HUMANITY

AMANT

rights!

PEACE
PAZ
STARTS
WITH US!

FREE

(a little guide for young peacebuilders)

PEACE

we
World
Member of ChildFund Alliance

Peace Starts With Us!
A little guide for young peacebuilders

This booklet is part of the Kujenga Amani Pamoja (Buiding Peace Together), a project co-funded by the European Union and implemented by WeWorld across Kenya, Tanzania, and Mozambique. The initiative is carried out in partnership with Tanzania Building Future Organization (TABUFO), 4H Tanzania, Stretchers Youth Organisation (SYO), and Conselho Nacional do Voluntariado (CNV). The booklet has been specially designed for children, with the goal of helping them grow into confident, engaged, and peaceful individuals, both within their schools and in the wider community. Through stories, games, and reflections, it encourages children to explore important values such as rights, democracy, peace and respect, supporting them in developing the skills needed to become active participants in building inclusive, safe, and peaceful environments around them.

PEACE STARTS WITH US!

(a little guide for young peacebuilders)

FREE

KUJENGA AMANI program
building peace together

weWorld
Member of ChildFund Alliance

Hello everyone!
Have we ever met before?
If not, nice to meet you!

To start, let us tell
you a little about
ourselves, okay?

I am **Hamisi**, I'm 9 years old, I come from Kenya, and I have two sisters who are... let's say, nice. I like running, playing bao and eating the ugali my grandmother cooks.

I am **Amina**, I'm 12 years old and I come from Tanzania. I like spending time with my older brother and playing rede with my friends.

I am **Mariana**, I'm 14 years old, I come from Mozambique, I like watching the stars at night and skipping rope while dancing with my schoolmates.

2

Amina: Even though we come from different places and have different ages and stories, we have so many things in common.

Hamisi: We believe in dialogue, and we hate war with all our hearts!

Mariana: For example, we like to make our voices heard when something seems wrong, we ask adults to respect our rights and treat us well, we want to be active and change the world.
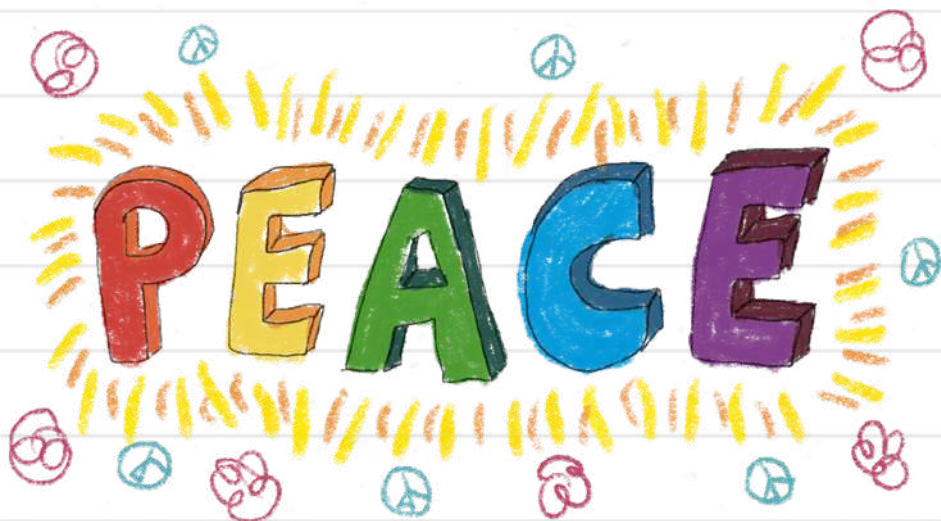
Do these sound like things that only adults do? They don't! And if you'd like to spend some time with us, we'll explain you why.

Thanks to this little colourful booklet, full of games and activities, we'll help you grow into **confident, active, and peaceful members of your school and community.**

We'll help you learn about your responsibilities and your rights, and *we'll* share some tricks for peacefully handling disagreements.

So, no more pinching my sisters when they annoy me?

Enough, Hamisi, we've already told you a thousand times!

4

What does it mean to be an Active Citizen?

Being an **active citizen** means being someone who cares about others and does their part to make their community a better place.

But to do that, it's not enough to just follow the rules! You have to make sure everyone feels safe, respected, and included.

RIGHTS

Being an active citizen also means knowing **your rights, duties and responsibilities.**

But what are rights?

Human rights are what everyone needs to live safely, happily and healthily.

They belong to everyone, no matter where they are from, what language they speak, their religion, their ethnic group or their culture, whether they are a girl or a boy, or how old they are.

But as long as we are children and haven't turned 18, we have special rights!

Children's rights mean

that we should be listened to, go to school and learn, live safely and peacefully, get help when we're ill, have time to play and rest and always be treated kindly and with respect.

All these rights can be found in the **United Nations Convention on the Rights of the Child,** an important document written by all the governments of those countries that want to protect our rights.

REMEMBER! All the rights are connected, they are all equally important and they cannot be taken away.

