



PEACE BUILDING PROGRAM PROGRAM GUIDE

2024 - 2029

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LIST OF ACCRONOMYS

- **VJN:** Vision Jeunesse Nouvelle
- **M&E:** Monitoring and Evaluation
- **C.A.F.S.:** Central Administration of Financial Services
- **AVP:** Alternatives to Violence Program
- **NVC:** Nonviolent Communication
- **MINUBUMWE:** Ministry of National Unity and Civic Engagement
- **EAC:** East African Community
- **UN:** United Nations
- **PAC:** Parents adolescent communication
- **MINEDUC:** Ministry of Education
- **CINEDUC** - Cinema Education
- **CSO** - Civil Society Organization

PART I

I.1 BACKGROUND OF VISION JEUNESSE NOUVELLE

The organization “Vision Jeunesse Nouvelle” (VJN) is a national non-governmental organization. It was created in 2002 by the Congregation of the Brothers of Christian Instruction (FIC), at the instigation of Brother Gabriel LAUZON, after having consulted the Bishop of the Diocese of NYUNDO, Mgr Alexis HABİYAMBERE, S.J, and the Parish Priest of Gisenyi, Father Epimaque MAKUZA and some lay people.

Since the foundation of Vision Jeunesse Nouvelle, the FIC Congregation has provided significant financial and human resources. Vision Jeunesse Nouvelle is a work of the Congregation of the FIC and its partners which extends the educational work of the FIC and wishes to bear the same characteristics in the reality of Rwanda today.

The first Statutes of this organization were drafted in accordance with the provisions of Law No. 20/2000 of 26/07/2000 relating to non-profit associations.

The General Assembly of Vision Jeunesse Nouvelle in its ordinary session of March 5, 2013, decided to harmonize its statutes in accordance with the provisions of Law No. 04/2012 of 02/17/2012 on the organization and functioning of Non-Governmental Organizations national.

In accordance with article 32 of the Statutes amended on March 05, 2013, new revised Statutes of Vision Jeunesse Nouvelle were adopted by the General Assembly of December 03, 2022.

I.1.0 Mission and Vision of the organization

I.1.0.1 Vision.

A renewed, dynamic, productive population, in good physical, moral and spiritual health, for a better future for the country.

I.1.0.2 Mission

Develop the talents and capacities of the population for the promotion of human and spiritual values with a view to their involvement in the process of sustainable development

I.1.0.3 Objectives

The mission of the organization will be achieved through the following objectives

1. Contribute to public awareness on the prevention of HIV/AIDS, sexually transmitted diseases, nutritional diseases and other pandemics.

2. Detect and promote the talents of young people in the sports, cultural, artistic and technological fields
3. Contribute to improving the lives of vulnerable people (unaccompanied children, people living with disabilities, young mothers, widows, the elderly and refugees) to help them integrate harmoniously into society.
4. Promote human rights, unity building, peace and reconciliation activities.
5. Combat poverty among disadvantaged youth and adults through microfinance, cooperatives and income-generating activities.
6. Decrease the unemployment rate through vocational training, literacy, entrepreneurship, service delivery and other means.
7. Promote the human and spiritual values of the population
8. Educate the population about health, nutrition, environment, reading and writing

I.1.2 Program Background

Reference is made to the history of Rwanda and the conflicts available in the Great Lakes Region. VJN, as an organization which works with youth, realized that it was good to teach and train the youth about the culture of peace through different activities.

While implementing the results of the workshop held on 09th October in 2009 between GIZ and VJN the idea was born that we needed to establish a program that could help achieve good results. This program has the role of contributing to the promotion of lasting peace in Rwanda, strengthening the capacity of the youth for the peaceful conflicts resolution and strengthening the conviviality networks of the youth from the great lakes' region.

I.1.2.1 Objectives of the program

I.2.1.1 Main objective

Resolve injustice in nonviolent ways, transform and manage the structural conditions that lead to conflicts.

I.2.1.2 Specific objectives

Peace building program has three specific objectives of:

1. Strengthening the capacities of the youth to the conflict resolution in a non-violent way in the communities and the Great Lakes region.
2. Contributing to the promotion of peace, unity and reconciliation among the community: vis a vis to the acceptance of diversity, tolerance, and trauma healing.

