Participation and Violence

EXECUTIVE SUMMARY
AND CONCLUSIONS

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2008

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Editor’s note: This is a summarised version of the study “Promotion of Protagonist and Meaningful Participation of Children and Adolescents Exposed to Violence” and comprises only the executive summary and the conclusions, recommendations and strategies of the study.
EXECUTIVE SUMMARY

Participation, citizenship, government and rights

Participation is related to citizenship, government and rights. Government refers to decision making and citizenship, to the meaningful and comprehensive participation in public discussion and in decision making. Participation is a basic right for the fulfilment of the other rights, which in turn are fundamental guarantees for the well-being of a person and of society as a whole.

Children and adolescents are subjects of rights and their participation is a continuous process whereby they express themselves and get actively involved in decision making on those issues that affect them. From a systematic and dynamic point of view, participation is one of the four basic rights contained in the Convention on the Rights of the Child, together with the rights to non-discrimination, the right to life, to development, and to be protected, all of which are interrelated.

The Government is the primary duty bearer of the rights of the child but parents, NGOs, companies and children and adolescents themselves are duty bearers as well.

Promoting children’s and adolescents’ rights also means promoting their citizenship and their well-being.

Brief contextualisation of three forms of violence against children and adolescents

Physical and humiliating punishment is a form of violence against children and adolescents and it is a violation of their right to dignity and physical integrity. This violation increases violence within society and makes it seem legitimate before the eyes of the coming generations. Children and adolescents are deprived of their full citizenship when society accepts beatings as a valid rearing method for its smallest and most vulnerable members. Physical and humiliating punishment is an abuse of power and parents, teachers and caregivers must learn to exert their authority over children and adolescents by using non-violent methods and favouring a positive rearing. This form of violence has serious physical, psychological and social consequences for the affected children and adolescents.

Sexual exploitation and abuse can be broken down into commercial sexual exploitation of children and child sexual abuse. Although the first one is a sub category of child sexual abuse, both forms imply a physical and psychological intrusion of the victim, as well as a rupture of the trust, generating deep consequences, hard to overcome.

Child sexual abuse is one of the worst forms of violation of the rights of the child, and can equally cause irreversible physical and psychological damage, even death. Children and adolescents can suffer from child sexual abuse within their family and within their local community, as well as from
their peers. Girls are more vulnerable than boys and therefore it is important to consider gender aspects when drafting interventions to fight against this kind of violation.

Children and adolescents suffer from commercial sexual exploitation of children through trafficking in children, sexual tourism, pornography, and sex industry. They also suffer from abuse and exploitation during wars and as refugees, in their education environment, at work, in the streets, in religious environments, when performing leisure activities, in prisons and even in care and protection centres.

Other especially vulnerable groups to child sexual abuse and commercial sexual exploitation of children are children and adolescents with disabilities and particularly, children and adolescents with hearing disabilities because this limitation in their communications skills is also a limitation to file a complaint. Likewise, poor children and adolescents are more vulnerable to sexual exploitation as an exchange for economic compensation. Sexually exploited children and adolescents also suffer from other kinds of violence by pimps and customers. A determining factor in the child sexual abuse phenomenon is the culture of society, for it justifies abuse and makes it difficult to file formal complaints in contexts of family honour, virginity, early marriages, etc.

Finally, the origin of youth organisations with violent traits is the result of a complex interaction of different factors. These organisations seem to proliferate in those places where the social order has been disintegrated and where there are no alternative forms of shared cultural behaviour. Children and adolescents involved in organised armed violence witness torture and murder, which cause insomnia, nightmares, traumas, constant terror and fear; moreover, it also generates a situation where they become used to violence. These tend to have a fatalist attitude towards their own lives, which leads them to live a life away from moral standards, with alcohol and drug abuse, sex, weapons, parties and adrenaline.

International Legal Framework

Although the word “participation” does not appear as such in the Convention on the Rights of the Child, Article 12 determines, on the one hand, the right of children and adolescents to freely express their opinion with respect to all the issues concerning them; and on the other hand, the right to be heard in legal or administrative procedures affecting them. This second declaration is very important in the case of organised armed violence, given that children and adolescents involved in it are in constant conflict with the law.

There are other articles in the Convention on the Rights of the Child referring to the exercise of the right to participation; these are articles 5, 9, 13, 14, 15, 16, 17, 23, 29, 31 and 40.

The Convention on the Rights of the Child should be considered as an organic document which content is being constantly interpreted by the Committee on the Rights of the Child and is complemented with other legal instruments.
Physical and humiliating punishment and sexual exploitation and abuse cases —the latter receives plenty of attention in a Facultative Protocol to the Convention on the Rights of the Child— are well defined and have been open to debate in different fora. The only case which still has not received the attention it deserves is organised armed violence and there is no explicit reference to it in the Convention. Only the Riad Guidelines, which address the prevention of juvenile delinquency, highlight important participatory aspects for children and adolescents in conflict with the law.

Children and adolescents protagonist and meaningful participation

The title of this paper is “Promotion of Protagonist and Meaningful Participation of Children and Adolescents Exposed to Violence”. During the workshops carried out for this research, we related protagonist participation with elements such as dignity, the change in power relations, the new society model, empowerment and advocacy. On the other hand, we reached the conclusion that meaningful participation is also related to quality standards.

Dignity is a fundamental right and an intrinsic value of the person, who holds it as result of its human condition. The respect for the dignity of children and adolescents means listening to them and facilitating their participation when making decisions that affect them, and thus allowing them to live a decent life.

Through protagonist participation, children and adolescents can change the unequal power relation existing between them and adults. In agreement with the gender theory, we aim at turning this relation based in power over—which implies domination—towards more positive forms of power such as power for, power to, and power with. This last one reflects the exercise of shared power with adults.

In the new society model to which participation is aimed at, there must be an equal or shared power relation between children and adolescents and adults, in order for them to fully exert their rights as citizens and to live a decent life.

On the other hand, empowerment is the impact which protagonist participation has in the personal development of children and adolescents. It is related with self-esteem, autonomy, social skills, identity, solidarity, safety, and dignity. Children and adolescents use external elements or develop other intrinsic ones in order to promote their efficient and effective performance in different participation spaces. Empowerment allows them to identify their weaknesses in order to accept them and their potentials in order to develop them in an optimum manner.

