

Engaging Children and Youth in Transitional Justice Processes: Guidance for Outreach Programs

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About ICTJ

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ACRONYMS

CPA	Child Protection Agency
CRC	Convention on the Rights of the Child
CVR	Comisión de la verdad y la Reconciliación (Truth and Reconciliation Commission)
DC-Cam	Documentation Center of Cambodia
ECCC	Extraordinary Chambers of the Courts of Cambodia
ICC	International Criminal Court
ICTJ	International Center for Transitional Justice
ICTR	International Criminal Tribunal for Rwanda
IRFJ	Interactive Radio for Justice
ICTY	International Criminal Tribunal for the Former Yugoslavia
MENA	Middle East and North Africa
NGO	Nongovernmental organization
PROVER	Promotores de la Verdad (Promoters of Truth)
SCSL	Special Court of Sierra Leone
TRC	Truth and Reconciliation Commission
UNICEF	United Nations Children Fund

1. Introduction

In recent years children and youth have been increasingly included in the operations of transitional justice (TJ) measures—whether truth commissions, reparations programs, or criminal trials.¹ While the first TJ processes of the 1980s and 1990s were not able to articulate a need for, and accordingly did not create, an adequate space for children and youth participation, the changing nature of conflict and the evolution of the child-rights framework has led a growing number of TJ measures to devise strategies and put in place structures that create a safe space for children and youth to participate in proceedings, both as victims and members of transitional societies .

While these advances are important, working with children and youth in TJ contexts remains a novel development in the field. Hence, there are still many important areas for further research. One of these gaps relates to the degree of knowledge and experience of how to effectively and meaningfully include children and youth in outreach programming for TJ measures, both when directly conducted by a TJ institution and when implemented by civil society groups and child protection agencies working in parallel to a TJ process. With the aim of advancing the capacity of TJ measures to safely and meaningfully incorporate children and youth in their proceedings, since 2008 ICTJ's Children and Youth Program has focused an important part of its programmatic capacity to devise and study innovative strategies for conducting outreach with children and youth. A direct result of this work, and drawing from previous research conducted by ICTJ,² this document aims to contribute to strengthening outreach programs for transitional justice by examining ways to include children and youth in TJ processes. Specifically, this report seeks to provide TJ practitioners and civil society groups interested in child and youth participation with tools and usable knowledge to craft outreach programs and activities that are sensitive to children's needs.

After giving a general perspective on outreach and why children and youth should be incorporated in outreach programming, this report covers two main issues. First, it considers some of the structural components and strategic approaches that should be put in place when planning outreach programming with children and youth. Second, it provides an overview of a range of possibilities for such programming, offering a variety of examples of materials and activities that can be put in place from different contexts and experiences. Thus, it takes draws from a comparative approach that includes different types of TJ measures and a variety of approaches implemented by civil society organizations. It goes without saying, however, that such a framework is not a blueprint, but rather an approach to be adjusted to the particularities of each context. Likewise, the examples provided represent only a limited list of possibilities. When working to promote children and youth participation, creativity and innovation are always encouraged.

¹ Transitional justice refers to the set of policies and measures that are implemented in countries emerging from repression and conflict to deal with the legacy of massive human rights abuses. Key elements of transitional justice include criminal prosecution, truth-telling, memorialization, reparations and institutional reform. <https://ictj.org/about/transitional-justice>.

² In 2011, ICTJ finished a project on Outreach Programs for transitional justice measures with the publication of *Making an Impact, Guidelines on Designing and Implementing Outreach Programs for Transitional Justice*, (New York: ICTJ, January 2011, <http://ictj.org/our-work/research/outreach>). This document draws from the framework developed by that earlier research.

2. What Is Outreach?

The establishment of TJ measures opens a political process that is public in nature. Aware of this public dimension and its importance, many TJ measures have established a public engagement strategy or, as it is most often called, an outreach program. Conceived to bridge the gap between the TJ measure and the population, outreach programs can be defined as the set of tools—strategies, materials and activities—that a TJ measure puts in place “to build direct channels of communication with affected communities, in order to raise awareness of the justice process and promote understanding of its work.”³ Although mainly conducted by TJ measures, civil society organizations can also be key actors and partners in implementing outreach.

The importance of outreach programs is both practical and substantive. On the one hand, in order to be able to do their work, transitional justice measures need to provide the necessary information and tools to members of affected communities to encourage their participation in the justice processes, as witnesses, testimony givers, and/or beneficiaries. On the other hand, in order to enhance their legitimacy, it is important that TJ mechanisms are both transparent and accountable to the populations that they aim to serve. It is only if the population can trust and develop a sense of ownership of the process that TJ measures can be perceived as meaningful and potentially have the social impact they intend. In this light, outreach can be understood beyond its practical dimension as a core function that affects the TJ institution as a whole, to the extent that it can play a key role in the accomplishment of the institution’s mandate and final goals.

An understanding of outreach of this sort considers for such activities to be meaningful, they need to move beyond mere dissemination of information to promote a two-way communication process that guarantees stakeholders have a voice in the process. This will help TJ measures be responsive to the public they aim to serve, opening spaces for dialogue and interaction (such as public meetings, web forums, and interactive radio programs), gathering information from the population through the establishment of consultative mechanisms (such as to inform the mandate of an institution, select commissioners, and provide feedback of their work), and developing venues for participation that can help build a sense of ownership of the process (using local cultural practices adapted to the justice process or working with local groups to implement certain activities).

³ *Making an Impact*, 7.

3. Including Children and Youth in Outreach

To enhance the democratic nature of TJ measures and their effectiveness, outreach programs should be as inclusive as possible. Their outreach strategies need to carefully identify and tailor their activities toward different audiences and groups who will have diverse needs or play varied roles in the TJ process. Children and youth are among those groups that should be specifically considered when designing an outreach program, as potential participants in proceedings, direct beneficiaries of their work, as well as members of the societies in which TJ measures operate.⁴

Children and youth are among the most vulnerable groups to the effects of conflict and gross human rights violations. They are often direct targets of abuse due to their age and social status. They also suffer as a result of violations committed against their guardians. Furthermore, in many post-conflict regions, children and youth comprise more than half of the affected population. Thus, they are important stakeholders in TJ processes; they hold a unique view of what happened and can inform the work of TJ measures. And as stated in the Convention on the Rights of the Child, they “have the right to express their views in all matters that affect them, in accordance with their age and maturity.”⁵ Looking forward, working with younger generations on TJ measures is fundamental to building democratic societies. At a pivotal moment in the political history of a country, the direct involvement of children and youth in TJ processes can contribute to building children and youth’s knowledge of human rights as well as their capacity for active citizenship.

However, when TJ measures are established after a period of conflict or authoritarian rule, children and youth are prone to being left out of the process. Again, because of their age and social status, they are generally excluded from adult channels of communication and decision making. Moreover, they may not always be perceived by adults—or even by themselves—as equal right bearers in the process. Accordingly, it is rare that children are genuinely represented by political entities or civil society organizations. Thus, they may have greater difficulty than adults in accessing certain types of information, having their voices heard in political processes, and finding safe spaces to express their views and concerns. In order to include children and youth in TJ measures it is essential to design outreach programs that explicitly consider them as a specific group.

