹

¹ African Network for the Prevention and Protection Against Child Abuse and Neglect

Worldwide, the media has influence on how people view the world. Newspapers, radio, and television as well as social media serve as the link to current happenings outside our neighbourhoods. This coupled, with the fact that the world has become a global village, no happenings, however local, can go unnoticed. The angle in which a reporter frames a story can favour one party or a solution and can also increase or minimise the conflict they cover.

Genocides and ethnic strife that have occurred in many parts of the world, including Rwanda, South Sudan and Kenya in Africa and Yugoslavia in Europe, have posed challenges for survivors to cope with and overcome. Several media tactics have been employed to lessen the effects of such trauma. In Rwanda, for instance, writing and drawing about one's experience, reflections and discussions have proven useful. A series of radio programmes produced and broadcast around the country helped people to understand and deal with healing.

Other efforts include trauma healing through narratives and story-telling that leads to acknowledgment, apology, forgiveness and reconnection. There are many media programmes that underscore the therapeutic value of drawing and writing about trauma. This constructive communication helps facilitate reconnection with one's social environment and allows victims to restore their place in society. In conflict situations, therefore, journalists should be peace oriented as opposed to war oriented, truth oriented as opposed to propaganda, people and children oriented as opposed to elite oriented and solution oriented as opposed to victory oriented.

The paper will discuss a checklist of things to consider when journalists report conflicts. It will be based on review of literature to identify ethical issues in media reporting as well as good practices in trauma healing by the media for children caught up in conflict situations.

Tweeting Westgate Mall terrorist Attack - Lessons for Child Protection Emergency Responders

Abstract ID:61 - Tuesday, 9th February - Oral

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Social media is a phenomena revolutionizing emergency communication in Kenya. In the face of increased terrorist attacks that Kenya has experienced recently, Kenyans' appetite to access and share real time news has also increased. More Kenyans are becoming techno savvy as Kenya lays the groundwork of achieving one of the pillars of Kenya's Vision 2030 in key sectors that form the foundation of society, for socio-political and economic growth such as infrastructure, science and technology, and innovation (Kenya Vision 2030). The ICT sector in Kenya has accordingly grown immensely, with mobile phones penetration rate striking 80. 5% (CAK, 2014). Exponential access to social media platforms has therefore been tremendously made possible by the widespread ownership of mobile phones throughout the country. According to Digital Rand (2015), over 74% of online adults use social media regularly. At the moment, approximately, 4 million Kenyans actively use social media (Hubspot, 2015).

In this paper, we present lessons learnt from the use of social media by Kenyans, during the Westgate Mall terrorist attack in September 2013. Main hashtags generated by the public and specific twitter accounts of individuals; government officials and disaster response organizations/ officials were analyzed to draw conclusions.

The paper thus discusses the critical role of emergency responders using and leveraging social media networks to communicate both with the public and among themselves. It points out ethical issues emergency responders must consider when posting and sharing information, especially those of children, during terrorist attacks. It also highlights the need for child protection agencies to proactively consider developing Standard Operating Procedures that will enable them to monitor, synchronize and integrate their social media feeds, as they execute rescue missions and support to child victims, in an event that terrorists target institutions with children – Westgate Mall style.

Developing Psychosocial Interventions for Children Victims of War Trauma

Abstract ID:15 - Tuesday, 9th February - Workshop

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Objectives To develop evidence-based models of psychosocial interventions related to participants' agencies, roles and contextual circumstances.

Methods Existing key evidence will be briefly considered, including the author's studies in Gaza, Pakistan, Kenya and Turkey for children exposed to war conflict and displacement; as well as with refugee children in the UK. These will be complemented by experiences from the 2015 visits and child trauma training, which led to the 2016 World Awareness for Children in Trauma. The crucial interface between child protection and psychosocial interventions will be highlighted.

Emerging issues, needs, evidence and good practice will be related through interactive learning to the participants' work and sociocultural context, for them to define, plan or improve existing psychosocial interventions.