Advocacy refers to the social impact of protagonist participation experiences. It is related to a positive visibility, the inclusion of children and adolescents in institutions and organisations, government support to child initiatives, a different inter-generation communication and the development of

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participation mechanisms in decision making. Advocacy can take place both in the family and at the level of national or international policies. This element is essential for children and adolescents to transform power relations and build up a society in which they can exert their rights as citizens. Likewise, political advocacy includes the design of proposals demanding rights and lobbying, the elimination of policies affecting children, public monitoring and the establishment of networks to achieve a greater impact. It is also important to empower and raise awareness on adults in order to take into consideration the opinions of children and adolescents when designing child policies.

Empowerment and advocacy are interdependent and mutually reinforcing given that in order to achieve advocacy, it is necessary to have empowered persons, and in order to facilitate empowerment it is necessary to carry out advocacy work. Each advocacy action also has empowerment effects on children and adolescents. Through this interdependence, it is possible to achieve a shift in power relations in order for children and adolescents to gain full citizenship. It is necessary that the participation mechanisms ensure a combination of both processes to achieve this protagonism.

Along with protagonist participation it is important to deal with quality standards that make participation significant. Besides children and adolescents pseudo forms of participation, such as manipulated, ornamental or symbolic participation, there are different levels of genuine participation according to the degree of independence children and adolescents have in decision making and in the way they cooperate with adults. However, due to the psychological effects of violence experiences, it is very likely that adults should start the children’s participation process in order to gradually give them more autonomy.

Save the Children has developed seven quality standards for children’s participation which were considered for the preparation of this paper:

1. An ethical approach of transparency, honesty and responsibility.
2. Children adequate and relevant participation.
3. An enabling and friendly environment for children.
4. Equal opportunities.
5. Effective and trustworthy working staff.
6. Ensured safety and protection of children for their participation.
7. Ensured follow-up and evaluation.

The application of these standards in the work carried out with children and adolescents exposed to violence means considering important aspects such as protection, personal well-being of children and adolescents, handling conflictive objectives between adults and children and adolescents, the child’s informed consent, confidentiality and trust, clarity with respect to the activity, an eventual compensation for their participation, their inclusion and the empowering effect.

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2 Result of the workshops carried out with children and adolescents.
3 Idem.
The participation of children and adolescents exposed to violence is important because in this way they can explain the complexity of their experiences, they can feel safer to protect themselves and to break their silence, state their problems to society and propose disciplinary measures for the aggressors.

Protagonism and protection are not antagonic for the greater the protagonism, the better position children and adolescents will have to protect themselves and their peers, and to be part of their community development. An empowering participation also promotes protection and goes beyond, to turn children and adolescents into social subjects. However, in order for this participation to be meaningful it is necessary not to expose children and adolescents to greater risk situations. That is why the skill of the chaperon is a key issue to support children and adolescents in their protagonist process —but at the same time, the chaperon must protect the child against any risks during this process.

Participation spaces, situations, mechanisms and methodologies

This paper distinguishes participation spaces, situations, mechanisms and methodologies. Participation as a right is a social relationship and the spaces mark the social relationships taking place within them. This is all about spaces where personality is built, where there is an exercise and development of protagonism. However, child participation is still only present in spaces as a sort of struggle, and not as a daily exercise. Therefore, in order to have an impact in those spaces, it is necessary to define all the actors involved therein.

Domestic violence is difficult to detect and to solve due to the “private” nature within this space [the family]. Besides disturbing the child’s participation, domestic violence makes the formation of a leading personality difficult and facilitates the reproduction of authoritarian and violent personalities in children and adolescents. Therefore, the importance of parental education is obvious regarding the exercise of shared power within the family and in other spaces. The neighbourhood is also an important social interrelation space, where culture is produced and where the psychosocial development of children and adolescents occur given that many values are formed within that circle.

The school is the ideal place to orient the young ones to build a community of people that respect each other and which recognises them as subjects of rights. In several countries, there are institutionalised mechanisms for school participation at different levels, and which sometimes present structures that go beyond the school community. Through these mechanisms, children and adolescents can promote an education which will allow them to grow as subjects of rights. They can also develop their own personal life project, their skills and values, they can experience tolerance, conflict resolution, democracy and child participation; they can foster a more equal child-adult and child-child relation and can have some impact in the school curricula in order to fight against discrimination, abuse and physical and humiliating punishment at school. Training of teachers in children’s rights and in abilities to follow up their students in their protagonism is also a key aspect.
Participation of children and adolescents within the community—at a local, national, regional and international level—is also important to become full citizens. In 2006, the Committee for the Rights of the Child urged State Members to promote the institutionalisation of the participation of children and adolescents in policies and resource allocation for them, the appointment of a sort of Child Rights Ombudsman accessible for children and adolescents; their participation in national action plans in favour of childhood, in the assessment of the implementation of the Convention on the Rights of the Child and in the review of the laws that affect them; child media initiatives; the creation of children and adolescents parliaments with decision power and the fostering of organisations led by children.

The participation of children and adolescents exposed to violence changes according to the situation, which defines if prevention or attention strategies will be necessary. In the case of organised armed violence, it has to do with restoration rather than attention. In the cases of sexual exploitation and abuse and organised armed violence we noticed that most of the risk factors in prevention for children and adolescents are wilful violations of their rights, and that, within our conceptual model, are also obstacles for their protagonist participation. Sometimes, when we try to achieve a greater participation (less exclusion) these children and adolescents end up being victims of sexual exploitation and abuse or organised armed violence. Despite this new situation of violation of (other) rights, children and adolescents see some or their initial needs satisfied. With respect to attention, when we offer children and adolescents a way out of sexual exploitation and abuse or organised armed violence, it is important to grant them access to a life style clearly different than their initial one, a context where the exercise of their rights as citizens is respected and where a great part of their vulnerability is eliminated.

Children and adolescents victims of sexual exploitation and abuse or organised armed violence are stigmatised by the very society which initially excluded them. This makes their protagonist participation even harder. In the case of organised armed violence, there are many youths that are imprisoned — this has been directly translated into non-citizenship participation. In this case, we propose restorative justice as the best means to rescue them as citizens and to transform the problem into an opportunity for the youths to make the best of their human condition.

From the protagonist participation point of view, it is important that children and adolescents exposed to sexual exploitation and abuse are not considered responsible for their situation, nor that children and adolescents exposed to organised armed violence are deemed as aggressors. Nonetheless, they cannot be considered as victims who have not made any decisions before reaching the exploitation situation. It is necessary to consider them as subjects of rights who, through protagonist participation, are able to decide not to become members of a gang or to leave the sexual exploitation situation. The solution consists on providing them with access to a decent life project, with possibilities to take part in society as full citizens and to exert their rights.