LOOK! If you skip to the middle of the book, you'll find two posters you can tear out. Hang them wherever you like.

The important thing is that adults can see them too, so they have no more excuses for not respecting our rights!

"Excuse me, but I don't really know what a government is..."

A **government** is a group of people whose job is to guide a country.

It decides important rules, organises/manages services (like schools and hospitals) and helps solving problems that affect the whole community.

A good government listens to people, makes thoughtful decisions and tries to keep the country running smoothly so that everyone can live peacefully.

And what about the United Nations?

The **United Nations** is an organisation that brings together many countries from around the world and helps them maintain peace by encouraging governments to cooperate in solving global problems.

Are Kenya, Mozambique, and Tanzania part of it too?

Yes.

KENYA   TANZANIA   MOZAMBIQUE

Great!

So, when we turn 18, do our children's rights disappear?

No! They don't disappear; new rights are simply added because you become an adult.

For example, you can vote in elections and make decisions on your own.

These are good and important things, but they also bring more responsibilities: your choices really matter, and if you make mistakes, you have to learn to face the consequences.
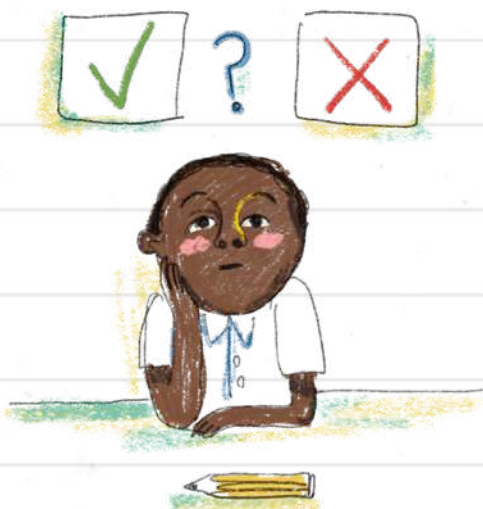
Duties and Responsabilities

Join in: take part in school clubs, community projects youth groups.

Speak up: share your ideas, ask questions.

Stand up to defend what's right and support people who are being treated unfairly.

Stay informed about what's happening in their community.

Help those in difficulty.
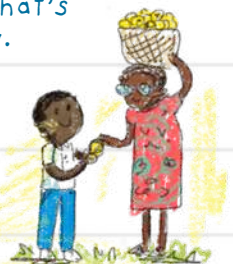
Build peace and friendship solving problems without fighting and help everyone feel included, so the community stays peaceful and strong.

Doing these things gives us power, a positive power, the power to make things better!

What does "power" mean?

The ability to make choices and help make things happen, especially good things!

But isn't power something only adults have?

Not only that. Even if it seems that adults make the important decisions, we have the right to be listened to, especially when it comes to our lives. What we think matters!

Expressing your opinion doesn't mean shouting, it means sharing your ideas clearly, listening to others and find calm and peaceful ways to talk when you don't agree.

When you speak up and take action, you can help create real and positive changes!

$1 + 1 = 2$
$4 + 6 = ?$

Small big stories of small big children

TANZANIA

My name is Neema, I am 14 years old and I am from Tanzania like Amina. One of the things that worries me most is being tricked by an adult with bad intentions, someone who may want to kidnap me, sell me to others, or force me to work. One day, I found the courage to talk to my teacher about it. She invited me to share my fears with the whole community. The adults listened to me, and many of my friends said they have the same worries. Thanks to that meeting, we now have posters at school that help us understand these dangers and explain how and who to tell if we see them. I also started a girls' group where we can speak freely about these risks and share experiences. Our local leaders support us too.

TANZANIA

My name is Abdallah, I am 13 years old, and my biggest worry was the fear we sometimes feel when we have to talk to the police, because they are not always kind and respectful. I spoke about it with the community, and now community members and the police discuss this together. In our village we feel safer and less afraid.

MOZAMBIQUE

I am Ernesto, I am 13 years old, and one day I decided to write a petition (a document that asks for something to change, signed by many people) because I was tired of risking being hit by a car every time I went to school. My classmates agreed and signed the petition too. We first presented it to the school committee and then to the village leaders.

As a result, we now have more adults supervising our routes to school and the bus stop has been moved to a safer place for all of us students.
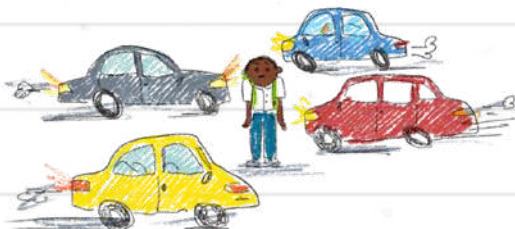
MOZAMBIQUE

My name is Celeste, I am 15 years old, and I had to leave my home in the north of Mozambique because of the conflict. Where I live now, I joined the "Peace Club" at my school and used theatre and poetry to share my story.
This inspired many other children who, like me, were displaced from their homes. Art has helped us heal but also understand and support one another.