Children and youth participation must be facilitated with the children’s best interests in mind: they should be included in ways that ensure they are safe, respected, and heard. Creative and engaging approaches should be devised that respond to their specific needs and situations.

⁴ According to the Convention on the Rights of the Child (CRC), children are defined as those under the age of 18, unless majority is attained earlier. However, considering their evolving capacities, as well as fundamental context-dependent cultural understandings of the term, children are not a homogeneous group. Moreover, this definition overlooks the difference between children and adolescents and excludes all together the notion of youth. In contrast to the clear legal definition of a child, youth is an ambiguous category with definitions ranging from 15-35 depending on different societies’ perceptions. In this document, a more inclusive approach will be adopted that, together with children, also considers both adolescents and youth.

⁵ Convention on the Rights of the Child, 20 November 1989, Article 12.

4. General Considerations when Crafting Child/youth-oriented Outreach Programs

Importance of an Early Start and Planning

Including children and youth in outreach programs requires a proactive stance from TJ measures from the very beginning. Experience shows that if children and youth are not included from the outset, they are likely to be left behind or only partially included in the process and, therefore, inadequately served. To prevent this, recognition of their roles as stakeholders and rights bearers should be reflected in the founding documents of the TJ measure, and their participation should be specifically incorporated in the drafting of the general outreach program's strategic plan.⁶

Organizational Components

Outreach work with children and youth should be included in the design of the outreach program's staffing structure. Ideally, at least one staff person should be continuously responsible for this work throughout the entire process. In terms of expertise, outreach officers working with children and youth can have different backgrounds, including, although not limited to, education, child protection, and social work. It is important to emphasize, however, that effectively communicating and interacting with children is a skill that requires adequate training and knowledge. While most outreach activities with children and youth will be conducted by outreach personnel, high-level officers and other staff members of the TJ institution (such as commissioners, judges, and researchers) should also be included in some events. In particular, the presence of high-level officers provides official recognition to the importance of outreach efforts. Moreover, senior officials are often in a better position to respond directly to doubts and concerns that may arise in the course of an event. In order to facilitate the participation of staff without child-specific expertise, the outreach unit may find it useful to develop protocols or guiding documents on child participation and interaction that are practical and sensitive to child-protection standards.

Security and Protection

Physical and emotional security is always a central component when working with children and adolescents, especially when dealing with challenging topics such as transitional justice and human rights abuses. Although children and adolescents' participation in outreach programming is more flexible than their participation in TJ measures as testimony bearers or witnesses, when organizing outreach activities it may still be necessary to put in place safety or protection measures. This is especially true when reaching children who have been directly affected by conflict, such as child victims of sexual abuse and former child-soldiers. As a guiding principle, outreach activities with young people should always be conducted with the best interests of the child in mind; that is, ensuring on a case-by-case basis the well-being of the minor and granting him or her agency in determining the level and manner of participation.

⁶ For more about the role of strategic planning in outreach, see *Making an Impact*, 9-12.

Outreach activities conducted with children should be supervised by adults/caregivers whom the children know and trust. Children and youth participation in outreach activities should be voluntary, and in some instances may require previous signed consent from guardians. When recording opinions, images, and footage of youth, it is important to take the necessary steps in advance of the event to ensure explicit consent from guardians and assent from children. In some cases, depending on the nature of the participation and whether media might be present or where there may be interest in documenting the outreach event, it will be necessary to inform the children and their parents in advance about the event and provide image release forms that give children and their guardians the opportunity to choose among graduated levels of confidentiality.⁷

Failure to sufficiently research local laws, consult with children and guardians, and design and complete appropriate consent forms can result in the inability to document children's participation. During the Truth and Reconciliation Commission (TRC) of Canada's National Event in Halifax, numerous youth were on-site and actively engaged in the proceedings, and TRC media teams as well as local and national news outfits were interested in interviewing youth on camera. Unfortunately, due to limited knowledge of the age at which minors may consent to release of their image and the lack of an appropriate consent form, few of the youth were interviewed and the opportunity to publicize their involvement was lost. Advanced preparation of a form designed in accordance with local laws and allowing for varying levels of release ensures children's participation and offers them the chance to voice their ideas to a broad audience.

Psychosocial Support and Emotional Well-being

Because discussions held in outreach activities around TJ processes may raise difficult topics, especially among victim communities, it is important to put in place measures to guarantee the emotional well-being of the children and adolescents involved. In this respect, not only is it important to pay attention to specific psychological considerations that will have to be evaluated in each case in order to avoid retraumatization—for example, when conducting outreach directly with children who have suffered sexual abuse or former child soldiers—but it is also necessary to build a space in which children and youth feel comfortable and free to express their views to adults and their peers.⁸

While psychosocial expertise might not be available or necessary in all circumstances,⁹ there are techniques that may help as preparatory steps to create a more relaxed atmosphere and build trust within the group, including the establishment of rules of mutual respect and the use of different ice-breaking games and techniques throughout the duration of the exercise. For longer activities it may be important to balance substantive sessions with leisure time. Conducting debriefing exercises at the end of a session or creating reflection spaces are also advisable to ensure there is minimal emotional distress and to dispel possible misunderstandings, especially regarding the possibility of raising unrealistic expectations about what TJ measures can accomplish. Also, with the aim of encouraging child participation, when necessary it is essential to have translators to ensure children can express themselves in their native language. Finally, it is also advisable to involve adults in advance who are familiar with the children and can play the role of mentor and provide follow-up care (or be positioned to monitor children's reactions and link them to follow-up care if necessary). Likewise, considering limited resources, it will be especially important to make efforts to build partnerships with child protection groups that can provide professional support and follow-up work in a more sustainable manner. For example, the Truth and Reconciliation Commission of Liberia established an informal cooperative framework with local child protection agencies, which provided social workers to support interviewers during statement-taking sessions with children.

⁷ See Annex 2, model of image release form.

⁸ For more specific guidance on this issue, see Michels, Anne. *Psychosocial Support for Children: Protecting the Rights of Child Victims and Witnesses in Transitional Justice Processes*. Florence: Inocenti Research Centre, UNICEF, June 2010. Available at www.unicef-irc.org/publications/pdf/iwp_2010_14.pdf

⁹ For this reason personnel qualified to both evaluate the psychological risk of participation and respond to emergent situations should be involved in the design and implementation of activities.