3. Contributing to the sustainable peace in the cross-border region by creating the safe space of dialogue which promotes mutual understanding between the youth of the Great Lakes region.
4. Create a space for youth to learn, exchange ideas, and develop the skills necessary to live peacefully in today's evolving world, while fostering critical thinking.

I.1.3. General context - Problem statement

Rwanda's history, especially the 1994 genocide, and ongoing conflicts in the Great Lakes Region has left deep scars in both individuals and communities. The ideologies that fuel divisions, along with manipulation among youth, have created an environment where conflict remains dominant at various levels, from family units to cross-border tensions. Youth are highly vulnerable to these influences, often lacking the necessary skills to critically analyze and resolve conflicts peacefully. Family disputes and intergenerational challenges further compound the problem, as they are often left unresolved, accelerating tensions within communities.

Recognizing these challenges, Vision Jeunesse Nouvelle (VJN) established the Peace Building Program to address the root causes of conflict by equipping youth with the tools for conflict resolution and promoting a culture of peace. Through training, dialogue, and capacity-building initiatives, VJN aims to empower young people to become agents of change in their communities, fostering lasting peace in both Rwanda and the wider Great Lakes Region. The program seeks to counteract the harmful ideologies and manipulation influencing youth, encourage positive communication, and strengthen the networks of peacebuilders across the region.

I. 1.4 Target group (Direct and indirect groups)

In carrying out its regular activities, the peace-building program comes into direct or indirect contact with people or youth initiatives related to the field.

Among them:

I.1.4.1 Direct target group:

- ✓ Youth aged between 18-30.
- ✓ Eclaireurs Animateurs and Co- Eclaireurs Animateurs.
- ✓ Youth in the refugee camps.
- ✓ Parents.
- ✓ Youth in secondary schools.
- ✓ Youth in universities.
- ✓ Youth out of schools.

- ✓ Clubs in schools and communities.
- ✓ Youth initiatives (Youth groups that implement activities which are related to the promotion of peace).
- ✓ People in host communities.
- ✓ Prisoners and their respective families.

I.1. 4.2 Indirect target group:

- Authorities.
- National and international partners.
- Community members.

I. 1.5 Selection criteria

For one to be a member or a beneficiary of the activities of the peace building program, one must have and fulfil the following criteria:

- ✓ Basic criteria:
 - Youth aged between 18-30.
 - Have a youth initiative.
 - Skills in reading and writing.
 - Be a member of a peace club at school.
 - At least know English or French especially for peace Fellows

I.1.6 Scope of work

The scope of work for our activities is only in the country of Rwanda. We participate in the activities at the region, Africa and the world levels through partnership or invitation of our partners.

I.1.7 Main program activities and their duration.

The aim of the program is to resolve injustices non-violently and transform the structural conditions that give rise to conflict, by including activities such as training, dialogue, debate and public speaking, theatre, film education (CINEDUC), peace camps, visits, sports for peace, arts for peace, festivals, conferences and summits, as well as research, as part of a comprehensive approach to peacebuilding

Below is a table that describes the activities and the implementation period:

#	ACTIVITY	COURSE / SUBJECT	DESCRIPTION	PERIOD

1	Trainings	Critical thinking	The workshop is combining critical and creative thinking basic skills. It will allow youth eclaireur co- facilitators participants to explore the importance of critical and creative thinking and its relationship with peace education and non-violent ways to prevent and solved violent conflict.	4 days
		Parents Adolescent Communication (PAC)	The presence of different perceptions in families and between generations. This manifests itself in an increased level of misunderstanding and quarrel cases between families and between parents and their children because there is a different view of things based on generations.	5 days
		Alternative to Violence Program (AVP)	This is a volunteer-run conflict transformation program where teams of trained AVP facilitators conduct experiential workshops to develop the abilities of participants to resolve conflicts without resorting to manipulation, coercion, or violence. In AVP, there are three trainings of: – Basic AVP, – Advanced AVP. – Training of Facilitators (ToF) AVP.	9 days
		Non-violence communication	Non-violence Communication (NVC) is an approach to enhanced communication, understanding, and connection based on the principles of nonviolence and humanistic	3 days

			psychology. It is not an attempt to end disagreements, but rather a way that aims to increase empathy and understanding to improve the overall quality of life.	
		Advocacy	Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions. Advocacy includes activities and publications to influence public policy, laws and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public.	3 days
		Community dialogue	This activity enables participants to develop self-esteem and raise awareness of non-violence vis a vis to ethnic and gender-based prejudices and adults, and it enables participants to use an open and interactive platform for dialogue available for youth and young adults.	2 days
		Climate change,	Climate change often leads to resource conflicts, migration, and increased social tensions, which can disrupt peace in communities. By including climate change education in the Peace Building Program, youth can be taught the importance of environmental protection, sustainable practices, and how to collaborate in solving climate-related challenges. This can help reduce	3 days