KENYA

My name is Rahmina, and I grew up in the port city of Kisumu, on Lake Victoria. Since I was 5 years old, I have been taking care of the nature in my region. As a child, I used to plant trees with my mother and watchthem grow tall and strong. In 2017, when I was 15, thick weeds called water hyacinths began to spread across the lake. Trying to solve this problem I started the campaign "Let Lake Victoria Breathe Again" to teach students about the dangers of climate change and importance of restoring the lake's ecosystem. From this campaign, two projects were born: Kisumu Environmental Champs, a group of young environmental activists, and Rahmina Paulette Eco-Products, a small enterprise that turns water hyacinths into eco-friendly products and creates jobs for local communities.

KENYA

I am Sarah, I attend Matuga Primary School in Kwale County, and when my father passed away, I felt lonely and heartbroken.

Thanks to the Peace Club and my teacher, I found comfort in dance and art. Now I am the leader of the Peace Club, and we strive to promote peace, always using creativity as a tool for healing and reconciliation.
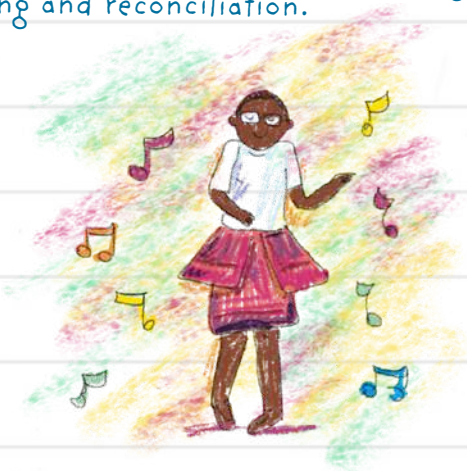
Such beautiful stories! Now I understand what you two meant! And you, who are reading this, do you understand too?

Then let's play a game! Actually, two!

Here's the first one:

- Draw a positive action you have done, or one you would like to do, and write next to it what it is.

- Put your drawing up in the classroom or share it with your Amani Club!

- Work with a friend to think of new actions you can do together.

- Write or draw your new ideas and share them with the class by hanging them in your school, where lots of people pass by.

That wall will become the Wall of Active Citizens and will inspire everyone who sees it!

Here's the second game:

- Tear out the posters in the next pages and choose the right you like most, or the one you think is really important.

Make up a story about a child whose right was or is not being respected. Explain what the child could do to make their voice heard and to stand up for themselves.

- You can refer to real life experiences for inspiration or let your imagination guide you.

- When you and your classmates have finished your stories, you can collect them into one book – the first book of **amazing children and respected rights!**

Amazing
Children
and
Respected
Rights!

The rights of children established by the United Nations are 42. Here are some of them.
Hang these posters in your classroom, at home, in your Peace Club... wherever you can think of, so that everyone can see them!

Article 1. Definition of a child
A child is any person under the age of 18.

Article 2. No discrimination
All children have these rights, no matter who they are, where they live, what language they speak, what religion they have, what they think, what they look like, whether they are boys or girls, whether they have a disability, whether they are rich or poor, and no matter who their parents or families are or what they believe or do. No child should be treated unfairly for any reason.

Article 6. Life survival and development
Every child has the right to live. Governments must make sure that children survive and develop in the best possible way.

Article 8. Identity
Children have the right to their own identity — an official record of who they are which includes their name,

HAMISI   AMINA   MARIANA

nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

Articles 3 and 18. Best interests of the child and responsibility of parents
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

Article 12. Respect for children's views
Children have the right to freely express their opinions on matters that concern them. Adults must listen to children and take them seriously.

Articles 19 – 32 – 33 – 34 – 35 – 36. Protection from violence, harmful work and drugs, sexual abuse, sale, trafficking and exploitation
Governments must protect children from violence, abuse and neglect. They have the right to be protected from work that is dangerous or harmful to their education, health or development. If they work, they have the right to be safe and to be paid fairly. Governments must protect children from any contact with drugs and from being sexually exploited or abused. They must also ensure that children are not kidnapped, sold, or taken to other countries or places to be exploited.
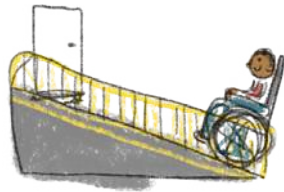
Article 17. Access to information

Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults must make sure the information they receive is not harmful. Governments must encourage the media to share information from many different sources, in languages that all children can understand.

Article 23. Children with disabilities

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles that prevent children with disabilities from becoming independent and from actively participating in the community.

Articles 28. Access to education

Every child has the right to education. Primary education should be free. Secondary and higher education should be accessible to every child. Children should be encouraged to go to school to the highest level possible. School discipline should respect children's rights and should never use violence.

Article 39. Recovery and reintegration

Children have the right to receive help if they have been hurt, neglected, mistreated or affected by war, so that they can recover their health and dignity.