Cognitive Development

Outreach activities and their content should be designed according to the needs of various age groups, recognizing that children develop cognitive and emotional abilities at different ages. While there are many different pedagogical approaches, activities should always aim to be didactic and entertaining. For example, the Holocaust Museum in Washington, DC, has a special section for children under 12 years old, for whom entry into the main exhibit is not recommended. “Remember the Children: Daniel’s Story” follows the experience of a child named Daniel from his life under the establishment of the first Nazi laws to his experiences in the camps.¹⁰ Distinguishing among different age groups, the Special Court of Sierra Leone (SCSL) has developed a series of activities with the aim of informing and educating children and youth about its work. For elementary school students, the court sends high-level officials to local schools and arranges for students to visit the court. For youth audiences, SCSL worked with universities to create “Accountability Now Clubs,” the main goal of which was to promote understanding of the SCSL among university-level students and their peers and engage students in discussions of broader justice issues, including transitional justice and human rights. Also distinguishing among age groups, the Outreach Unit of the International Criminal Court (ICC) has a specific Youth Program. Among other activities, the unit has developed mock-court sessions and quizzes for this group.¹¹

Working with Vulnerable Groups

In order to ensure that outreach with children is inclusive, it is necessary to target different groups, not only according to age and gender considerations, but also to reach the most-vulnerable groups, such as orphans, street children, the internally displaced, refugees, and children with disabilities. The outreach section of the SCSL, for example, has a program for people with disabilities, and the court has produced material in braille and conducted teacher trainings on how to engage hearing-impaired students. Another factor to consider is the age of the victim, accounting for the amount of time that has lapsed between the violation and the TJ measures. For example, an outreach program may have to consider adults who suffered violations as children and who, therefore, may qualify for reparations programs aimed at those victimized as children. Finally, geographical considerations as well as the breach between urban and rural communities should be carefully considered. While resources are usually limited, outreach programs should devise strategies to ensure a broad coverage of territory, either by employing technological means, opening offices in the field, partnering with local groups, or dispatching mobile teams.

Coordination with External Actors

While outreach is primarily conducted by TJ measures, civil society organizations may also be undertaking similar efforts independently and open to collaboration, especially where it is mutually reinforcing to their respective goals. Coordinating and partnering with external organizations can be extremely helpful when conducting child-and-youth-tailored outreach. Such a relationship is important both in terms of providing technical expertise and assistance and as a means to expand the capacity of the program, specifically by providing access to children and youth through existing networks. Children and youth organizations and child protection agencies (CPAs)—national and international, governmental and civil society—are especially suited to extend the reach of TJ measures and provide guidance on outreach design. The relationship between these two spheres is symbiotic in nature; while CPAs and children and youth organizations can be fundamental in drafting a protection framework for interacting with children and youth, TJ measures can also offer them a new arena in which to engage and defend children’s rights. For example, memory museums around the world have developed capacities for addressing topics of past violence with children and youth. Furthermore, because they can offer longer-term stable structures, their collaboration can be key to children’s engagement in the future.

The education sector is another major partner for outreach work. Education professionals and organizations can play a key role in helping to devise child-friendly methodologies and materials for out-

¹⁰ See www.ushmm.org/museum/exhibit/exhibit.

¹¹ ICC, *Outreach Report 2008*. The Hague: 2008, 18–19.

reach work. In addition, schools and universities provide reliable forums and multiple opportunities to interact with children and youth, from the classroom to child parliaments to youth and children's clubs. In Kenya, the Truth, Justice and Reconciliation Commission of Kenya leveraged the structure provided by the school system to inform children of its activities as well as identify children interested in providing statements. In aiming to reach rural and remote communities there are other types of organizations at the local level that can become important partners, including sports teams, activity clubs, community houses, and even religious centers. It can also be helpful to work with locally based nongovernmental organizations (NGOs) or other intermediaries, such as human rights groups or traditional and religious leaders, to obtain help in reaching children and youth while also ensuring them their natural support system.

In order to maximize this collaborative potential, the earlier that external groups are brought into the process the better. However, collaboration should be carefully evaluated. As different and independent institutions, they will have their own goals and mandates and, hence, different aims for the work, which may not always be compatible. Also, it is essential to consider that there are certain tasks that cannot be left to civil society groups alone, especially when security and confidentiality are at stake. The TJ measure should, thus, adopt a proactive yet cooperative role in any attempt to coordinate efforts with external groups around common goals by providing materials, messages, guidelines or objectives, and training sessions as well as by organizing regular meetings to facilitate communication. While external organizations can be extremely helpful when conducting outreach activities, the TJ institution must always take a leading and active role, not only because doing so will better enable it to directly convey its message, but also because outreach is a core aspect of its obligation to serve and benefit the public.

5. Shaping the Content of Child/youth-oriented Outreach Programs

Key elements of outreach programming include production of materials and the organization of different types of activities. To ensure that programming is as coherent as possible, activities and materials that complement and reinforce each other should be used.

As is the case with general outreach planning, children-and-youth-tailored outreach should be understood as a process—rather than a series of isolated events—with different phases and goals corresponding to the different stages of the work involved in setting up and implementing a TJ mechanism. During the design phase of such mechanism, outreach efforts should focus on ensuring that children and youth are included in consultation exercises to inform that design. In the implementation phase, the focus should be on guaranteeing that information is well disseminated, especially to victim communities who should participate in and benefit from the process, and on planning a variety of activities that ensure children and youth are actively involved in the process. As a TJ measure comes to a close, there is a need to ensure that results are accessible and widely disseminated. Legacy efforts, especially regarding education and follow-up on recommendations, are crucial at this stage.

Materials

Materials should be designed both to guarantee accurate information about the institution's role and with clear objectives and plans for how they will be used and distributed, also looking into how they can facilitate different types of activities. Because no single item will suffice on its own, different materials should be produced. Some formats may be easier to understand than others or designed towards meeting different aims, such as conveying information, fostering learning, facilitating interaction and discussion, promoting self-expression, and gathering preferences and views.

When thinking about producing specific materials for children and youth audiences, first it is necessary to consider whether they will be directly used by children or targeted to teachers and facilitators as a means to indirectly reach this group. An example of child-friendly materials, the Truth and Reconciliation Commission in Sierra Leone partnered with UNICEF to produce children's and secondary-school versions of its final report as well as a report video.¹² An example of teacher-friendly materials, in Canada the nonprofit organization Legacy of Hope Foundation, in coordination with the work of the TRC, has worked with “curriculum developers to create curricula on the history and legacy of the residential school system in Canada for grades 9-10 and 11-12, as well as for post-secondary students and lifelong learners.”¹³ While child-friendly materials provide a way to directly report to children about the work of a TJ measure, teacher-oriented materials can provide useful guidance to education professionals and other adults involved in education activities on how to convey the work of the TJ process in the classroom and other venues. Although teacher-oriented materi-

¹² The three versions can be found at the TRC website: www.sierraleoneontrc.org/.

¹³ About Legacy of Hope, see www.legacyofhope.ca/home. The curriculum can be found www.wherethechildren.ca/en/bookcase/.

als are valuable resources in themselves, ideally they should be accompanied by training exercises that help educators effectively teach these difficult topics.

Child-friendly materials are a key resource when conducting outreach with children and youth. Because their main aim is to adequately convey information to children and youth, beyond being materials adapted to various cognitive and emotional capacities, child-friendly materials should also reflect children's interests and specific information needs, thinking about those who will participate directly in the process (as witnesses or beneficiaries) or as members of the society in which TJ measures are being implemented. In this respect, child-friendly materials developed for outreach purposes in TJ contexts are not only documents that explain complex information in an easy-to-understand manner adapted to children's evolving capacities, they are also tools that take children's interests and perspectives into account. For example, it is important that these materials convey topics of violence and abuse in ways that help children and youth understand and contextualize the violations they or others have suffered without creating or reinforcing a sense of victimization or passivity. Also, while an important part of their content should focus on explaining to children the reality of conflict and violence, they should also reinforce possible reactions to such violence in terms of redress and prevention, while promoting a critical perspective. This may include what transitional justice can achieve as well as general notions of democracy and citizenship.