Physical and humiliating punishment is not usually a consequence of a seeking a way out of a violation of rights. It is more a result of a child rearing culture which repeats itself generation after generation. Nevertheless, with certain poverty situations increasing the stress within the family, the possibilities of

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children becoming victims of physical and humiliating punishment increase. Part of this culture makes children and adolescents with disabilities become more vulnerable. In terms of their participation, this violence circle can be broken by deleting cultural guidelines through the empowerment of children and adolescents over their rights and through strategies that increase their self-esteem. This will help them both to protect themselves and to have some advocate on the mindset of adults in order to promote laws to explicitly forbid physical and humiliating punishment. Doubtlessly, it is necessary to train adults so they can adopt non-violent forms of child rearing.

Basic participation mechanisms

The two basic participation mechanisms for children and adolescents we have distinguished are:

- The establishment of consultation and action systems of children and adolescents within specific programmes/services or advocacy strategies.

- The participation of children and adolescents in organisations led by them and their inclusion as partners of institutions led by adults for the design and implementation of policies.

The first mechanism is more broadly used. There are child participation indicators in projects we have used for our conceptual framework.

The second mechanism implies a greater level of participation than the first one and is of relevant importance for children and adolescents exposed to violence given that their participation in organisations led by children and adolescents has shown to promote the fulfilment of other rights.\(^5\) Besides, the group experience and protagonism of children and adolescents will allow to put an end to violence cycles.\(^6\)

The participation of children and adolescents exposed to violence in organisations led by children and adolescents\(^7\) has an important psychological effect when they discover that others share their same emotions and experiences. In organisations led by children and adolescents, they may practice behaviours, new social skills and accept differences, may be creative and reflexive; they can build up an identity to include others, etc. Their participation in an organisation led by children and adolescents allows a critical thought about their reality and orients the groups towards transformation actions that strengthen their self-esteem, solidarity, and promote more functional relations. All these elements are necessary for the prevention of domestic violence. Furthermore, the group becomes a social strength that allows them to build new relations, free of violence both within and outside the family. The

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6 Miguel Ángel Jiménez Rodríguez. *Crecer en Libertad* Save the Children Sweden and Fundación Paniamor.
7 During the workshops, it became evident that it is recommendable that the children and adolescents should organise themselves according to the kind of violence to which they were exposed, but grouping children and adolescents at risk and children and adolescents that need care in order to avoid a strong stigma in the latter.
protagonist participation leads to the elimination of violent cultural patterns. The role of the facilitating adult is delicate and key, for he or she has to find a balance between the strength needed to create a safe environment and the flexibility to build trust and self-esteem in children and adolescents.

Different elements have to be taken into consideration in order to facilitate the creation of organisations led by children and adolescents, such as their own agenda, democratic and representative procedures, peer facilitation and a mapping of obstacles and risks. Opportunities should be created for different ages, thinking of ways in which the organisation can be expanded, considering cultural factors and basing its work in good practices. It is also important that children and adolescents are trained in strategic planning to ensure the social, institutional, political and financial sustainability of the organisations led by them.

Although this paper mentions several methodologies to promote the participation of children and adolescents exposed to the three forms of violence, the development of such methodologies shall be presented in the second part of this research.

Role of the chaperon

The role of the chaperon accompanying children and adolescents exposed to violence changes according to the space, the situation, the mechanism and the methodology used, and especially according to each of the children’s personal stories.

An important contribution of the organisations led by children and adolescents is the creation of an environment where each girl, boy and adolescent can find elements that favour their resilience. In this regard, the role of the chaperon is to perceive which child or adolescent —outside the daily work in the organisation— requires a more professional attention, besides taking care of a good organisational and democratic environment.

In the case of physical and humiliating punishment, comprehension, patience and sensitiveness are important features of the chaperon. Communication skills are also a must, such as adapting a friendly language according to the age, culture and maturity of the child, using a comfortable communication style with children and adolescents, gaining their trust and appreciating the different vision they may have of their own situation. During the workshops carried out, the children and adolescents exposed to physical and humiliating punishment also appreciated the following characteristics in their male chaperones: discretion, friendship, transparency, honesty, safety and happiness; besides they had to have leadership skills and be familiar with the issues dealing with children’s rights.

Likewise, children and adolescents exposed to sexual exploitation and abuse highlighted the following features of their ideal female chaperon: reliability, discretion, safety, kindness, information, dynamism, friendliness, happiness, care, commitment and comprehension, being able to listen, and to make themselves understood, provide safety and, preferably, to be a woman.
Children and adolescents exposed to organised armed violence expressed the following important traits for their chaperon during their participation: visionary, flexible in his or her ideas, open, empathic, charismatic, critical, sensitive, free of prejudices, friendly, human, communicator, conflict mediator, good domain of the topic, they should also be able to grant confidence, to listen to others and to have psychological and pedagogic experience and knowledge.

The chaperones themselves added to the ideal accompanying profile the capacity to relate to institutional structures and to be clear about their own fears, projects and chances.

Obstacles for protagonist participation

In order to develop adequate methodologies for the promotion of participation it is important to define the obstacles that exist, considering children and adolescents as subjects of rights and citizens. We can make a distinction between endogenous and exogenous obstacles that are to be overcome with empowerment and advocacy strategies, correspondingly. These last ingredients are a must in the protagonist process that aims at changing the power relations between children and adolescents and adults. The endogenous obstacles relate to the lack of adequate information, the lack of awareness and of skills required for participation. The exogenous obstacles are a result of the lack of laws, regulations and institutionalised procedures that ensure the right to free association, to participate in political issues, to be able to give an opinion in the media, etc.

Among the general obstacles, we can observe that the physical spaces are not a reference for young people in the cities, due to the new communications technologies, and for young people in the countryside, due to the migration phenomenon. The trends in individualism and competitiveness and the heterogeneity (age, social and cultural) of children and adolescents as a group make their participation rather difficult. Children and adolescents also have difficulties linking political actions with their daily needs, and their conception of life is usually reduced to the immediate ones. The youth awareness about their own condition as social subjects tends to be scarce, and therefore must be enhanced. An effective follow up is necessary to prevent children and adolescents from reproducing authoritarian and non-democratic models of the adult world, and to help them overcome the conception of youths as weak or dangerous beings. However, there is still a need for human resources with such qualities. In order for children and adolescents to adopt the exercise of shared power, it will be necessary to have an articulated expression of a movement of children and adolescents as a well-known actor in the political scenario.