Article 22. Refugee children

Children who move from their country of origin to another country as refugees should receive help and protection and have the same rights as children born in that country.

Article 24-27. Health, water, food, clothing and safe environment

Every child has the right to the best possible healthcare, to clean drinking water, to healthy and nutritious food, and to adequate clothing. Every child also has the right to live in a home in a clean and safe environment. The government must support families and children who cannot afford these basic needs.

Article 31. Rest, play, culture, arts

Every child has the right to rest, relaxation, play and to take part in cultural and creative activities.

Article 38. Protection in war

Children have the right to be protected during war. No one under the age of 15 can join the army or take part in war.

But is wanting to be an active citizen enough?

Not exactly. There are two very important things without which it would be difficult, if not impossible, to make our voices heard and turn our ideas into action.

And what are they?

A strong democracy and fair elections.

What is a Democracy?

Democracy is a way of running a country or community in which people have the power to make decisions and take part in choices that affect their lives.

In a democracy, everyone has **equal rights and freedoms.**

Democracy is important because it helps people live with respect for one another, learn, grow, and live in peace.
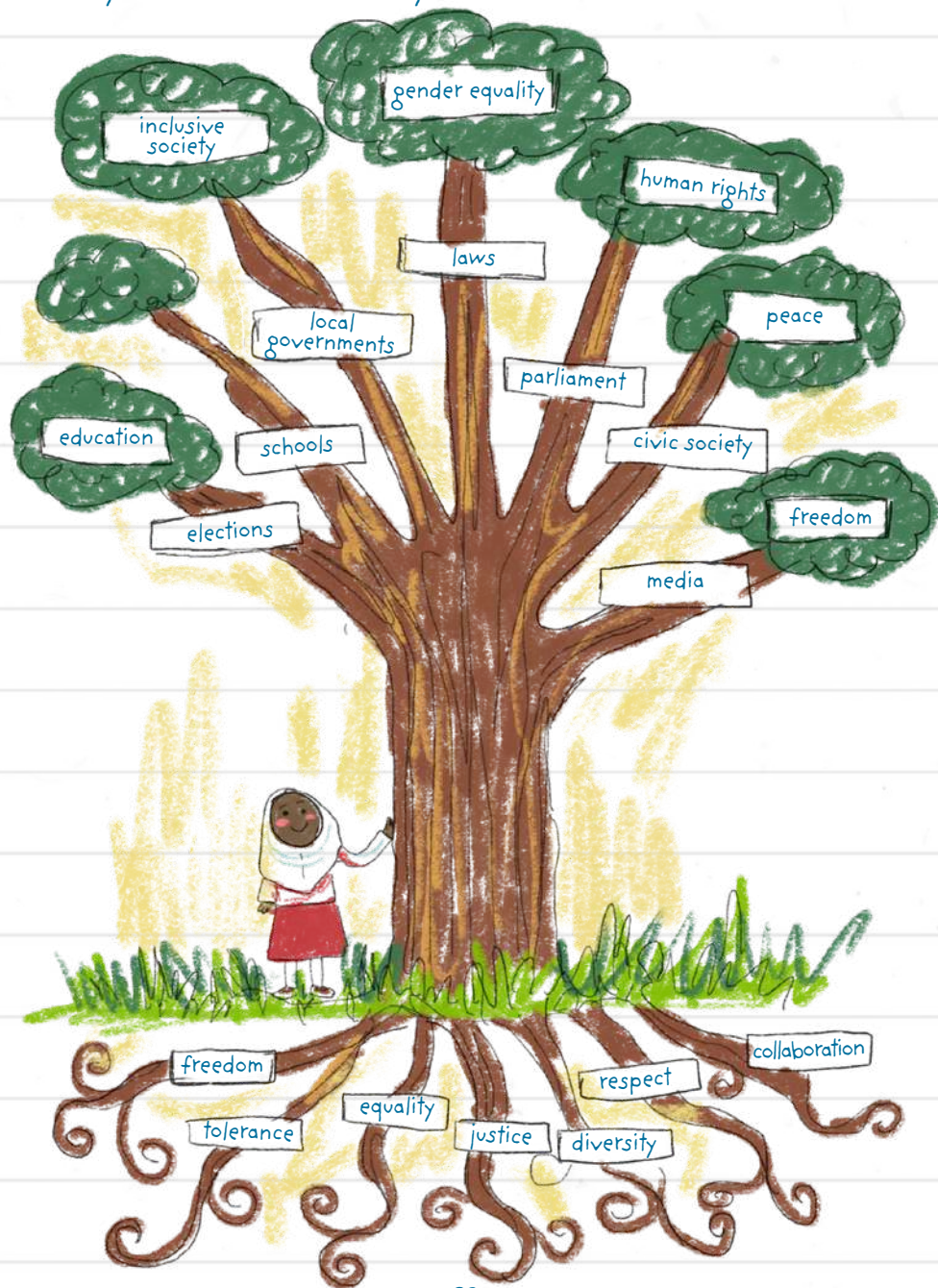
Democracy means working together to make schools and communities better and happier places for everyone.