Results Solutions and models will be discussed within an ecological framework of ideally intervening at child, family, school, and community level; although it is acknowledged that this may not be possible in some circumstances. The model will include hierarchical interventions with the aims of:

- Meeting children's basic needs and safety.
- Resilience-building through education, creative, social and communities activities.
- Counselling and related trauma-focused approaches (universal and targeted).

Conclusions The participants' valuable experience will be incorporated into a comprehensive framework that could inform policy, guidelines, services and practice across non-statutory and statutory sectors.

Recruitment and deployment of children by armed factions in Somalia: a study of its effects on their well-being

Abstract ID:71 - Tuesday, 9th February - Oral

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The recruitment of children in South Central Somalia has exposed the children to harsh and dangerous environment where they are raped, wounded or maimed, and in many cases killed. Their participation in armed conflicts prohibits their physical, psychological and social well-being and disrupts their going to school.

This study obtained from both ex-child soldiers and present child soldiers aged 7 to 18 years as unit of observations in the research study. The study had total of 100 respondents with 73 being males and 27 Females. It used snowball sampling method to sample 100 respondents. Out of the respondents, 75 were ex-child soldiers while the remaining 25 were child soldiers still deployed by different armed militia factions in Benadir district. The researcher used purposive sampling method to sample 24 key informants. Out of the 24 Key informants 11 of them were females while 13 were males.

Key findings of the study a) Most child soldiers recruited by armed factions came from the streets, IDPs camps, and single parenthood families showing lack of proper child friendly spaces b) Force and religious indoctrination was the commonest method employed by armed factions to recruit child soldiers c) Most child soldiers were assigned to frontline combat and manning of roadblocks d) Majority of the ex-child soldiers were greatly affected psychologically and socially e) Reintegration process of ex-child soldiers was in adequate showing lack functioning governmental institutions and inadequate child friendly spaces Recommendations a) Rethinking child protections and enhancing education Campaigns b) The Government of Somalia to establish many rehabilitation centres and child friendly spaces c) Making policies more effective, d) Strategies sensitive to an oral tradition to stop child recruitment e) Ratification of UNCRC and African Charter on the rights and welfare of the child and ILO Convention 182.

Protective Factors and Resilience of War Affected Children in Kakuma Refugee Camp

Abstract ID:64 - Tuesday, 9th February - Oral

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War affects millions of people around the world each year, sending thousands into flight from their familiar homes and countries in the hope of escaping chaos and violence amongst who are thousands of children who have experienced and survived devastating and profoundly stressful events. The purpose of this study was to determine the interplay between risk and protective processes in the mental health of war-affected children in Kakuma refugee camp in Turkana from an ecological perspective. The design used in the study is a cross-sectional survey based on self-reports. Data collected through questionnaires administered to children and their caregivers, focused group discussions and key informant interviews with those working with the children. Respondents described a range of effects including being a victim or witness of violent acts, raped, threats to and loss of loved ones, prolonged parental absence, and forced displacement. The protective factors that moderated the impact of war-related adversities in children according to the respondents were a strong bond between the primary caregiver and the child, the social support of teachers and peers, and a shared sense of values. The major effective intervention for children affected by war included school-based interventions that were implemented by the teachers or locally trained paraprofessionals including counselors, psychosocial first aid personnel and social workers. The findings showed that children who were most adjusted and performing more successfully resided in ecologically stable environments, characterized by healthy, interactive relationships across all subsystems. Although many children have been killed, injured, have killed, displaced through armed conflicts and lost loved ones war seems a normal occurrence around the world. Therefore, all stakeholders both state and non state actors should join hands in working towards reducing the impact of armed conflict and terrorism on children globally.