Furthermore, children and adolescents exposed to violence face particular obstacles for their protagonism, such as the strong loyalty towards their parents, fear, pain, shame, as well as cultural
factors of adultcentrism, which prevent children and adolescents to speak about their problem. Smaller children may also have difficulties in understanding violence as such, given the fact that they have been exposed to and socialised in such way and certain groups of discriminated children and adolescents are even less able of expressing themselves.

From the obstacles highlighted by children and adolescents exposed to physical and humiliating punishment we reach the following conclusions. Psychological obstacles for the participation of children and adolescents require empowerment strategies both for them and for adults, because they are useful in preventing, detecting and filing complaints on violence cases. The trainings for children and adolescents should be used, in the first place, to overcome their fear to express themselves about violent experiences, while adults should be introduced to the use of non-violent forms of upbringing and be trained on the children’s rights. The best way to ensure that the opinion of children and adolescents is taken into consideration is through an institutionalised but autonomous participation in safe physical spaces. It is necessary to provide special attention to the most vulnerable groups in the case of physical and humiliating punishment, such as children and adolescents with disabilities and the less informed. It is also necessary that organisations led by children and adolescents, along with other civil society organisations, carry out advocacy work in the long run in order to change the social conception about children and adolescents and their upbringing methods, and to achieve policies addressed to prevent children and adolescents to be exposed to physical and humiliating punishment, and also to look after them.

Despite the obstacles defined by the children and adolescents exposed to sexual exploitation and abuse during the workshops, we have drawn the following conclusions. The obstacles for the participation of children and adolescents exposed to sexual exploitation and abuse show us that the situation of victims also satisfies some of the former needs and takes away some of their insecurities, especially the economic ones. The sexual exploitation and abuse experiences, however, affect their physical integrity and their self-esteem and the situation isolates them from a healthy and protected environment. Both children and adolescents in an exclusion situation (which could lead them towards sexual and commercial exploitation of children) and victims of this form of violence are cases where it is necessary to offer them access to a decent life project in an organisation led by children and adolescents. They can share their experiences with their peers, they can become empowered to achieve resilience and they can undergo a group and protagonic experience that will help them end the cycles of violence in such organisations. Getting out of this problem should not mean going back to the initial situation of exclusion. It is necessary to open safe institutionalised spaces where children and adolescents can exert their right to participation and can make social advocacy to eliminate the strong stigma they bear and to find the support of the community through the dissemination of information and the promotion of equal gender and inter-generation relations.

The obstacles mentioned by the children and adolescents exposed to organised armed violence during the workshops led us to the following thoughts. For those children and adolescents who live in an initial situation of rights violations, exclusion and multiple non-fulfilled needs, the gang becomes very attractive for it offers them a solution to several of their needs, despite the lack of protection the

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8 Basic needs, but also subjective.
new situation implies. Becoming members of a gang provides them with money, status and power, and favours contacts with members of the opposite sex. The constant fear which the members of the gang live with is one of the greatest obstacles for their participation: fear to interrelate, fear of involving their families, fear to be murdered by the police or by members of other gangs, but also the fear of going back to the situation of exclusion they lived in before.

There is a lack of safe physical spaces where children and adolescents can express their opinions and make their own decisions. Both for children and adolescents in risk of or victims of organised armed violence, it is necessary to provide access to a decent life project within an organisation led by children and adolescents, as well as to a healthy and protected environment where they will not be judged, where they will be able to share their experiences with their peers and undergo a group and protagonist experience that will allow them to respect and to be respected.

Social advocacy in the community and the work of the police are important to eliminate the strong prejudice against youths of a given neighbourhood, age and ethnic group, which push them further towards the gangs. The participation of the youths exposed to organised armed violence should be ensured in the development stages of any programme or policy which may affect them.

In order to stop the constant “formation” of future “gangsters” and in order to promote a way out for those youths already involved, society itself must create real leisure and working opportunities for them. Likewise, society should offer them a peaceful education in values that forms them as critical persons in topics such as individualism, materialism, consumerism, etc. Any strategy should take into consideration that organised armed violence is a symptom of deep problems in society which make it impossible for youths to build up their citizenship.

Interventions to promote the participation of children and adolescents exposed to violence

In order to empower children and adolescents exposed to physical and humiliating punishment, methodologies using art and new communication technologies have proven to be very effective. The best mechanism is to let them become members of an organisation led by children and adolescents where they can collectively build a replica of a safe, inclusive and democratic society. This replica will allow them to eliminate the violence cycles and to design advocacy strategies to fight against physical and humiliating punishment, always with adult assistance. Friendship and an education in values and rights are essential elements to develop their skills.

Other civil society organisations led by adults are ideal partners, but they must respect and adequate to the decisions made by children and adolescents. Parents, teachers and authorities must be trained on physical and humiliating punishment and must be sensitised in order to provide and institutionalise participation spaces for children and adolescents where they can learn, give opinions and make decisions to eradicate physical and humiliating punishment. This issue can be debated in any organisation led by children and adolescents, considering children with disabilities, and the less informed as high risk groups.
The school and the organisations led by children and adolescents are the most suitable places to foster dialogue and good practices among peers. The school is also an ideal space for a first organisational experience. Young teachers and democratic organisations of children and adolescents within the school can promote a safe environment and are very effective to prevent, identify and inform about violence cases and to help to provide care for the victims. A discrete complaint mechanism should be established in order to respect children and adolescents; likewise, the rights of the child should be included in the school curricula or should be disseminated by community caregivers. The representatives of children and adolescents should also be a part of the local government to defend their rights and carry out advocacy work in order to demand the banning of physical and humiliating punishment.

In the case of sexual exploitation and abuse we have also witnessed that the best mechanism to end violence cycles and to carry out advocacy is to be part of an organisation led by children and adolescents where it is possible to develop self protection skills, exchange experiences between peers and recover the child’s self-esteem. Within the organisations led by children and adolescents, and with the support of professional adults, the youths can develop new and positive relations and start a personal transformation towards a different mindset regarding rights, power relations, personal development and moral values.