		conflicts over resources and promote a culture of collective responsibility for Rwanda as well as the whole world.	
	Human rights	Human rights are fundamental to peace, as respect for rights leads to more just and harmonious societies. Educating youth about their rights and the rights of others, teaching them how to stand up for justice and equality. By promoting understanding and respect for human rights, the program encourages peaceful interactions and prevents discrimination, which is a key component in building lasting peace.	3 days
	Gender	Gender equality is central to creating peaceful societies where everyone is treated fairly. Addressing gender issues by promoting gender equality and helping youth understand the value of respect for all genders. This creates a foundation for peaceful relationships, prevents gender-based violence, and empowers both girls and boys to participate equally in societal development and peacebuilding efforts.	2 days
	Social media use	Social media can be a tool for both peace and conflict. Teaching youth how to use social media responsibly, promoting positive communication, respectful dialogue, and the sharing of constructive ideas. It can also help	2 days

			youth understand the risks of harmful behaviors like cyberbullying and hate speech, which can undermine peace. By empowering youth to use social media for peacebuilding, the program can reduce online conflicts and promote peaceful interactions.	
		Fake news	Fake news can fuel division, mistrust, and conflict. through media literacy training to help youth recognize and combat misinformation, ensuring they can critically assess the information they encounter. By empowering youth with the skills to identify and challenge fake news, the program helps foster trust, understanding, and informed discussions, which are essential for creating peaceful communities.	2 days
2	Dialogues	Dialogues	Dialogue is conversational exchange done between two or more people on different themes or topics to have a common understanding and find solutions to identified and specified problems.	2 days
3	Debates / Public speaking	Debates / Public speaking	This is organized to create space where young people and adults in and out of school exchange and share their knowledge and experiences to highlight their opinions, critical analysis and openness to diversity.	3 days

4	Theatres	Theatres	This is the use of the powerful medium of theater to engage young people in public spaces, facilitating an interactive platform for dialogue, reflection and positive social change. By harnessing the transformative potential of theater, we seek to cultivate empathy, understanding and mutual respect among young people, thereby contributing to a peaceful and harmonious society.	45 minutes
5	Cinema Education (CINEDUC);	Cinema Education (CINEDUC);	These are productions which aim to inform targeted audiences about available issues. This is used to inform the public about social issues and raise public awareness.	1 hour
6	Peace camps	Peace camps	This refers to organized gatherings or communities aimed at promoting peace, fostering understanding, and advocating non-violent conflict resolution. This brings together youth from different areas to discuss a specified theme regarding peace building. It brings together diverse people who can identify problems and find solutions in the communities.	5 days
6	Study trips	Study trips	These are visits conducted to learn from others on a specific theme, place or activities to gain knowledge and improve skills and sharing of ideas and experiences.	2 days
	Sports for peace	Sports for peace	Sports bring people from different backgrounds, cultures, and beliefs	1 day

7			together on a common platform. Through sports, individuals interact, communicate, and develop mutual respect, breaking down barriers and stereotypes.	
8	Art for peace	Art for peace	Art for peace is a powerful concept that embodies using artistic expression to promote harmony, understanding, and conflict resolution. Artists often use their work to raise awareness about social injustices, human rights violations, and issues that contribute to conflict, thereby mobilizing support for peacebuilding efforts.	4 days
9	Festivals	Festivals	Festivals dedicated to peace can be powerful gatherings that promote harmony, understanding, and unity among people. These festivals serve as platforms for promoting peace through various forms of expression, education, and community engagement, inspiring attendees to contribute positively to a more peaceful world.	3 days

I.6 Program approaches - Methodologies

The program uses the following approaches to implement its activities:

I.6.1 Preventive Diplomacy

This involves efforts to prevent the outbreak of violence or conflict before it escalates. It is a proactive approach focused on early intervention.

Methods:

- Diplomatic dialogue between conflicting parties.
- Mediation by neutral third parties.

- Confidence-building measures to improve relations between parties.
- Conflict analysis to identify risks and address grievances.