But is there a democracy for us kids too?

Of course! You can practice democracy every day by joining school clubs, sharing ideas during meetings, listening to others, contributing to group decisions, or being part of a student council.

You know, for me democracy is like a tree. Its **roots** are the **values** it grows from, the **trunk** is the **institutions** that keep it strong, and the **fruits** are the good things it brings to everyone in the community!"

inclusive society

gender equality

human rights

laws

peace

local governments

parliament

education

schools

civic society

freedom

elections

media

freedom

collaboration

respect

equality

tolerance

justice

diversity

Do you want to draw and colour your own tree now and write down what values it should be based on, which institutions should hold them up, and what the juiciest fruits would be for you to harvest? Once you're done, share it with your friends and create a wall of democratic trees!

So, remember: When we take care of the roots (values), the trunk (institutions) grows strong, and the fruits (results) help everyone in the community!
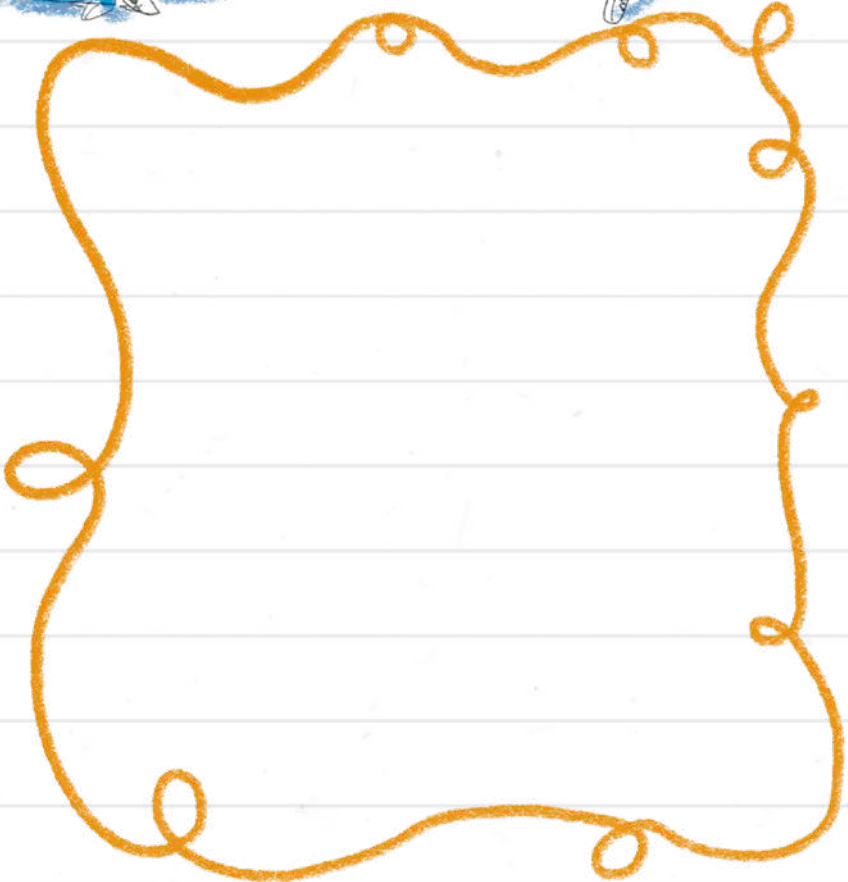
Why are Fair Elections important?

In a democratic country, people choose their leaders by voting and we expect those leaders to listen to everyone and do what is best for all.

Elections are the way we pick the leaders who represent us and who we think can do the best job. It's a bit like when your class votes for a class representative, or when you and your friends choose a team captain for a game.

When we vote, we are using our voice.

Fair elections make sure leaders are chosen by everyone, not just a small group. And when elections are fair, people are more likely to respect the results and work together for the good of the whole community.

How do Elections work in a Democracy?

It's simple!

1) People can become candidates

If they meet the age requirement and think they have the necessary experience, people can decide to put themselves forward and become candidates. To get votes, they need to share a programme with the voters to explain their ideas and what they would do if they win.

2) Election campaign

Candidates explain what they will do if chosen. They give public speeches, visit villages and communities, take part in debates—which are when candidates discuss and compare their ideas and opinions on a topic—distribute flyers, and put up posters. All of this helps voters compare ideas and choose a candidate.

3) People vote

On election day, people go to a place called a polling station. Everyone chooses the candidate they think is best. In a democracy, every vote is equal, no matter who you are!

4) Votes are counted

After everyone has voted, the votes are carefully counted to find out which candidate received the most votes.

60%   40%

5) The winner becomes the leader

The candidate with the most votes is declared the winner and becomes the leader for a set period of time according to the country's laws.

How should leaders act in a democracy?

In a democracy, a good leader is someone who helps everyone work and live together.

Leadership and accountability always go hand in hand.