Children and adolescents exposed to sexual exploitation and abuse must be given the opportunity to express themselves through art, especially through drama and other creative means, because protagonism and creativity expressed in this way contrast the traumatic and harmful experiences they have lived.

It is very important to raise awareness in the family, at school and within the community so that some prevention measures are put in place in order to detect victims of sexual exploitation and abuse and to file complaints. Schools are the most suitable places to empower children and adolescents and to carry out social advocacy actions against sexual exploitation and abuse with multiplying effects. The use of institutionalised forms of participation within the school to meet this objective is frequently useful as a first organisational experience for children and adolescents. Schools and municipalities should also carry out prevention activities at very early ages for children and adolescents who may be at high risk of becoming victims of sexual and commercial exploitation of children in the future.

The community must promote participation spaces for children and adolescents exposed to sexual exploitation and abuse, and must promote its articulation at a national, regional and global level. Children and adolescents exposed to sexual exploitation and abuse must participate at all the stages of policy and programme development which may affect them and should establish alliances with the police and the governments to find ways to fight against sexual exploitation and abuse in a combined manner. Organisations represented by adults should provide children and adolescents with access to information and resources, and develop their skills to organise themselves and to become advisors, communicators and community leaders.
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EXECUTIVE SUMMARY AND CONCLUSIONS

In the organisations led by children and adolescents, in the schools and within the communities, children should receive training in life skills, gender equity, techniques to file complaints, children rights, conflict resolution, etc.

Children and adolescents exposed to organised armed violence must have the chance to be part of an organisation that offers them to create a replica of a democratic and non-violent society where they will not feel excluded and where they can start building a peaceful and dignifying life project. From thereon they can contribute to their community and become leaders and role models for others.

Through symbols and artistic expressions young people exposed to organised armed violence can learn to express themselves about the constant fear they experience. Likewise, it is important to develop interests, abilities and points of view in order to canalise the abundant energy of those youths towards positive goals. It is also important to generate resilience abilities in them and to offer them an education in moral values that criticise consumerism, drugs, weapons and women stereotypes. The chaperon must be a professional who is highly accepted by the group.

Promoting a dialogue among the youths exposed to organised armed violence and the community can reduce, in the first place, any existing pre-conceptions, and secondly, can involve them in the design and implementation of programmes against organised armed violence. The incentives for youths to stay enrolled in school and in labour insertion and recreation programmes should go hand in hand with activities that develop their skills to transform the community. In order to do so, youths as well as their families should have access to citizenship workshops. In the case of gangsters who have been deprived of their freedom, they should be granted access to restoration justice in order to rescue the best of their human condition.

Experiences of participation promotion of children and adolescents exposed to violence

Children and adolescents exposed to physical and humiliating punishment have organised themselves in commissions and, in alliance with some NGOs, have started social and political advocacy actions such as the production of documentaries, organisation of request lists, and the promotion of positive rearing methods. These children and adolescents have participated in studies within their schools and have organised themselves in clubs to give advice to other children and adolescents. They have detected and informed about physical and humiliating punishment cases and helped looking after the victims. There is also a dialogue between different youth organisations on physical and humiliating punishment to share information and practices. The childhood representatives negotiate their rights with local authorities, caregivers and employers, they participate in international summits where they discuss physical and humiliating punishment and they propose simultaneous political and social advocacy actions in different countries.

Children and adolescents exposed to sexual exploitation and abuse have used drama techniques to learn about themselves and to accept, to love and to appreciate themselves. They have also been
able to convince other children and adolescents to become involved in their organisation. Theatre and drama have allowed them to convey abuse messages in an indirect manner and has helped the psychological recovery as well as the social advocacy. Children and adolescents have managed to quit their silence, to speak out in public and to help their peers. In this way they have been able to start a personal transformation within a dignifying life project. They have developed leadership skills, and abilities to carry out prevention and to inform about violence situations besides the necessary social skills. Children and adolescents have also involved their parents and teachers in their fight against sexual exploitation and abuse.

Through institutionalised youth organisations within their schools and with the help of principals and NGOs, children and adolescents exposed to sexual exploitation and abuse have carried out awareness campaigns inside and outside their schools, they have shared their experiences regarding sexual and commercial exploitation of children among peers and have proposed common prevention strategies. These children and adolescents have the support of their parents and relatives and have become directly involved in prevention and identification actions in cases of sexual and commercial exploitation of children. Likewise, at community level, organised children and adolescents exposed to sexual exploitation and abuse have participated in local, national and international fora in order to carry out social and political advocacy to defend children’s rights, in many occasions in partnership with civil society organisations led by adults. Thus, some contributions have been made to draft laws, to design prevention plans, to achieve some legal attention and response and to create “hotbeds” in several municipalities, localities and schools.

Groups of girls have organised themselves to create safe neighbourhoods with the assistance of adults, relatives and authorities. They have carried out social advocacy through several methodologies to change the sexist attitude of male adolescents and have set up mail boxes to facilitate complaints of sexual exploitation and abuse. The participation of the girls in all these activities has empowered them to become self-protected and prevent early marriages.

Finally, the organisations led by children and adolescents working in partnerships with the media, the police and prison authorities have become very effective in preventing and informing on sexual exploitation and abuse.

The strong prejudices of the community, the government and the police regarding children and adolescents exposed to organised armed violence prevented them from receiving enough support to organise themselves in a genuine and effective manner.

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9 “Hotbeds” are participation mechanisms for children at an early age who are at high risk of becoming victims of sexual exploitation at some time. The empowerment they receive in this “hotbed” aims at preventing this situation.
A policy of youth service has been set up as an educational alternative, integrating both community service and education, and strengthening the community.

A series of projects have successfully included young armed actors to social projects and reintegration programmes. The fact of including these young people in the discussion on how to reduce their participation in organised armed violence contributes to improve the effect of other programmes with this same objective.

Different organisations provide citizenship training to youths and their families, and at the same time, they give them the opportunity to practice some sports and provide them working education and job access. The idea is to combine several components which together can offer youths better chances of finding a space in the society they were excluded from. The cultural and sport activities are effective as means of prevention addressed to the young adults in areas with high levels of violence.
CONCLUSIONS, RECOMMENDATIONS AND STRATEGIES

As a result of this paper we have developed a broad conceptual framework on protagonist and meaningful participation of children and adolescents exposed to violence based on a study of the literature and direct consultations with specialists and also through workshops carried out with children and adolescents exposed to violence.