Exploring International Relations and Peace as a key strategy in situation of armed conflicts globally-Uganda as a case study

Abstract ID:24 - Tuesday, 9th February - Oral

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People World over are waiting to hear when guns shall be silent. There are threats of wars bombings. Advocates of peace are focusing on how to stop them. Although wars are inevitable can be avoided, because they have far-reaching consequences, parents witness children killed in crossfire, raped, abducted not to return. Africa is the youngest continent but leading in conflicts having majority internally displaced and refugees.

Children in Africa haven't experienced peace they deserve. They suffer psychologically be-cause the media sends horrifying messages causing state of hopelessness. The objective of this research is to identify causes, impacts, and method of intervention by improving international co-operation, security in protecting children. Engaging countries in implementation of conventions, treaties and policies. To investigate whether the vulnerability of children exposed to conflicts differ from those in uninterrupted environment.

Interviews with victims coming from DRC, Sudanese living in Arua, results show conflicts have negative effects bringing uncertainty and despair. Children have bitterness of being exposed to traumatic experiences and nightmares.

A survey conducted by international Save the Children Alliance (1996) in Rwanda about genocide indicate some children blame themselves for surviving. They feel it would have been better to have been killed with their parents.

Overall results reveal, the social, psychological effects by one generation in many years affects the next generation. It shows wars are on the increase because governments spend more on weapons than on social services. Wars could be avoided if there is justice, love, tolerance. Mr. Lwanga said, "It seems that people who cause wars act first and think later."

Recommendations, way-forward for future research and policy-makers are also provided.

Sunshine Circles: A teacher-led classroom intervention to help young children develop a sense of safety at school

Abstract ID:23 - Tuesday, 9th February - Workshop

Dr. Catherine Tucker¹, Ms. Kay Schieffer²

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Objective: To inform participants about an evidence-based classroom intervention for use by teachers in creche and primary schools to address children's need for feeling safe and cared for.

Methods: This presentation will provide an overview of Sunshine Circles, a therapeutic play model, that can be led by teachers in the classroom to support children who feel chronically unsafe and are thus unlikely to learn new material at their highest level of potential. Strongly positive research findings from a recent study involving 206 preschool (creche) children in the United States, representing 20 countries, will be offered. Discussion will address practical methods for organizing playgroups, video demonstrations of activities and information about current action research.

Results: Following this 90 minute, interactive workshop, participants will be able to locate training materials and contact trainers to learn how to fully implement these groups in their own community schools.

Conclusion: Children must feel safe before they can engage in higher order cognitive tasks. In areas of high daily stress, classroom interventions are needed to help children feel less vigilant so that they can learn and develop. Sunshine Circles provides one pathway to developing a sense of safety within the classroom. It is led by the teacher and requires virtually no purchased materials, making it sustainable in nearly any setting.

Child Protection Systems Strengthening in Settings of Armed Conflict

Abstract ID:92 - Tuesday, 9th February - Workshop

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The past decade has witnessed a paradigm shift in international child protection. Traditionally, humanitarian and development workers addressed child protection concerns thematically, focusing on issues such as child trafficking, street children, or child labor separately. Recognizing the limitations of issue-based programming, international agencies have increasingly sought to promote a “systems strengthening approach” that focuses on the complex, cross-cutting challenges that heighten children’s vulnerability to exploitation, abuse, violence, and neglect. In humanitarian policy documents, systems strengthening approaches focus on developing effective mechanisms and processes of prevention and response service delivery by integrating previously fragmented programming and engaging diverse actors at multiple levels.

Despite growing support for a child protection systems strengthening framework, how to conceptualize and implement this approach in practice remains an area of ongoing discussion and learning. Within the broader global discussion about the nature and scope of child protection systems, a line of inquiry has emerged examining how efforts to strengthen national child protection systems have adhered in humanitarian settings. Humanitarian responses create arenas in which representatives of the international community—represented primarily by United Nations agencies and international organizations have significant interaction with national governments and emergency-affected populations. They represent, therefore, an opportunity to probe the extent to which there is shared understanding and appreciation of what “systems strengthening” means to various actors and how such efforts should be undertaken.