I.6.2 Conflict Resolution and Mediation.

Conflict resolution focuses on finding mutually acceptable solutions to the disputes between parties. Mediation is often used as a tool to facilitate dialogue.

Methods:

- ❖ Third-party mediation by neutral organizations (e.g., UN, regional organizations).
- ❖ Negotiation and compromise-building.
- ❖ Creating platforms for direct communication between conflicting groups.
- ❖ Training local leaders and organizations in conflict management techniques.

I.6.3 Reconciliation

Reconciliation focuses on repairing relationships between individuals, communities, and ethnic or political groups after conflict, aiming to build mutual trust and understanding.

Methods:

- ❖ Truth and reconciliation commissions (e.g., South Africa post-apartheid).
- ❖ Transitional justice mechanisms to address past human rights violations.
- ❖ Community dialogues and social healing programs.
- ❖ Cultural exchanges and activities to foster empathy and forgiveness.

I.6.4 Socio-Economic Development

Peacebuilding includes addressing the economic and social inequalities that often fuel conflict.

Methods:

- ❖ Poverty reduction programs and inclusive economic development.
- ❖ Improving access to education, healthcare, and employment opportunities.
- ❖ Infrastructure development to promote stability and trust.
- ❖ Support for local businesses and industries to reduce economic marginalization.

I.6.4.Human Rights Protection.

Protecting human rights is essential to creating a peaceful society, as violations often lead to or perpetuate conflict.

Methods:

- ❖ Promoting international human rights standards and practices.
- ❖ Strengthening local legal frameworks to protect individuals from abuse.
- ❖ Monitoring human rights abuses and providing advocacy and support for victims.
- ❖ Establishing institutions for the protection of marginalized groups, such as minorities or refugees.

I.6.5 Peace Education and Advocacy

Peace education aims to instill values of nonviolence, tolerance, and coexistence in communities, particularly in the younger generation.

Methods:

- ❖ School-based peace education programs.
- ❖ Public campaigns promoting dialogue, tolerance, and the importance of peaceful conflict resolution.
- ❖ Civic education to empower citizens to engage in peaceful political processes.
- ❖ Media and arts projects to raise awareness and challenge narratives that fuel division.

I.6.6 Civil Society Engagement

Civil society organizations (CSOs) play a crucial role in peacebuilding by providing a platform for dialogue, raising awareness, and promoting local ownership of the peace process.

Methods:

- ❖ Supporting grassroots peace initiatives and community-based organizations.
- ❖ Encouraging active participation in decision-making processes, especially among women, youth, and marginalized groups.
- ❖ Promoting social cohesion through intergroup activities and dialogue.
- ❖ Providing peacebuilding training for local leaders and activists.

I.6.7 Inclusion and Gender-sensitive Approaches

Ensuring that peacebuilding processes include all segments of society, particularly marginalized groups such as women and youth, is essential for long-term peace.

Methods:

- ❖ Including women in peace negotiations and decision-making processes.
- ❖ Promoting gender-sensitive policies and practices in peacebuilding initiatives.
- ❖ Empowering youth through education, leadership training, and involvement in community peace efforts.
- ❖ Addressing the specific needs and roles of women in post-conflict settings, including support for survivors of sexual violence.

I.6.8 Political Dialogue and Power Sharing

Political dialogue and power-sharing arrangements are essential in conflict-prone societies to ensure political stability and prevent the recurrence of violence.

Methods:

- ❖ Creating inclusive political processes that represent all key stakeholders in society.
- ❖ Negotiating power-sharing agreements in deeply divided societies.
- ❖ Promoting democratic reforms to ensure peaceful transitions of power.
- ❖ Supporting the development of political institutions that ensure fairness, transparency, and inclusiveness

Evaluation (individual, community)

The evaluation method for the Peace Building Program at Vision Jeunesse Nouvelle (VJN) is carefully designed to assess both the effectiveness and the long-term impact of the program. Through this process, VJN seeks to understand how well the program achieves its objectives of fostering peace and empowering youth. This approach not only allows for tracking progress but also provides valuable insights that help improve the program, ensuring it remains relevant and impactful in building peace.

Individual evaluation

- ❖ Setting evaluation questions (These will give results of the activity, testimonials, success stories).
(in appendix)
- ❖ Pass mark set by the facilitators.
- ❖ Provision of evaluation forms to the participants.
- ❖ Evaluation form to the host of the activity (if applicable).