Leadership = the ability to guide and inspire a group of people toward achieving a common goal, through listening, empathy, and the ability to make effective decisions.

Accountability = the ability and duty to answer for one's actions, behaviour, and the consequences that result.

How can you be a good Young Leader and what can you do?

Even if you're not an adult, you can still be a leader in your school or community! To be a good leader, it is important to:

Listen carefully to the ideas, concerns, and feedback of others.
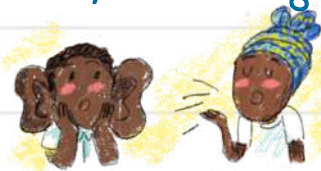
Be fair and honest with everyone, even when it's difficult or no one is watching.

Make decisions after careful reflections that consider the needs of everyone.

Accept feedback and try to improve when something goes wrong.

Speak up when something is unfair, when your friends are hurt, or when someone is excluded.

Help others solve problems peacefully and treat everyone with respect.

Share new ideas to improve school life or club activities.

Be accountable: take responsibility for what you do.

Stay informed about what is happening in your community and ask your leaders to be accountable too.

Lead by serving; always remember: "I am here to serve, not to rule." A leader's job is to listen, solve problems, and improve everyone's life, not to boss people around or think they are more important than others.

Good leaders respect the rules and never use power to benefit only their friends or family. If a leader gives special treatment only to some people, this is called corruption or a conflict of interest.

And now, let's play elections... and make changes like real leaders! Are you ready?

It's easy and fun, but you have to put in the effort!

STEPS

First, **get into small groups and draw a map of your community.** Don't forget to include important places like your school, your homes, the market, the hospital, the police station, the church, the mosque... Be creative! Use the labels on the next page and invent new ones that represent your neighbourhood.

Now **look at your map carefully and ask to your group members: what could we improve?**

Think not only about the buildings but also about the people. *Is anyone feeling excluded? Maybe because they have difficulty moving around...*

*Does everyone feel welcome? Do they have the chance to play, study and work?*

Choose one or two problems that feel important to you and reflect together. What small actions can you take to make a difference? Are there adults who could help you? And how?

Next, **democratically elect your group leader!** *Done? Great! This person will be the one representing your group in the election.*

Now, **help your group leader make an election poster** with their portrait, a slogan, and the main ideas of their programme.

Present the poster to your class while the leader gives their campaign speech.

After all the groups have shared, **reflect together:** did everyone have the chance to speak? What made teamwork easy or difficult? Which steps helped make the voting fair? What have we learned about leadership and teamwork?
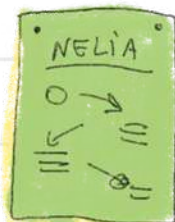
Now that we understand what it means to be active citizens, we also need to be aware

that the more we participate, at home, at school, or in our community, the more we will need to learn how to handle disagreements, because people rarely think exactly the same way. And that's actually the exciting part!

ZUBERI

NELIA

AISHA

Knowing how to resolve conflicts peacefully is the key!

What is peace?

Peace is more than just not fighting or having wars. Peace means everyone is respected, feels safe, and can live a happy and healthy life. Peace is when people have enough to eat, can go to school, have friends, and are treated kindly.
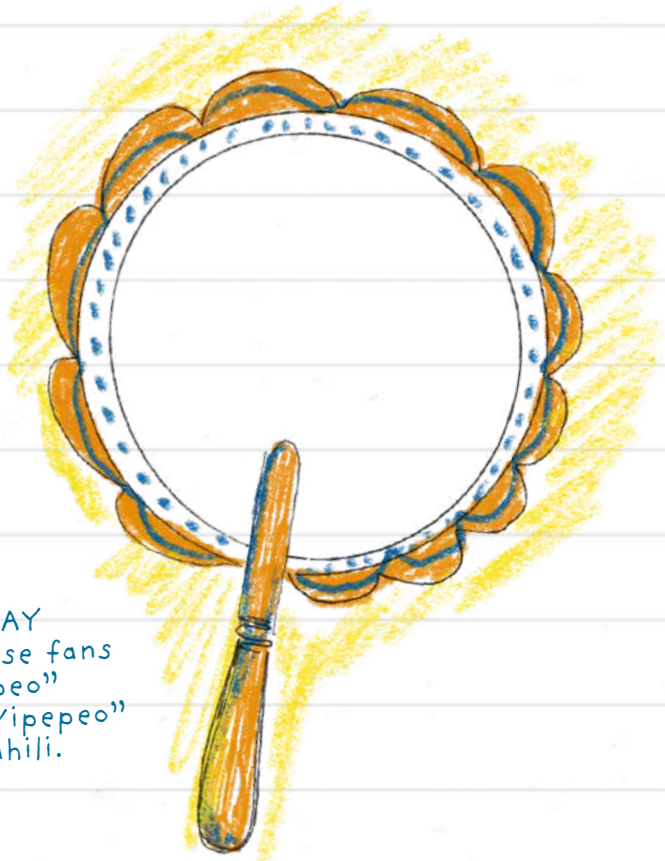
Peace can and should be everywhere.