Within the conceptual framework we find references to a first systematisation of all the data and bibliographic sources, collected in a spreadsheet with a browsing option according to the different topics. The conceptual framework allows us to draw the following conclusions and to make the following recommendations and we have tried respond to the key questions of the research, making a list of the strategies that should serve to develop methodologies under the framework of a programme or project:

- How can children and adolescents exert their right to participate in direct prevention strategies for all forms of violence?
- How can the children and adolescents who have suffered some kind of violence be involved in the design of strategies and interventions, and at the same time, how can they be prevented from becoming exposed or revictimised and/or stigmatised?

When developing public policies, programmes and strategies to promote the rights of children and adolescents, it is not enough to consider their participation as one more item in the agenda, it is necessary that the children and adolescents themselves design their own agenda and look for the support of adults to carry out their own programmes. Although it may seem easy to say, it is not that easy to perform given that it is a struggle in a power relations scenario, of social representations that justify the domain and the privilege of adults over children and adolescents.

Getting adults to give in some power to children and adolescents is a complex and hard process, for children need adults due to their greater and almost exclusive access to resources, knowledge, communication means, etc. Paradoxically, in order to end up with the exclusive adult domain, children and adolescents need to become allies with their current dominators and reach the exercise of shared power. Here, it is important that children and adolescents get in contact with alternative adults, that is, that they can find in their teachers a different culture to the one which is predominant in their families, in their society or in the Government.

In this scenario, cross-cutting the rights of the child in all policies, programmes and strategies means, doubtlessly, an important progress, but it does not guarantee that a good deal of the funds is directly destined to the organisations led by children and adolescents allowing them to become stronger as a group within the society in order to change this unbalanced power situation. In this regard, the experience of feminist groups can serve as an example.

Unfortunately, the protection speech to which children and adolescents are entitled to is constantly used by adults to prevent them from fulfilling their real role in society as subjects of rights, as citizens.
This participation will allow them, however, to place themselves in better conditions to be protected, to look after of themselves and their peers and to be part of their community development. An empowering participation which does not expose children and adolescents to greater risk situations promotes protection and goes beyond it, to turn children and adolescents into social actors.

In the case of children and adolescents exposed to violence, the need to ensure protection during their participation is greater and the chaperon must also be a person who allows the protagonism of children and adolescents to develop. He or she must be a person who knows how to measure risks and who has the ability to accompany them in their suffering as a result of the violence experienced by them. The need for greater protection also represents a greater manipulation risk that could turn a child into a vulnerable and voiceless object.

The participation of children and adolescents in public discussion and in decision making should guarantee their well-being and turn them into citizens with full rights. Society must be made aware of the children’s and adolescents’ right to participation and this must be made effective through public policies and laws in order to transform the existing social representations.

The participation we are aiming at should be protagonist and meaningful. Protagonist because it must imply empowering and advocacy processes that lead to a new society model where an equal power relation exists between children and adolescents and adults and which allows them to live a dignifying life as citizens with full rights. It must be meaningful because each participation process should try to achieve excellence and to comply with strict quality standards, especially in cases of violence, where they should combine protagonism with protection. The programmes promoting protagonism of children and adolescents should favour these processes. In this way, children and adolescents exposed to violence will be able to explain the complexity of their experiences, feel safer to protect and express themselves, introduce their problems to society and promote disciplinary measures against their aggressors.

The strategy that should be applied and the role of the chaperon accompanying the children and adolescents exposed to violence change according to the space, situation, mechanism and methodology used, and especially, according to the specific story of each boy or girl.

At a family level, it is important to consider that “the private is public” in order to put an end to violent situations within the family, which impairs the formation of a protagonist personality and reproduces a violent and authoritarian nature in children and adolescents. The institutionalised trainings addressed to parents on bringing up their children are necessary. Likewise, the neighbourhood as an important scenario for social interrelation, culture production and psychosocial development should provide children and adolescents with their own space, training and support to their initiatives.

In school it is important to institutionalise autonomous participation mechanisms with decision power and advocacy in the curricula, to allow children and adolescents to grow as good citizens and to build up a society without violence.
At a community level it is important to make advocacy work in order for children and adolescents to find the necessary means to set up organisations led by them and to get support for their initiatives. At the same time, they should get support to participate in the development of public policies, the generation of ways to get justice, and ways to monitor the fulfilment of the laws that affect them.

In the case of sexual exploitation and abuse and organised armed violence, we find that the majority of the risk factors for children and adolescents in a situation of prevention represent wilful violations of their rights, which, within our conceptual framework, are also obstacles for their protagonist participation. When they attempt to run away from the exclusion they live in, they end up becoming victims of sexual exploitation and abuse or organised armed violence —and going back to the initial exclusion situation will not encourage them at all to leave the new situation of rights violation.

Therefore, it is important to offer children and adolescents in risk situation, as well as to the victims of these forms of violence, access to a dignifying life project, a situation which respects the exercise of their rights as citizens and which eliminates their vulnerability to a large extent. We also believe that the only valid strategy is to reduce the increasing “supply” of children and adolescents for these violence situations. Both organised armed violence and sexual exploitation and abuse are symptoms of a society which creates victims due to the lack of protection of children and adolescents entitled to rights. Currently, many efforts are made to remedy the effects of the victims of organised armed violence or sexual exploitation and abuse. They are also stigmatised by the same society which initially excluded them, which makes their protagonist participation even harder.

In the case of organised armed violence there are many youths deprived of their freedom, a situation which prevents them from participating. In this case, it is important to promote restorative justice as the best method to rescue them as citizens and to transform the problem into an opportunity for the youths to remake the best of their human condition.

Due to the fact that children and adolescents exposed to sexual exploitation and abuse or organised armed violence are in this situation as a result of the exclusion context, of rights violation, of lack of citizenship, they cannot be regarded as aggressors, nor as victims without any power of decision, but rather as subjects of rights who, through a protagonist participation can abandon the gangs or get away from exploitation situations. They have to be offered access to a dignifying life project and the possibility to participate in society as citizens with full rights.

Physical and humiliating punishment is the product of a child upbringing culture which repeats itself generation after generation. The best strategy to eliminate it is to empower children and adolescents on their rights and with strategies that increase their self-esteem, both to protect themselves as well as to have an influence in the mindset of adults and in laws to explicitly ban physical and humiliating punishment.