This workshop will present learning on child protection systems strengthening from areas recently or currently affected by armed conflict. In addition to sharing findings from a multi-country research process, the workshop will create an interactive discussion with participants with an eye to steering the design of upcoming guidelines for humanitarian actors who would like to adopt a child protection systems strengthening approach in their work.

Strategies in preventing conflicts before they occur

Abstract ID:55 - Wednesday, 10th February - Oral

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There is enough evidence based data since the 90s that armed conflict does impact negatively on children and their families. Although the international community has developed Conventions to protect civilians, the conflicts, which nowadays are intrastate based, the civilians are the target resulting in huge losses of human life, displacement of populations and total social, economic and political disintegration as being witnessed currently.

Estimates show that these conflicts cause death of some 2 million children and 3 times as many get injured or are permanently disabled, while millions are left psychologically scarred. Thus, violent conflict destroys and undermines all that the affected countries have done. From research records, responses to the impact of armed conflict on populations affected, including children are not scarce. However, there is general agreement that preventing conflicts and keeping peace remain the most difficult challenge leading to the question, "Can armed conflict be prevented?" Above all, given the damage they subject human beings to, is it not time that prevention becomes a priority?

The paper will be looking at efforts being made by stakeholders and identify some of the strategies that can be replicated or up scaled to prevent armed conflict before they occur. It will be pointing out the underlying factors that lead to armed conflict and the underutilization and unequal distribution of natural and human resources in countries that suffer conflicts. While one appreciates some of the preventive strategies being used, such as, diplomacy and peace keeping, one still finds both underutilized institutions and segments of the population to prevent the root causes of violent conflicts. This is what this paper will be exploring through the review of literature and reports. The paper concludes that armed conflicts can be prevented long before they happen. Thus preventing and protecting children from armed conflict effectively.

Social norms and the prevention of violence against refugee children in Tanzania

Abstract ID:69 - Wednesday, 10th February - Oral

Ms. Angela Marshall¹

¹International Rescue Committee

Preventing and responding to violence against children in situations of armed conflict necessitates a model with continuity of care across all levels of a child's ecology. In Tanzania, the IRC has focused on a continuum of violence prevention in and around the home and school, engaging with refugee parents, caregivers, teachers and community leaders to create protective environments for children and reduce the incidence of harmful punishment. Yet the continued scale of violence against children in Tanzania—75% of children have experienced physical violence, and 3 in 10 girls have experienced sexual violence (TVACS 2009)—indicates that a step change is required to achieve greater protection for more children. This is particularly urgent for recently displaced Burundian refugee children who face heightened risk of all forms of violence, exploitation and abuse.

Social norms, the customary rules within a group or culture, have been found to have a profound impact on individual behaviors and influence the use of violence against children in the home and school. There is evidence that it may be even more powerful to target social norms than people's skills and personal beliefs (Paluck 2009). Building on existing education and child protection programs, the IRC is undertaking formative research with Congolese and Burundian refugee communities in Tanzania to explore the sources of influence that shape and define social norms related to violence against children ages 7-12. Focus group discussions and key informant interviews have been conducted and data is being analyzed by an academic researcher.

This conference provides an opportunity for the IRC to share its ecological model of child protection, map the vulnerabilities of refugee children in Tanzania and present preliminary findings from the social norms research. The discussion will center on implications for program design and opportunities for scaling up interventions to reduce violence against children.

Community conversation as a strategy to prevent recruitment of children in armed groups

Abstract ID:58 - Wednesday, 10th February - Oral

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The impact of terrorism on children cannot be under estimated. The cost of bringing lives to normalcy due to armed conflict is costly and time consuming, yet stakeholders have not agreed on holistic ways of preventing armed conflict in the first place.