Box 1: Materials for Teachers

An outstanding example of materials for teachers can be found in the work of the US-based organization Facing History and Ourselves, which for over 30 years has developed methods to assist educators all over the world to effectively incorporate civic education into curricula. Among the different types of materials they produce is an online module on transitional justice. The site offers a wide array of resources and interactive materials to help educators teach the “challenges societies face as they attempt to heal, repair and rebuild after genocide or other instances of mass violence.”¹⁴

In Cyprus, ICTJ has partnered with Elders Foundation and the Association for Historical Dialogue and Research to produce an education pack for teachers, called *Thinking Historically about Missing Persons: A Guide for Teachers*.¹⁵ Through text, film segments, and newspaper clippings, it seeks to assist teachers by applying concepts of history education to the complex issue of the forced disappeared.

When designing child-friendly materials it is advisable to closely partner with experts from different fields of child development, including educators and psychologists. Given their depth of knowledge and experience creating products for children it may be possible for these partners to take the lead in the design process, maintaining close cooperation with the TJ measure. In addition to expert guidance, whenever possible, it is encouraged to involve children themselves in the production of materials, either through consultation exercises or by inviting them to contribute to the content in different ways, such as through recommendations, questions, letters, and drawings. Likewise, it is also very important to test materials before reproducing them widely. Although this takes time and resources, without testing there is a high risk of producing materials that are culturally inappropriate or do not serve the purposes for which they were designed. For example, the Extraordinary Chambers of the Courts of Cambodia produced several posters with different messages that, while relevant to the context, were difficult to understand due to the use of confusing symbols.¹⁶

Materials can also vary according to the format they use. Thus, materials can be print, audiovisual, or digital. Printed materials are essential to convey information in a clear and accessible manner. In terms of content, they can provide basic information about the TJ process (including goals, procedures, or different phases), explain options for participation, and elaborate in more detail on the

¹⁴ For general information about Facing History and Ourselves, see www.facinghistory.org/. The Transitional Justice online module can be found at <http://tj.facinghistory.org/>.

¹⁵ The guide is available at www.ictj.org/our-work/transitional-justice-issues/children-and-youth.

¹⁶ According to Mychelle Balthazard, Tara Urs and her team tested these posters in the field, and found out, among other things, that the use of question marks and exclamation points in the posters made little sense to Cambodians; Mychelle Balthazard, “Cambodia Case Report” (Internal Case Study, ICTJ Research Project: *Making an Impact*, 33).

relationship of the TJ process with human rights and democracy issues. A good example of this is the Special Court at a Glance, a booklet designed to explain key features of the SCSL through easy-to-understand pictures and text.¹⁷ Audiovisual materials provide a useful means to promote learning and facilitate discussion among children and youth. Because of its geographical reach, radio is an especially powerful communication tool in post-conflict contexts. In 2012, ICTJ and Child Workers in Nepal produced a series of radio programs on issues related to children and transitional justice for 20 local FM radio stations. To discuss the different issues, 30-minute programs were divided into various segments and formats, including reports, interviews, news, drama, narration, and questions.

Box 2: Choosing from Among Different Materials: Print, Audiovisual, and Digital

Printed materials are still the most reliable format for conveying information. In Timor-Leste, the Post-CAVR Secretariat, INSIST Press, and ICTJ produced *Chega!*, a series of illustrated versions of the final report of the truth commission in the local language, Tetum. While accessible to children, these publications were also aimed at the Timorese population in general. In a similar vein, in 2011 the International Criminal Tribunal for Rwanda published a 57-page comic book, titled *100 Days - In the Land of a Thousand Hills*.¹⁸ Aimed at children eight years and older, the book explains the 1994 Rwanda genocide in a child-friendly way, detailing the stories of two children affected by the violence.

Audiovisual materials can be used to give children the opportunity to directly lead discussions in “kids talk to kids” programs. Golden Kids News, a Talking Drums Studio production supported by Search for Common Ground, is a model example. Conceived by 16-year-old Kimmi Weeks, the radio program is scripted, reported, and produced by kids for a children’s audience.¹⁹ Another approach used by the ICC in its Uganda program is to bring children to a radio station and give them space to speak on air to their communities about human rights or transitional justice issues. Audiovisual formats also offer a great opportunity to portray stories, especially when they are narrated by children themselves. A beautiful example is the Colombian animated documentary *Pequeñas Voces* (Little Voices).²⁰ Produced in 2011 using original drawings and testimony by children, the film narrates four different stories of children between the ages of 8 and 13 who were displaced as a result of the war in Colombia. Two videos have also been produced by Canadian youth about the legacy of the Indian Residential School System in Canada. In 2010 and 2011, ICTJ and the Canadian Truth and Reconciliation Commission organized two youth retreats to serve as a forum in which to engage participants by asking them to use audiovisual tools to reflect and represent their perception of the enduring consequences of the Residential School System. They specifically focused on the interconnectedness of the past and present and lingering issues that still need to be addressed.²¹

With more of an educational outlook, the Bosnian War Crimes Atlas is a digitally based example. This tool, developed by the Research and Documentation Center in 2009, uses the mapping program Google Earth as a platform to host an interactive map of locations of past war crimes and mass graves in the territory of Bosnia and Herzegovina as well as monuments that have been constructed.²² This user-friendly tool has good educational potential: it not only provides information about war crimes but also makes the trials held by the International Criminal Tribunal for the former Yugoslavia more accessible. When a user clicks on a particular location, a window opens with materials relating to the events that occurred there, including text and pictures.

Finally, transitional justice measures are increasingly taking advantage of new media tools, such as social networks, blogs, photo-sharing pages, and video streaming sites, such as Facebook, Twitter, Flickr or YouTube, to extend their reach. Although Internet access may be far from generalized in some countries in which TJ measures operate, electronic means are especially attractive outreach options because of their

¹⁷ The Special Court for Sierra Leone, *Special Court at a Glance*, available at www.phoenixdesignaid.dk/fileadmin/pda/caces/SCSL_At_a_Glance_web.pdf.

¹⁸ The booklet can be downloaded at www.unict.org/News/ICTRCartoonBook/tabid/2225/Default.aspx.

¹⁹ See www.sfcg.org/programmes/sierra/sierra_talking.html and http://www.sfcg.org/sfcg/stories/sfcg_kimmi.html.

²⁰ See www.pequenasvoces.com/

²¹ For more information, see <http://ictj.org/news/canada-needs-reckoning-continued-impact-residential-schools> and www.cbc.ca/news/canada/north/story/2011/06/29/trc-inuvik-youth-film.html. See also <http://ictj.org/fr/node/14443>.

²² To access the atlas, see Research and Documentation Center, “Bosnian War Crimes Atlas.” www.idc.org.ba/index.php?option=com_content&view=category&layout=blog&id=112&Itemid=144&lang=bs. Google’s Google Earth Outreach gives nonprofits and public-benefit organizations the knowledge and resources they need to visualize their cause and tell their story to Google Earth and Google Maps’ millions of users. See “Google Earth Outreach.” www.earth.google.com/outreach/index.html.

reach, immediacy, and immense potential for interaction. Especially well-suited for youth, social networks and blogs have become a powerful means to promote discussion and mobilize young people around human rights issues.²³ For example, the Youth branch of Amnesty International in Tunisia provides trainings and support to young bloggers who use the web to discuss and promote human rights issues. When working with children, however, some of these sites may not be adequate as they can put at risk the minor's privacy.

