PEACE OR RECOVERY ALBUMS

M2.S7: Handout

Purpose:
- Encourage child-led documentation, peacebuilding, and advocacy participation.
- Document children’s views and experiences.
- Show that children’s voices and contributions toward problem-solving are important.

When to use this exercise:
- Program Implementation Phase

Age: 10 and above

Materials: Paper folders, strong paper, string holders to hold album together, glue.

Time: Ongoing, regular activity as part of children and youth group activities.

Instructions: Since the information collected can include sensitive material regarding an emergency, it is important to ensure children’s confidentiality by not disclosing their names. Instead, they can write “boy/girl,” age of the child, and some information regarding the child’s situation; for example, “living in IDP camp” or “living in village affected by tsunami.”

Contextualize: Name the albums to represent the future, after the emergency. Depending on the nature of the emergency, these can be named “peace albums” if in a conflict, and “recovery albums” if in a natural disaster, etc.

Steps:¹

1. Provide children or youth group members with materials to create their own personal albums envisioning a better future.

2. Encourage children to continually add drawings, stories, poetry, newspaper articles, etc., relating to their experience on or view of the emergency and what the future (e.g., peace/recovery) means to them into the album.

3. Tell the children where their albums will be stored and let them know how to access the albums to keep adding materials to them over time. If this is a regularly scheduled activity, let the children know when they can next work on the album.

¹ Adapted from Save the Children Norway. (2008). A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults. (pages unnumbered)
4. Their contributions can be shared and discussed among the association members to analyze key topics from the album.

5. Encourage the children to make use of their album materials in child-led advocacy work; for example, by presenting some of their material at school or local government meetings. Encourage the children to analyze and present material during wider child workshops or special events.