The first line of preventing armed conflict is in the families and communities where the children belong. The nurturing and values are inculcated at this level through socialization process. At the same time, the potential for recruitment in armed conflict is extremely high because children are trainable and the perpetrators have taken full advantage of their vulnerability and upbringing. The illegal groups are staged purposefully to indoctrinate children and young people with extremist ideas and lure them in their forces. To sustainably address this phenomena, prevention strategies have a huge contribution to ameliorating the problem. Community conversation is a way to bring a diverse set of community members together to collectively brainstorm strategies and resources that can be used to address a challenge facing the community. It provides a fun and creative way to find local solutions and new partners to address issues jointly that matter most in a community. It is therefore a very important approach to prevent children from joining armed groups, and the involvement of an entire community creates an opportunity to discuss the dangers of engaging in armed conflict and propose measures to prevent children joining armed groups. Protection and safety mechanisms for vulnerable children at the community levels are actualized where discussions are held in the identified communities to listen to various concerns that affect them, prioritize them and institute action and at the same time monitor closely criminal gangs and terrorism activities.

Role of Education in preventing children from being enlisted in armed conflict

Abstract ID:65 - Wednesday, 10th February - Oral

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Education is an important element in child development. As part of Sustainable Development Goals, education has been mainstreamed in national developing agenda to empower children and to develop their capabilities in making informed decisions. To achieve this, many governments in Africa like Kenya, Tanzania have prioritized education and implemented free primary and secondary education to enable a large number of children access education.

Many a times, extremist groups like Alqaeda have taken advantage of children and lured them into militia groups that brain wash their minds and use them to achieve their de-structive agenda. Research has shown that education equips children with knowledge and information that help them make informed decisions. Education liberates children from armed conflicts and helps them to resonate well with normal functioning society.

Parents, governments and the society at large have a role in ensuring children stay in schools and the right virtues and values are passed to them. This ensures, children become advocates of their own rights, stay in school and report to the established and existing systems when approached with such groups.

When children access the right education whether formal or informal, they are equipped with skills like association skills, decision making skills that would prevent them from child exploitation by the extremist groups since they are aware of their rights and well informed on the existing reporting systems.

This paper aims at outlining the role of education in preventing children from being involved in armed conflict identifying existing strategies that have been used to maintain children in school drawing good practices that could be used in war – torn countries like Somalia and prevent children from being involved in such wars but rather be enrolled in schools.

Healing Trauma With Expressive Arts Therapy/Practical Applications

Abstract ID:25 - Wednesday, 10th February - Workshop

Ms. Gloria Simoneaux¹

¹Harambee Arts

Abstract Harambee Arts has worked with women and children affected by HIV/AIDS, incarceration, human trafficking, poverty or special needs to gently heal and understand their own trauma through Expressive Arts Therapy. The techniques employed; art, movement and drama, are uniquely successful because they regulate the nervous system that becomes overwhelmed in response and reaction to trauma.

Objectives This workshop will focus on using the collective and indigenous wisdom of local communities to support recovery from trauma. Sharing theories and practice from her 35 years of experience, the author will demonstrate how to organize and facilitate psychosocial trainings and leave behind a team to continue the work needed to support recovery in traumatized communities.

Methods An overview of the training methods includes a culturally sensitive, collaborative and relational approach to working with different societies around the world such as; partnering with and building capacity within community based organizations, assessing the needs and level of expertise of local participants, organizing training as a collective process of shared wisdom and introducing specific techniques developed to support communities in crisis. This workshop includes an experiential drawing exercise that is used with traumatized populations to begin a dialogue toward healing and recovery.

Results Harambee Arts has led trainings for adults in more than 20 countries and has provided direct services to more than 1800 children in Kenya and hundreds of young girls in Nepal who have survived or are at risk of trafficking.

Harambee Arts collects data and monitors changes in children's behaviors including group participation, improvements in focus, development of empathy, leadership skills and an ability to connect with others.

Conclusions Participants will have a glimpse into work done with traumatized children globally, an insight into how to approach training of community stakeholders, as well as an understanding of the power of non-verbal interventions.

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