The Peace Handfans

Let's play another game:

Close your eyes and think about what peace means to you.

Now write the first word that comes to your mind in the handfan next to you. Colour it, cut it out, and wave it so that your word of peace can fly and reach other people.
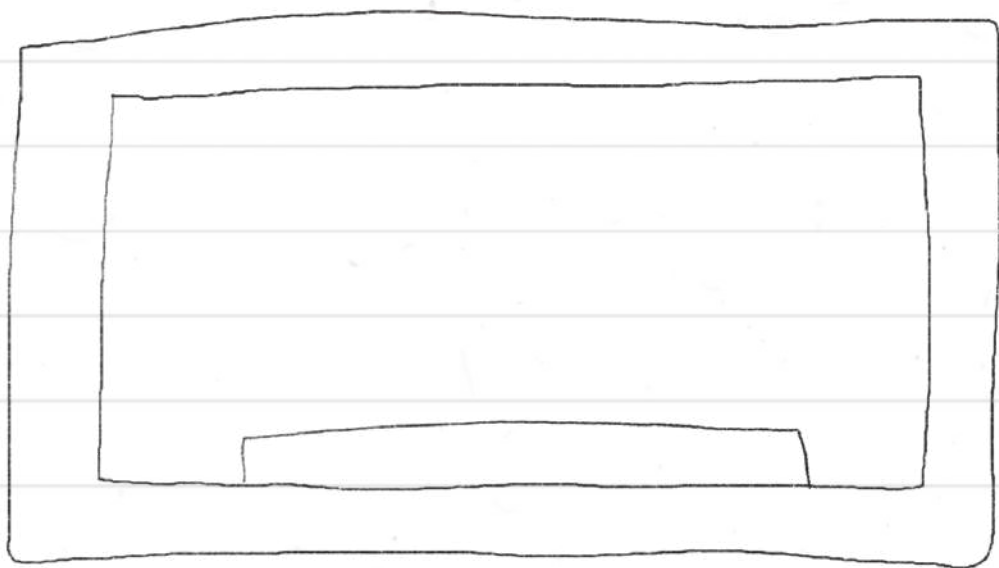
A THING YOU MAY NOT KNOW: These fans are called "Kipepeo" (singular) and "Vipepeo" (plural) in Kiswahili.

Message Kangas

If you prefer a Kanga instead of a fan – to wrap around yourself or hang on a wall – here is one you can colour in and write what peace means to you.
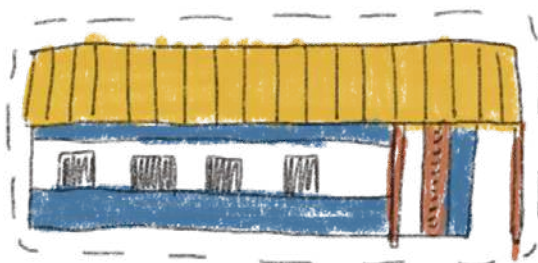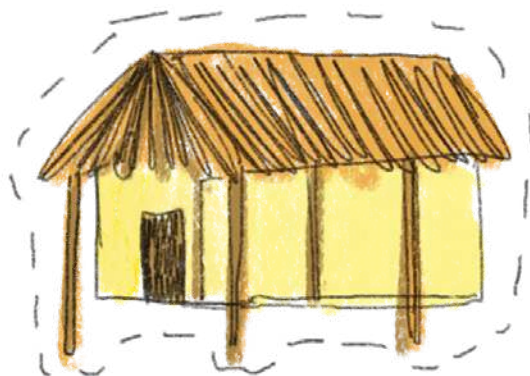
Images and words to cut and stick

Cut out three of the pictures you see here and stick them on a piece of paper to make a small collage. Then write a sentence explaining why your artwork shows peace.
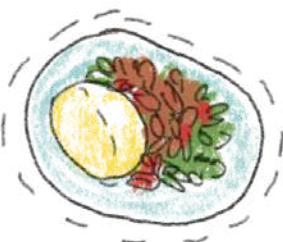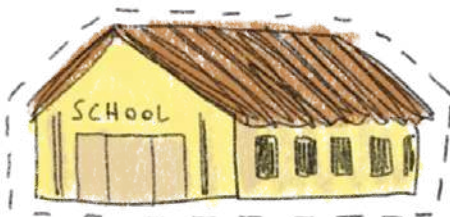
DIRA HOSPITAL

SCHOOL

BOOK

What is a conflict and why does it happen?

A **conflict** happens when people disagree and/or want very different things. It can occur within a family, among friends, at school, between communities, and even between countries

Disagreement between people is an inevitable part of our everyday life but by learning peaceful ways to solve them, disagreements can lead to positive outcomes and help us discover different points of view.
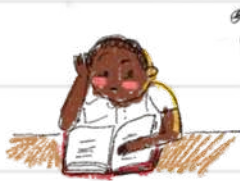
Why conflicts happen?