A very effective participation mechanism which should be fostered is the organisation led by children and adolescents and its participation as a partner in the design and implementation of policies.
Participation and Violence

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especially if it deals with children and adolescents exposed to violence. The support for the creation or the sustainability of the organisations led by them is more useful than the support to consultation or action mechanisms for children and adolescents within specific programmes, services or advocacy strategies. The latter are also necessary, but they could be more effective if the members were also representatives of the organisations led by children and adolescents.

The participation of children and adolescents in organisations led by children has proven to promote the exercise of other rights and the group and protagonist experience of children and adolescents allows ending up with cycles of violence. Adults play a key role for they have to find a balance between the firmness to create a safe environment, and the flexibility to gain trust and self-esteem in children and adolescents. The research suggests different elements to be considered for the creation of organisations led by children and adolescents as expressions of the protagonist process.

The research also mentions different features the chaperon accompanying children and adolescents exposed to violence must have and shows the difference between cases of physical and humiliating punishment, sexual exploitation and abuse and organised armed violence. These aspects should be considered when training social workers, officials working in childhood environments and in rearing courses for parents.

In order to develop adequate strategies and methodologies to promote the participation of children and adolescents as subjects of rights and citizens, it is important to define the existing obstacles. The endogenous obstacles can be overcome with empowerment strategies, and the exogenous obstacles can be tackled with advocacy strategies, which should be promoted to ensure a protagonist process.

Based on the obstacles and on the interventions and experiences collected in the conceptual framework, we designed the following strategies for the promotion of protagonist and meaningful participation of children and adolescents exposed to violence.

**Strategies for children and adolescents in general:**

- Train youths on their right to participation in order to raise their awareness as social actors. Explain the link between their participation in political and social environments and their well-being.

- Design strategies to convince children and adolescents to develop their protagonism through collective action within an organisation led by them. This organisation should serve as a laboratory of democratic and multicultural experiences without reproducing the society model of authoritarian and dominant adults who consider children and adolescents as weak or dangerous beings.

- Train adults in human resources to adequately accompany children and adolescents in their protagonist participation process and to end up with pseudo-participative, manipulative, symbolic or decorative techniques. Trained chaperones should prepare the youths to exercise shared power in society.
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- Make children’s participation a cross-cutting theme in all global, regional and national initiatives. Support children and adolescents as a group in society. This cross-cutting initiative is at risk of eliminating the forces that aim at a real shift in power to children and adolescents in society.

- Ensure that country reports submitted to the Committee for the Rights of the Child include recommendations made in consultations to children and adolescents. Likewise, institutional processes should be built in order to generate the required mobilisation for these consultations, adapted to the particular situation of each country.

- Involve the youth representatives of organisations led by children and adolescents in every intervention (even researches) affecting children and adolescents at community level. Seek to link organisations led by children and adolescents with other civil society organisations, in order to exercise shared power.

Strategies for children and adolescents exposed to violence:

- Promote protagonist and group experiences of children and adolescents to stop the cycles of violence, involving them in organisations led by children and adolescents. Seek to make participation comprehensive within organisations led by children and adolescents. Include schools as appropriate spaces for a first organisational experience.

- Train professional facilitators to accompany youths within organisations led by children and adolescents. These should be able to find a balance between the firmness to create a safe environment and the flexibility to gain trust and increase children’s and adolescents’ self-esteem.

- Establish safe physical spaces to ensure the participation of children and adolescents both in the community and in school.

- Involve children and adolescents in all the stages of any programme or action against violence to create a society which respects their right to protection, to support them in building resilience and to allow them to protect themselves against abuse, violations and unfair situations.

- Promote relations between children and adolescents exposed to violence and trustworthy adults. Likewise, provide children and adolescents with access to complaint procedures or information mechanisms so that they can freely speak up. The fact that children and adolescents belong to an organisation can facilitate the prevention, detection and information of violence cases and can also be of great help when receiving assistance.

- Promote civic education and education for peace in schools. This includes trainings of the school staff and parents on rights and the peaceful management of conflicts. The inclusion of moral values such as responsibility, respect, gender equity, tolerance, commitment and others is also essential.

- Include the children’s rights in the school curricula, if children and adolescents do not attend school, training in rights should be promoted through the caregivers and the community.

- Establish local youth councils to empower children and adolescents in awareness and non-violent participation in community life — especially in those communities where there are displaced people to promote the dialogue between different ethnic groups.
- Establish a youth social service to promote youths’ potential, involving them in social tasks and in the creation of a safe society.

- Use sports and arts as methodologies to empower children and adolescents and to promote the adoption of positive lifestyles in different environments.

- Use theatre and drama methodologies as means for social and political action in order to face violence against youths and the imposition of authoritarian control models in low-income urban sectors.

- Allow young people to lead the promotion of the quality of and the access to public services, the design of policies, law reform and social advocacy and mobilisation.

- Create State mechanisms which main purpose is to listen to children and adolescents in order to have them directly involved in the design and implementation of policies that address violence against them and to support the measures proposed by children and adolescents to eradicate violence.

- Document, systematise and share good protagonist and meaningful participation practices of children and adolescents in prevention activities against violence and the construction of tools to end up violence against them. Organise national and international summits about violence for child representatives and promote global actions.

- Promote programmes to include the participation of children and adolescents victims of violence in prevention activities—in a voluntary manner and with competent monitoring as part of their recognition process.

- Guarantee the participation of children and adolescents in protection processes in accordance with the principle of progressive autonomy.

- Ensure legal procedures that guarantee the Best Interest of the Child through respectful procedures (videoconference, boards, etc.) preventing secondary victimisation. These processes should prevent the repetition of the victims’ stories before the judiciary authorities. In other words, promote single-story testimonies.

- Train young trainers for the prevention, detection, information and attention of violence cases.

- Promote direct contact between organisations led by children and adolescents and political representatives and congresspersons to have an impact in public policies against violence.

- Organise training sessions on violence prevention and the rights of the child addressed to parents, with the assistance of children and adolescents.

- Finance researches on violence involving children and adolescents exposed to violence.

Strategies for children and adolescents exposed to physical and humiliating punishment:

- Train children and adolescents exposed to physical and humiliating punishment about this topic. Train caregivers, school staff authorities, employees and classmates. These trainings are useful for prevention, detection and information. Also medical staff, which is usually the first one to detect cases of physical and humiliating punishment, should know how to proceed.