Activities

When planning outreach activities with children and youth, creativity and cultural sensitivity are always important, especially in seeking to capture their interest and promote active participation. In this respect, a dilemma between quantity and quality could arise. In some cases, the objective will be to reach the broadest number of children and youth as possible. For those looking to maximize the learning experience it might be necessary to work with smaller groups over a longer period of time. In either case, when working with children and youth it is important to consider their learning process and the possibility of follow-up afterwards. One effective approach is to organize participatory activities such as national contests or exhibits where children and youth create materials themselves. The process becomes an outreach activity in itself, and the materials produced can be used for other purposes, including memorialization, outreach, and education, with the advantage that messages are conveyed through the voices of children and youth.

A comprehensive outreach approach reflects several levels in the communication process that can be understood as cumulative and interconnected. In an effort to maximize their engagement potential, outreach activities should be planned to (1) disseminate information through different formats, (2) open consultation exercises, (3) create forums for two-way communication through dialogues, and (4) facilitate possibilities of participation at all stages of the TJ process. Taking these four levels into account, it is possible to classify outreach activities in the following way.²⁴

1. Dissemination of information. To ensure the transparency of a TJ measure, society must generally have access to all the information necessary to understand the goals, structure, and working procedures of the institution, as well as timely updates about its progress. Dissemination of information should be strategically planned, taking into account distribution possibilities, geographical breaches, and the different ways that groups access information. A proactive approach should be adopted to provide information to priority groups, especially witnesses and victims, in relation to available avenues of participation, their rights, and possible consequences of participation.

For younger audiences, dissemination of information should adopt a pedagogical perspective. In fact, many TJ measures and civil society organizations have developed special activities to educate children and youth about their work. The main objective would be to facilitate learning of the TJ process; understanding of its different components, including its aims and outcomes; and ideally promote critical thinking. Educational activities can vary widely depending on their target audiences and specific objectives. Examples of direct-engagement exercises with children and youth include essay contests, newspaper projects, quizzes, mock trials, role-plays, oral history interview projects, and guided visits to the TJ measure, memory museums, and memorials. At the formal level, the development of broader educational programs and the promotion of academic research should can be employed, including the creation of history and legal education projects; the addition of relevant topics to school curricula; the design of history books; and the organization of conferences, seminars, and research projects.

²³ A very interesting example is the leading work that the MENA-based organization Mideast Youth has developed in recent years. Since 2006 the organization has hosted online platforms that aggregate individual activist actions, providing isolated impulses towards social change with the audience and the support necessary for the development of a wider movement. With sites in English, Arabic, and Farsi and the creation of iPhone and Blackberry applications, Mideast Youth currently has 10 ongoing projects covering a wide variety of topics from politics to culture and society, using different media, such as videos, podcasts, comics, music, and illustrations. Mideast Youth fosters discussion and collaboration among young leaders and directs the attention of international media outlets and policymakers to efforts to effect social change on the ground. Their website serves as an interactive and educational platform that brings together diverse voices promoting human rights, tolerance, and free speech. See www.mideastyouth.com/.

²⁴ This list is not exhaustive. A well-planned program will require a balance of activities carried out simultaneously. It will also be important to consider the activities on a case-by-case basis, as some activities are only suited for certain contexts.

2. Consultative activities. Consultative activities recognize the importance of collecting different types of information from the target population, in this case, children and youth. Consultation exercises may focus on facts (e.g., the demographic profile of victims), preferences (e.g., specific forms of reparations), or expectations (e.g., general views of justice)—and can serve both to guide and inform the work of TJ measures in terms of their design, monitoring, and evaluation.

Consultation exercises give children and youth the opportunity to have a voice in the process, in many instances, because of their social status, for the very first time. They can play an important role in promoting their sense of belonging and raising awareness about their right to participate as equal citizens in processes that affect them. Moreover, gathering information from children and youth is fundamental to shape programs that effectively address their needs and demands. Although there are few instances in the past of TJ measure-led consultations with children, one example is the “Children’s Consultation on the Truth and Reconciliation Commission Bill,” which was held in Nepal in November 2009 by the Ministry of Peace and Reconstruction, with the mediation of UNICEF. The aim of this consultation was not only to gather information for the commission about how children’s issues should be considered in the bill, but also to involve children in deliberations on establishing a truth commission. With the collaboration of civil society organizations, 32 conflict-affected children from 16 districts were selected to participate. Children were accompanied by a chaperon—who was either an NGO staff member or a parent; two psychosocial counsellors were also present. While this was a positive initiative, some advocates felt that the consultation was more of a formality since the children’s input was not seriously considered in the subsequent draft bill.

However, meaningful consultation processes are not easy to implement, especially with children and youth. First, it is very important to pay attention not to raise unrealistic expectations. Children involved in the process should be provided with full and adequate information about the process and aims, without significantly influencing their decisions at the same time. If, for example, a consultation process involves educating participants about the meaning of reparations, the practitioner’s explanations may influence the shape of the reparations measures that are ultimately requested. Second, it is crucial to be completely transparent about the reality of the decision-making process and the extent to which participants’ input will be implemented in order to prevent disappointment if all comments are not taken into consideration. A third important challenge when organizing the consultation process is to ensure inclusion and adequate representation. Failure to plan adequately and reach out widely to affected communities may result in some groups being excluded from the process, creating unequal classes of victims based on their access to certain networks. Finally, when organizing consultations with children and youth, it may be necessary to devise creative strategies to gather information through a variety of means—such as from art, role-play, and songs—to facilitate and increase their capacity to express their views.

3. Interactive activities. Opening up spaces for dialogue in which children and youth can directly pose questions or express their opinions is fundamental to ensure their right to participation is actively upheld. Dialogues also become a learning experience for children and youth on exercising their rights as citizens. While adult intervention may be necessary to frame the debate or to clarify misconceptions, ideally children and youth should lead this conversation themselves. Using different materials to facilitate the discussion or opening the floor after informative sessions is important to “provide children and youth with a safe and receptive environment to interact with the TJ measure” and among themselves.²⁵ There are several ways to facilitate discussion and organize a dialogue for children and youth. This can take the form of small focus groups like workshops, or it can involve larger events such as child and youth forums, conferences, or town-meeting style discussions. However, it is easier to ensure the quality of an activity with smaller groups. Therefore, when organizing a big event it is very useful to have an experienced facilitator and to ensure that there are adults in decision-making positions present to listen to the debate, provide youth with feedback, and represent their interests at levels of society to which the youth do not typically have access.

²⁵ Cecile Aptel and Virginie Ladisch, “Through a New Lens: A Child-Sensitive Approach to Transitional Justice” (New York: International Center for Transitional Justice, August, 2011), 36.