Differences in needs, when we want or need the same thing.

Differences in values, when we consider different things important.

example: one child thinks "studying is the most important thing," another thinks "playing sports is the most important thing."

Differences in opinions, when we see things differently.

Relationships, when we experience strong emotions such as anger or jealousy.

Structural (equity and justice), when things are not fair for everyone.

Conflict and Power

Conflicts become more difficult when power comes into play, that is, when a person or a group has more opportunities, more resources, or a stronger voice than others.

There are different types of power:

Economic: when someone has much more money or property than others.

Political: when those who make the rules do not listen to everyone's opinions.

Social: when someone tries to force others to live according to their habits or traditions.

Intellectual: when a person knows important things but does not share them with others.

Physical: when force, threats, or bullying are used to get what one wants.

Psychological: when a person, thanks to their charisma, is able to influence the thoughts and behaviours of others.

What's the difference between Conflict and Violence?

Conflict = Disagreement. Conflict can be resolved through both dialogue and peaceful actions.

Violence = Intentionally hurting others. Violence is deeply harmful and always wrong.

Conflict does not always involve violence but if we **don't solve conflict peacefully**, it can turn into **violence**.

Is conflict always bad?

Conflicts aren't always negative if we use them to learn and understand each other better.

When we talk about our disagreements calmly and listen to each other, we can grow and become better friends or teammates.
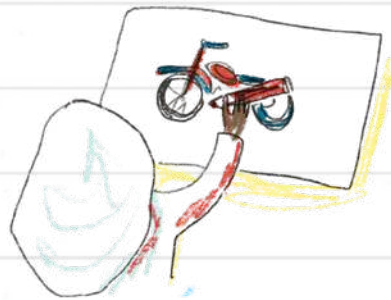
Positive outcomes of conflict

Better understanding

A conflict can help us get to know each other better and see things from different points of view. In this way, we learn to appreciate different opinions, developing more empathy and friendship.

Drivers of Change

Sometimes conflicts are an opportunity to change unfair rules or find solutions that are useful for everyone in the community.
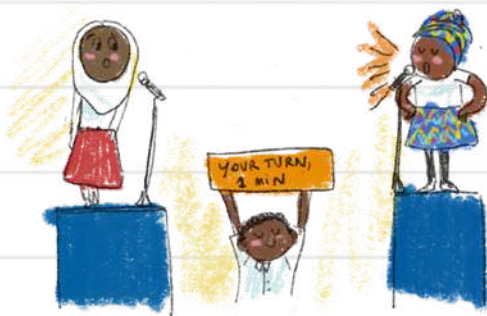
Growing together

A conflict can teach us to collaborate, share ideas, and solve problems like a real team.

How can we handle conflicts peacefully and turn them into positive outcomes?

1. Talk calmly and give both sides a chance to speak.

2. Listen actively to the other person. That means that you are not just waiting to be the next to speak but really hearing what is being said!

3. Try to imagine how you might feel if you were the other person.

4. Collaborate to find a fair solution to the disagreement together. Look for a Win—Win solution!

5. Gain perspective. Ask for help from a teacher or adult you trust.

And now... are you ready to get on the stage?

1. In groups, decide on a common conflict that happens at school among students or between students and teachers.

2. Create a roleplay where this conflict happens and **apply the above tips to demonstrate how it is resolved peacefully in the end**.

3. Perform for the class.

Our friends in Kenya, Tanzania, and Mozambique have expressed their feelings through poetry, music and theatre, and have worked together to inspire other children to make their schools safer and more peaceful!

I love poetry, and I love singing, and you?

Do you want to play with me using these words and create your own verses to spread a message of peace and justice?

Use the words on the page next to this, add any others you like, and create your piece, it can be a rhyme or a song, anything goes!

The important thing is that your message travels far, shouted at the top of your lungs in the schoolyard or sent in a bottle ready to sail across the waves of the sea!

VIOLENCE, INJUSTICE, PAIN, EDUCATION, RAY OF LIGHT, SHADOW, RICH, ISLAND, HUNGER, POWERFUL, DEFENSELESS, WAR, RAIN, LAUGHTER, HANDS, VOICE, STREET, OCEAN, PEACE, FRIENDSHIP, JUSTICE, HEART, SMILE, HAND IN HAND, COMMUNITY, RESPECT, HARMONY, FREEDOM, EQUALITY, HOPE, TOGETHER, SOLIDARITY, HELP, HAPPINESS.

This booklet is part of a special project called **Kujenga Amani Pamoja**, which means Building Peace Together. It's a big team effort to support young people and their communities in **Kenya**, **Tanzania**, and **Mozambique** to lead the way toward more peaceful schools and communities.

The project is supported by the **European Union** and implemented by **WeWorld** in partnership with Tanzania Building Future Organization (TABUFO) and 4H in Tanzania, Stretchers Youth Organisation (SYO) in Kenya and Conselho Nacional do Voluntariado (CNV) in Mozambique.