- Develop training sessions for parents, caregivers and teachers about non-violent forms of education and upbringing.
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- Provide specific attention to physical and humiliating punishment most vulnerable groups such as girls, children and adolescents with disabilities and the people with less access to information in society.

- Carry out advocacy policies in cooperation with organisations led by children and adolescents to pass laws banning all forms of physical and humiliating punishment in the education of children and adolescents and to adopt policies addressed to prevent and to look after children and adolescents exposed to physical and humiliating punishment.

- Use empowerment and advocacy methodologies through art and traditional and new communication technologies to put an end to the isolation in which affected children and adolescents live.

- Make better use of the methodologies previously used by children and adolescents themselves to address physical and humiliating punishment, such as drama, radio spots, information fairs, spiritual retirements, concerts, parades, documentaries and others.

Strategies for children and adolescents exposed to sexual exploitation and abuse:

- Offer children and adolescents exposed to and victims of sexual exploitation and abuse a decent life project within an organisation led by them. This is a safe and healthy environment where children and adolescents, with good chaperones, can undergo personal recognition processes, can participate in prevention workshops and can carry out participation exercises on sexual exploitation and abuse through games and pedagogical and recreational activities. This organisation is also an important space to detect, inform and look after cases of sexual exploitation and abuse.

- Prevent children and adolescents victims of sexual exploitation and abuse from going back to the initial exclusion situation they lived in before becoming victims.

- Take all the necessary preventive measures to eliminate risk factors that we have defined as obstacles for their real citizenship participation.

- Carry out advocacy actions to change the social mindset about children and adolescents victims of sexual exploitation and abuse who suffer from strong stigmas and to prevent further discrimination. Use this advocacy to turn this community rejection into a real support.

- Raise family interest in sexual exploitation and abuse because its members can contribute much in prevention matters and victim detection.

- Use the school as an adequate platform to support awareness processes regarding this problem within the community as a whole and generate spaces for children and adolescents to meet and to think about sexual exploitation and abuse.

- Integrate the problem of sexual exploitation and abuse in the school curricula to end the myths related to sexuality, to disapprove unacceptable sexual behaviours and to set a strong statement against sexual exploitation and abuse by using the institutionalised structures of children and adolescents participation at school.

- Provide spaces to allow children and adolescents to speak about their problems and start a personal transformation that implies a different mindset about rights, power relations, personal growth, society and consumerism.
- Promote cooperation among organisations led by children and adolescents, schools, municipalities and NGOs to have a social impact and to carry out prevention actions at early ages for children in high risk of becoming victims of sexual and commercial exploitation (“hotbeds”).

- Promote the combined work of organisations led by children and adolescents, the police and prison authorities to share ideas about effective methods to fight against sexual and commercial exploitation of children and to help reducing the fear of youths towards authorities. Create safe neighbourhoods free from the risks of sexual exploitation and abuse.

- Promote the participation of children and adolescents exposed to sexual exploitation and abuse in the design of programmes, legislation and legal and psychological assistance.

- Provide materials with logos for children and adolescents in risk of becoming victims of sexual and commercial exploitation of children in order to protect them.

- Design empowerment strategies so that children and adolescents may develop skills such as solidarity, empathy, better interpersonal relations and the capacity to file a complaint on sexual exploitation and abuse.

- Carry out strategies to share experiences and knowledge about sexual exploitation and abuse among peers.

- Establish complaint mechanisms accessible for children and adolescents exposed to sexual exploitation and abuse.

- Promote an easy access for children and adolescents victims of sexual exploitation and abuse to safe environments, with reliable chaperones in order to allow them to express themselves about their experiences and to develop resilience.

- Make good use of the methodologies used to address sexual exploitation and abuse, such as wall drawings, dance troupes, radio spots, parades, youth fora, publications, speech contests, videos and documentaries. Provide summer workshops for activities such as drama, poetry, role play and puppets that allow the victims to express themselves through art and to gain the necessary confidence through public plays in other organisations, schools and local communities. Through drama, a space can be created to play games, carry out creative and beauty activities contrasting with the traumatic and harmful experiences lived by the children and adolescents victims of sexual exploitation and abuse. Develop drama techniques so that children exposed to sexual exploitation and abuse may learn about and accept themselves, and may include new children and adolescents.

**Strategies for children and adolescents exposed to organised armed violence:**

- Promote sports as an initial activity to raise interests in children and adolescents so that they can become part of an organisation and learn some discipline, accept rules and generate different expectations.

- Develop methodologies to potentiate interests, abilities and mindsets in order to canalise the abundant energy of youths towards positive purposes.

- Propose empowering strategies for youths to generate a greater resilience in them and thus develop leaders to set examples for other victims.
- Educate them in positive moral values that will tackle consumerism, drugs, weapons and sexism.
- Train chaperones that can generate a high acceptance level among the group of youths.
- Carry out programmes to generate real working and leisure opportunities in low-income neighbourhoods.
- Develop programmes that guarantee the permanence of children and adolescents in school and their insertion in the labour market.
- Promote dialogue between children and adolescents exposed to organised armed violence and the community and government institutions to eliminate the strong stigma of aggressors they bear.
- Advocate for the application of restorative justice and alternative measures to imprisonment so that the affected youths can discover the best of their human side and be able to participate in society in an autonomous way.
- Produce symbols and materials that link the youths to the organisation so they can have more protection in the streets.
- Establish a rigorous follow-up system for youths who have decided to leave their gangs.
- Foster the creation of organisations led by children and adolescents that offer youths to be part of a non-violent replica of society with democratic values where they are not judged because of their past, and where they can start building up a dignifying life project free of violence and fear. Combine several components which may offer youths the best possibility to ensure their spaces in society.
- Develop skills in children and adolescents exposed to organised armed violence in order to transform the whole community.
- Provide advice and psychological aid to the families of children and adolescents exposed to organised armed violence.
- Establish a service for youths as an alternative to education and learning that combines community service with education, which teaches civic responsibilities and strengthens the community.
- Contact the group leaders and encourage them to participate in the design of programmes for disarmament, demobilisation and reintegration for its members.
- Develop programmes to encourage conflict resolution between rival groups to limit armed violence.
- Give citizenship classes addressed to the youths and their families.
- Propose art methodologies and others based on symbols so that children and adolescents exposed to organised armed violence can learn to express themselves about the fear they experience day after day.
- Promote the prevention and restoration of children and adolescents as part of a social investment that counters the large amounts of money destined to security spend by entrepreneurs, authorities and the society in general.
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