Box 3: Promoting Interaction: From Small Workshops to Youth Forums

As part of its Community Outreach program, the ICC's outreach teams organize visits by high-profile representatives of the court to schools throughout the countries in which the ICC has an open investigation to discuss with children and adolescents the ICC's work and transitional justice. In a similar vein, the ECCC in Cambodia invites students to the court to learn about the trials of senior officials and the history of the Cambodian genocide while visiting the building and meeting court staff. Another interesting interactive activity is the organization of intergenerational dialogue between elders and youth. For example, "Village Dialogues," organized by the Cambodian NGO Youth for Peace, "are presented as an opportunity for youth to be exposed to the diversity of historical narratives and perceptions among the population. They also discuss expectations and perceptions of the upcoming Khmer Rouge tribunal, and receive basic knowledge on the purpose, history, means and mandate of the tribunal."²⁶

As for larger events, during the TRC of Canada's 2012 national event in Saskatoon, the commission held a Youth Dialogue, in collaboration with ICTJ, on the intergenerational effects of the Indian Residential Schools. The dialogue consisted of 9 student panelists who had each prepared a 2-4-minute statement on one of 3 topics: teaching about the residential school legacy in the classroom, the success of past and current societal efforts to address the effects of residential schools, and how youth can participate in defining and building reconciliation. These statements were followed by an open-floor discussion that engaged the audience of 600 students, grades 7 to 9. Youth were supported by three "community panelists," who assisted in answering questions requiring in-depth knowledge of the topics, and were listened to by four "listener panelists," comprising four adults in relevant positions of influence capable of carrying youth recommendations forward in government, education, and truth-seeking spheres. Attendees' perception of the event as meaningful hinged on the commitment by listener panelists to push for the implementation of youth proposals in their professional capacity. Youth panelists expressed satisfaction that their participation was not merely symbolic but potentially influential in the development of policy and programming.

Artistic and performance methods offer creative means of expression that can be especially helpful when working with children and youth in interactive programming, allowing them to express their views with freedom and flexibility. The establishment of TJ measures provides a platform to invite children and youth to reflect on the experience and consequences of violence and imagine possible ways forward. This can be done through nationwide drawing and essay contests or by inviting youth to design slogans and logos. Moreover, as has been the case with several truth commissions, TJ measures can provide a framework for children and youth to develop poems, theater plays, journal articles, songs, music, dance, graffiti, murals, and crafts in their schools and community centers.²⁷

Box 4: Using Art for Outreach Purposes

A good example of the use of art and cultural approaches for outreach programming is the "National Vision for Sierra Leone" project organized by the Sierra Leonean Truth and Reconciliation Commission. The National Vision was a campaign designed to help local citizens contribute to the healing process by submitting artistic works that represented Sierra Leoneans' reflections on their country's violent past and their shared hopes for the future. Hundreds of people from all over the country responded to the initiative, sending in essays, paintings, woodcarvings, sculptures, plays, and poems. In December 2003, the contributions were gathered into an exhibit at the National Stadium in Freetown and later at the National Museum. The project attracted hundreds of visitors, including President Ahmad Tejan Kabbah.²⁸ Similarly, in Liberia at the conclusion of the children's hearings at the TRC, "A children TRC gallery was opened at the Monrovia City hall in September 2008. Inaugurated by the vice president, it featured poems, stories and drawings by children about their experiences during the war and their vision of the future of Liberia."²⁹

²⁶ See www.yfpcambodia.org/index.php?page=project-3 (accessed July 10, 2010).

²⁷ Children and Truth Commissions, 23.

²⁸ *Witness to Truth: Report of the Sierra Leone Truth & Reconciliation Commission* (Freetown: Truth and Reconciliation Commission of Sierra Leone, 2004), 1.

²⁹ UNICEF and ICTJ, *Children and Truth Commissions* (Florence: UNICEF, 2010)

Another example is the work of the Interactive Radio for Justice (IRFJ) to promote understanding of the ICC and foster discussion on democracy and rule of law issues in the Democratic Republic of the Congo and Central African Republic from 2005 until 2011. IRFJ's "Music for Justice" Project took advantage of Africa's rich oral tradition by broadcasting songs written and performed by local music groups. Songs addressed, among other themes, respect for the rule of law, reconciliation, and condemnation of sexual violence.³⁰ Photography, in turn, has been used in "Through the Eyes of Children: The Rwanda Project." Beginning as a photographic workshop in 2000, the project provided orphans from the 1994 genocide with disposable cameras to take pictures of themselves to share with their communities. The aim was to create an artistic space for the children to express their views in a country struggling to rebuild after war. Originally devised to operate at the local level, "In 2001, the children were invited by the US Embassy to exhibit their work in the capital, Kigali, where the pictures were sold, with all proceeds going towards the education of the children."³¹

4. Participatory Activities. Outreach activities can take the form of direct participation in the work of the TJ measure through the organization of projects in which children and youth can themselves lead the process, such as holding child parliaments or having youth organizations design and implement justice-related programs, such as building a memorial, creating youth advisory bodies within the TJ measure to oversee youth involvement policies, or opening avenues for volunteer collaboration. These forms of participation help to construct a sense of ownership of the process among younger generations, while building their capacity for civic engagement.

Box 5: Fostering Participation Through Youth-led Activities

Looking into ways to actively engage youth in the TJ process of the country, the Special Court for Sierra Leone established Accountability Now Clubs "to involve university and post-secondary students in educating their peers and communities on the Special Court, transitional justice, and human rights."³² After receiving training from the court's outreach section, these clubs became independent in 2005. Learning from this initiative the ICC promoted the creation of ICC Clubs comprising teachers and students in secondary schools. The ICC provides trainings on the court to club members and their focal-point teachers, after which the youth continue the discussion. One of the program's aims is that "through this link, ICC information will be further communicated to other children through existing networks of outreach school clubs, human rights clubs and drama groups that focus on children."³³

Another very interesting example is a volunteer program that began six months after the Truth and Reconciliation Commission of Peru commenced operations. The general aim of the PROVER initiative (Promotores de la Verdad, Promoters of Truth) was to engage youth from universities all over the country in the truth-telling process by training them on the conflict and its legacy. The ultimate goal of the program was to promote civic consciousness and active participation in society. What started as a creative but limited idea soon became a very large and sophisticated project, with approximately 800 participants aged 18–25. Through PROVER, youth volunteers became active participants in the work of the commission through such methods as taking testimony, disseminating information, and creating community forums. After the PROVER program officially ended, young volunteers became "memory workers" and continued to use other means, including arts and memorialization initiatives, to promote the legacy of the commission and its work. Although the capacity to follow the group was limited after the TRC dissolved, in 2004 a group was created at the Catholic University of Peru to conduct follow-up, and in 2005 the group launched a national training/academic program on democracy leadership that seeks to connect democracy and human rights topics with memory issues.³⁴

³⁰ "Interactive Radio for Justice," www.irfj.org.

³¹ "The Rwanda Project," www.rwandaproject.org/index.html.

³² Special Court of Sierra Leone, *Third Annual Report of the President of the Special Court* (Freetown: Special Court of Sierra Leone, 2005-2006), 38.

³³ ICC, *Outreach Report 2010* (The Hague: International Criminal Court, 2010), 14. www.icc-cpi.int/iccdocs/PIDS/publications/OUR2010Eng.pdf.

³⁴ More information on the program is available in Spanish on the website. http://idehpucp.pucp.edu.pe/index.php?option=com_content&view=article&id=49&Itemid=140.