Community evaluation

Setting evaluation questions (These will give results of the activity, testimonials, success stories, impact, identifying improvements areas). (*in appendix*)

Monitoring and evaluation process by the program.

Field work will be done to observe the implemented activities if they are meeting the plan. These will measure:

- ❖ How relevant or important the activities were to the beneficiaries.
- ❖ How effective the activities were towards achieving the objectives.
- ❖ How impactful the activities were to the beneficiaries indicating the positive and negative results of the activities. This will also indicate what the beneficiaries gained from the activities.
- ❖ How sustainable the activities are indicating if the activities will continue or stop for the implementation.

The program activities will be evaluated through:

- Questionnaires.
- Interviews.
- Surveys.
- Testimonials.
- Success stories.

The reporting system and deadline will be respected. Techniques will be checked before use practically and theoretically. A check list which will be verified to see if the set activities were done as planned. Surveys to verify the achieved objectives of the activities.:

Graduation

This is done after the closure of the activity whereby participants are rewarded with certificates of participation, completion, appreciation and recognition after a certain period through the contract, individually or in initiatives.

PART II

Program management

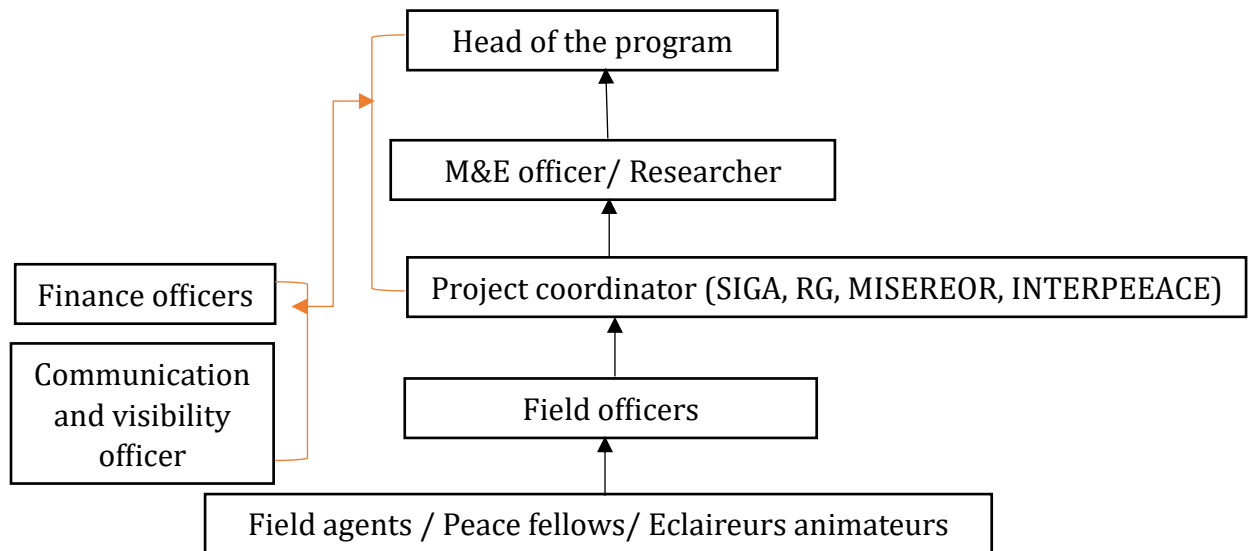
In the program of peace building, there are different projects, and each project has its own staff team. Even if the staff are in projects, they are all in the same program, which has the following parts.

1. Head of the program.

2. M&E officer / Researcher.
 3. Project coordinators.
 4. Field officers.
 5. Field agents.
 6. Finance officers.
 7. Communication and visibility.
- } Cross cutting team.

Below is a hierarchy of the peace building program:

HIERACHY OF THE PROGRAM OF PEACE BUILDING



Below is an explanation of the hierarchy:

- **Arrows in orange:** These arrows indicate the collaboration among the head of the program, project coordinators, finance officers and communication and visibility officer.
- **Black arrows:** These arrows indicate the reporting structure of how reports are done as follow:
 - ✓ Field agents report to field officers.
 - ✓ Field officers report to project coordinators.
 - ✓ Project coordinators report to M&E officer/ Researcher.
 - ✓ M&E officer/ Researcher reports to head of the program.
 - ✓ Collaboration among the head of the program, the project coordinators and the communication and visibility officer regarding the visibility of VJN activities.