6. Follow-up and Legacy Building

Because TJ measures are temporary efforts, it is important to consider what will happen when the operations of the mechanism come to an end, both with respect to the follow-up of their work and more importantly how their work will be accessed and interpreted after its conclusion. For this purpose, different transitional justice measures have developed legacy projects that explore: ways to disseminate the results or outcomes of the process, how to utilize the accumulated expertise, and what do with materials that have been gathered and produced. While legacy projects usually comprise the final phase of an outreach strategy, their fulfillment and success require preparation from the early stages of planning.

The final result of a TJ process—whether a truth commission report, delivery of a reparations program, or the verdict of a trial—is of vital importance for the legacy it leaves behind. In terms of outreach, it is crucial to inform the general population, including children and youth, of the final results and implications of the process and the way forward. Accordingly, follow-up strategies should not be left to the end; they should be included in TJ-measure operations from the beginning. For example, the Truth and Reconciliation Commission of Peru (CVR) “signed a cooperation agreement with the Ministry of Education, which designated 2002 as the Year of Truth and Reconciliation. The CVR dedicated a unit to educational issues, engaging teachers and students in the commission’s work, holding workshops with teachers, training teachers and organizing hearings on the role of education in Peru’s conflict.”³⁵ In order to ensure that trial results will be transmitted to younger generations after the tribunal finishes operating in a given country situation, the ICC has established two educational programs with a capacity-building imprint: the Academic Outreach Program and the Teachers Program. The aim of the Academic Outreach Program is to support schools and universities to educate students about the court and more generally international criminal justice.³⁶ The Teacher’s Program, established to complement and sustain the ongoing efforts of the ICC outreach program, trained and educated teachers on the role of the ICC, so they can later assume the position of intermediary by disseminating information to students, parents, and fellow teachers as well as to their communities.³⁷ Preceding the ICC initiative, the outreach section of the SCSL also engaged teachers through training-the-trainer workshops and has worked with the Sierra Leone Teachers Union.³⁸

Following the completion of the work carried out by a TJ measure, connections should be established among organizations that work with children and youth as well as with the education sector of the country to inform them about the work and results of the TJ measure and facilitate any follow up. Dissemination of results through the production of specific materials, such as child-friendly truth

³⁵ Children and Truth Commissions, 27. For the agreement, see Convenio de Cooperación institucional entre el Ministerio de Educación y la Comisión de la Verdad y Reconciliación, Lima, April, 25 2002. www.cverdad.org.pe/lacomision/cnormas/convenio23.php

³⁶ *ICC Outreach Report 2010*, 30. The program operates during the school year, and the outreach unit actively organizes different types of activities with teachers and students as well as distributes informational materials about the court.

³⁷ ICC, *Outreach Report 2008* (The Hague: International Criminal Court, 2010), 63.

³⁸ Special Court of Sierra Leone, *Second Annual Report of the President of the Special Court* (Freetown: Special Court of Sierra Leone, 2004-2005), 34.

commission reports or educational modules, as described above, is essential at this stage. Special attention should also be paid to certain audiences that will take the lead on the process, such as politicians, NGOs, and child protection advocates, to help them to make plans before the institution is dissolved. It is fundamentally important to ensure that the findings of the process are included in the official school curricula as early as possible, especially in history education.

Box 6: DC-CAM's Genocide Education Project

An interesting educational project led by civil society that was directly incorporated into the formal education system is the Genocide Education Project of the Documentation Center of Cambodia (DC-Cam). Launched in 2004 with the creation of the Extraordinary Chambers of the Courts of Cambodia (ECCC), the aim of the project was to assist the Ministry of Education in creating an expansive program targeted at Cambodian schoolchildren who, until recently, were largely unaware of the history of the Cambodian genocide. The culmination of the first phase of the project was a textbook, titled *A History of Democratic Kampuchea*, which was distributed to 259 high schools around the country in 2007.³⁹ The textbooks were distributed when the ECCC began its first trial and helped to spread awareness about the country's history as well as continuing efforts to bring top-level perpetrators to justice.⁴⁰ Today, more than 500,000 copies of the textbook have been delivered to schools all over Cambodia. In early 2008, DC-Cam initiated the second phase of the program, which included the creation of teaching materials, the implementation of teacher-training workshops targeted at national and provincial educators, and the translation of the original textbook into five additional languages. Questions about the Khmer Rouge regime were included in the country's history graduation exam in 2009, reflecting the widespread impact of the educational program.⁴¹

Last but not least, it is necessary to think in advance about institutions that can take on educational tasks after the original TJ institution has been dissolved. A variety of options may be available, depending on the context. In Timor-Leste, on the same day the commission formally closed its doors, the Post-CAVR Secretariat was established and assigned, among other tasks, the role of working to disseminate the final report. In some instances it may be possible to negotiate dissemination activities beforehand with other institutions, like a national independent human rights commission or an ombudsman's office, in advance of the dismantling of the institution. Also, there have been instances in which academic programs have overseen the legacy of a commission. For example, former staff members at the Peruvian TRC have created the Institute for Human Rights and Democracy at Pontificia Catholic University through which workshops, education, and research around the legacy of the commission are organized.

³⁹ DC-CAM, *Genocide Education Project: The Teaching of a History of Democratic Kampuchea (1975–1979)* (Final Project Report to Government of Belgium, Documentation Center of Cambodia, February 25, 2010).

⁴⁰ Christopher Shay, "The Khmer Rouge Tribunal: Cambodia's Healing Process," *Time*, November 30, 2009. www.time.com/time/world/article/0,8599,1943373,00.html.

⁴¹ Genocide Education Project: *The Teaching of A a History of Democratic Kampuchea (1975–1979)* (Interim Project Report to Government of Belgium, Documentation Center of Cambodia, October 9, 2009).

7. Conclusion

Outreach programs play a critical role in transitional justice processes by providing a means for the population to learn about justice processes and spaces for participation. However, because of their age and social role, children and youth are not always included in outreach programming in a significant way. Those working in TJ measures should take a proactive attitude from the very beginning of the process to create a space in which children and youth can participate in a meaningful and safe way. There is a wide variety of possibilities to develop activities and materials for children and youth in outreach programs, making use of a range of options regarding the level of engagement, including: dissemination of information, consultative exercises, promotion of interaction, and opening spaces for direct participation. The aim when developing outreach activities for children and youth should be to think imaginatively and create opportunities in which children can fully exercise their agency, learn from the process, and build their capacity for civic participation.

Appendix I: List of Selected Resources

Barry, Charlotte, and Mike Jempson. *The Media and Children's Rights*. MediaWise and UNICEF, 2005. www.unicef.org/ceecis/The_Media_and_Children_Rights_2005.pdf

DC-CAM, *Genocide Education Project*. www.dccam.org/Projects/Genocide/Genocide_Education.htm

Facing History and Ourselves. *Transitional Justice: Reconstructing Self and Society* (online module). <http://tj.facinghistory.org/>

International Coalition of Sites of Conscience. www.sitesofconscience.org/

International Federation of Journalists. *Children's Rights and Media: Guidelines and Principles for Reporting on Issues Involving Children*. World's First International Consultative Conference on Journalism and Child Rights, Recife, Brazil, May 2, 1998.

———. *Putting Children in the Right: Guidelines for Journalists and Media Professionals*, 2002.

Lansdown, Gerison. *The Evolving Capacities of the Child*, UNICEF and Save the Children, Florence, 2005. www.unicef-irc.org/publications/pdf/evolving-eng.pdf

Legacy of hope Foundation. *Where are the Children?* www.wherearethekids.ca/

Save the Children. *Communicating with Children: Helping Children in Distress*, London, 1993. www.savethechildren.org.uk/sites/default/files/docs/COMMUNICATING%20WITH%20CHILDREN.pdf

———. *Interviewing Children: A Guide for Journalists and Others*, London, 1998. www.savethechildren.org.uk/sites/default/files/docs/INTERVIEWING%20CHILDREN.pdf

———. *Practice Standards in Children's Participation*, London, 2005.

———. *The Consultation Toolkit: A practical guide to consulting with children and young people on policy related issues*, London, November 2009. www.savethechildren.org.uk/resources/online-library/consultation-toolkit

———. *Putting Children at the Centre: A Practical Guide to Children's Participation*, London 2010. [www.savethechildren.org.uk/sites/default/files/docs/Putting_Children_at_the_Centre_final_\(2\)_1.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/Putting_Children_at_the_Centre_final_(2)_1.pdf)

Appendix 2: Image Release Form

Documentary/ Film [Name of the activity]

I, (PRINT NAME) _____ certify that I am the parent or official guardian of _____ (PRINT NAME OF CHILD) and, in this capacity, I hereby grant the _____, and their authorizing officers, agents, successors and assigns, permission to use my child's:

likeness	Yes <input type="checkbox"/>	No <input type="checkbox"/>
voice	Yes <input type="checkbox"/>	No <input type="checkbox"/>
picture	Yes <input type="checkbox"/>	No <input type="checkbox"/>
interview	Yes <input type="checkbox"/>	No <input type="checkbox"/>
and name	Yes <input type="checkbox"/>	No <input type="checkbox"/>

for print, radio, film, web cast or television broadcast anywhere throughout the world. I grant any license that may be required for this under any applicable law or regulation.

I have been advised and understand that this information will be used by _____, for the production of a [description of activity] that will exclusively serve educational, outreach, and publicity purposes in accordance with [nature of the work and organization's mission]. I authorize _____ to edit all materials gathered, and I understand that _____ shall own the interest in and copyright to the film, footage, interview footage, video or audio recordings, images, negatives, digital reproductions, and any other material gathered or created in connection with this project. I also understand that there will be no compensation paid to me for this service.

I understand that my child's likeness, voice, picture, interview and/or name will be used in an appropriate and respectful manner in accordance with _____ ethical guidelines on acceptable uses of photography and according to *UNICEF's Principles for Ethical Reporting on Children* as attached to this form. I have also been advised that _____ agrees to facilitate me with a copy of the documentary once it is finished.

I hereby hold harmless, release and forever discharge _____ and their authorized officers and agents from any liability that may result from the use of these pictures, film, or video being taken. This form shall be kept guaranteeing the confidentiality of the child's name and retained on file by _____

Parent/Guardian signature: _____ **Date:** _____

Address: _____

City/Province/Postal Code: _____

Appendix 3: UNICEF Principles for Ethical Reporting on Children⁴²

Reporting on children and young people has its special challenges. In some instances the act of reporting on children places them or other children at risk of retribution or stigmatization.

UNICEF has developed these principles to assist journalists as they report on issues affecting children. They are offered as guidelines that UNICEF believes will help media to cover children in an age-appropriate and sensitive manner. The guidelines are meant to support the best intentions of ethical reporters: serving the public interest without compromising the rights of children.

I. Principles

1. The dignity and rights of every child are to be respected in every circumstance.
2. In interviewing and reporting on children, special attention is needed to ensure each child's right to privacy and confidentiality, to have their opinions heard, to participate in decisions affecting them and to be protected from harm and retribution, including the potential of harm and retribution.
3. The best interests of each child are to be protected over any other consideration, including over advocacy for children's issues and the promotion of child rights.
4. When trying to determine the best interests of a child, the child's right to have their views taken into account are to be given due weight in accordance with their age and maturity.
5. Those closest to the child's situation and best able to assess it are to be consulted about the political, social and cultural ramifications of any reportage.
6. Do not publish a story or an image which might put the child, siblings or peers at risk even when identities are changed, obscured or not used.

II. Guidelines for interviewing children

1. Do no harm to any child; avoid questions, attitudes or comments that are judgmental, insensitive to cultural values, that place a child in danger or expose a child to humiliation, or that reactivate a child's pain and grief from traumatic events.
2. Do not discriminate in choosing children to interview because of sex, race, age, religion, status, educational background or physical abilities.
3. No staging: Do not ask children to tell a story or take an action that is not part of their own history.
4. Ensure that the child or guardian knows they are talking with a reporter. Explain the purpose of the interview and its intended use.
5. Obtain permission from the child and his or her guardian for all interviews, videotaping and, when possible, for documentary photographs. When possible and appropriate, this permission should be in writing. Permission must be obtained in circumstances that ensure that the child and guardian are not coerced in any way and that they understand that they are part of a story that might be disseminated locally and globally. This is usually only ensured if the permission is obtained in the child's language and if the decision is made in consultation with an adult the child trusts.
6. Pay attention to where and how the child is interviewed. Limit the number of interviewers and photographers. Try to make certain that children are comfortable and able to tell their story without outside pressure, including from the interviewer. In film, video

⁴² This text has been reproduced without any modifications from the UNICEF Press Centre. The document is available online at www.unicef.org/media/media_tools_guidelines.html.

and radio interviews, consider what the choice of visual or audio background might imply about the child and her or his life and story. Ensure that the child would not be endangered or adversely affected by showing their home, community or general whereabouts.

III. Guidelines for reporting on children

1. Do not further stigmatize any child; avoid categorisations or descriptions that expose a child to negative reprisals - including additional physical or psychological harm, or to lifelong abuse, discrimination or rejection by their local communities.
2. Always provide an accurate context for the child's story or image.
3. Always change the name and obscure the visual identity of any child who is identified as:
 - a. A victim of sexual abuse or exploitation,
 - b. A perpetrator of physical or sexual abuse,
 - c. HIV positive, or living with AIDS, unless the child, a parent or a guardian gives fully informed consent,
 - d. Charged or convicted of a crime,
 - e. A child combatant, or former child combatant who is holding a weapon or weapons.
4. In certain circumstances of risk or potential risk of harm or retribution, change the name and obscure the visual identity of any child who is identified as:
 - a. A former child combatant who is not holding a weapon but may be at risk,
 - b. An asylum seeker, a refugee or an internal displaced person.
5. In certain cases, using a child's identity - their name and/or recognizable image - is in the child's best interests. However, when the child's identity is used, they must still be protected against harm and supported through any stigmatization or reprisals. Some examples of these special cases are:
 - a. When a child initiates contact with the reporter, wanting to exercise their right to freedom of expression and their right to have their opinion heard.
 - b. When a child is part of a sustained programme of activism or social mobilization and wants to be so identified.
 - c. When a child is engaged in a psychosocial programme and claiming their name and identity is part of their healthy development.
6. Confirm the accuracy of what the child has to say, either with other children or an adult, preferably with both.
7. When in doubt about whether a child is at risk, report on the general situation for children rather than on an individual child, no matter how newsworthy the story.

Notes:

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