The program members have responsibilities which enable them to do their work. Below is the table which shows the function, the responsibilities and the deadline for the reporting:

#	FUNCTION	RESPONSIBILITIES	REPORTING PERIOD
1	Head of the program.	- Manage the working channel of the program. - Lead the team members of the program. - Collect and compile reports of the projects. - Collect and compile reports of the program. - Plan the activities of the program.	Deadline for reporting is 5 th of the following month to be submitted to the administration of VJN, partners and the donors.
2	M&E officer / Researcher.	- Collect data related to the activities of the projects. - Collect data related to the activities of the program. - Monitor the implementation of the activities. - Evaluate the implemented activities.	Deadline for reporting is 30 of every month to be submitted to the head of the program.
3	Project coordinators.	- Plan the activities of the projects. - Coordinate the activities in implementation. - Evaluate the implemented activities. - Submit reports of the implemented activities.	The deadline for reporting is 30 of every month to be submitted to the research manager / M&E officer.
4	Field officers.	- Implement field activities. - Submit the reports of the implemented activities.	Deadline for reporting is 30 of every month to be submitted to the project coordinator.

		- Provide on-site support for young people in companies after they have graduated	
5	Field agents.	- Implement field activities. - Submit the reports of the implemented activities.	Deadline for reporting is 25 of every month to be submitted to the field agent.
6	Finance officers.	- Plan for the budget of the activities. - Monitor the effective use of funds for the activities. - Report the funds used for the activities.	Deadline for reporting is 05 of every month to be submitted to the head of the program and the C.A.F.S.
7	Communication and visibility officer.	- Ensure the visibility of the activities implemented. - Ensure the availability of the materials to use in the activities' implementation. - Provision of the activities updates on the platforms of the organization.	Deadline for reporting is 30 of every month to be submitted to the head of the program and VJN administration.

The program has the following rules that every member must follow:

- Fulfilling the responsibilities of the work.
- Meet the deadlines.
- Submitting reports not later than the 30 of every month.
- Following a do no harm approach among program members.
- Be a good communicator.
- Be time efficient / Use time well.
- Complete assigned tasks.

Action plan

The action plan will be submitted, weekly, monthly and annually according to VJN plans. This will include the activities which will be implemented in a year.

Budgeting

The budget will be submitted annually according to action plan. This will include the budget of all the activities which will be implemented in the program. The budgets include the followings:

- Project budget.
- Program budget.
- Activity budget.

Reporting system

The reporting is done in different ways as follows:

- **Activity reporting:** The report is submitted according to the activity done in a certain period.
- **Weekly reporting:** The reports are submitted according to the activities done in the week, such as training.
- **Monthly reporting:** The reports are submitted after a combination of all the reports of activities implemented after one month.
- **Semester reporting:** The reports are submitted after a combination of all the reports of activities implemented after six months. It is a combination of all the reports from different projects implemented.
- **Annual reporting:** The reports are submitted after a combination of all the reports on activities implemented after twelve months.
- **Project closure reporting:** These are the reports submitted at the end of the project after the implementation of activities as the final reports.

Below is an explanation of the report structure:

- Field agents report to field officers.

- Field officers report to project coordinators.
- Project coordinators report to M&E officer/ Researcher.
- M&E officer/ Researcher reports to head of the program.
- Collaboration among the head of the program, the project coordinators and the communication and visibility officer regarding the visibility of VJN activities.

Documentation – Archives

All the documents of the program will be kept in both soft and hard copies. Reports will be printed and kept in folders in the peace building program office. Soft reports will be kept on hard disks, flash disks and on the cloud of VJN. The documents include the followings:

- Project reports.
- Program reports.
- Monthly reports.
- Weekly report.
- Activity reports.

Capacity empowerment.

Twice a year, a refresher training for the staff group members to evaluate and share experience is planned.

At least once a year, a field study / visit will be done for the staff and beneficiaries with the purpose to learn from others through observations, documentation and experience sharing.

Communication and visibility program

The communication and visibility program will help to enhance the visibility and awareness of its activities among its target audience, partners and stakeholders. This will help in increasing brand awareness of VJN, promoting specific messages and engaging stakeholders. Messages that are shared with our target audience will be clear, consistent, and aligned with the program objectives.

Communication channels most effectively will be used to reach the target audience, and they include media through televisions, radios and prints like pull ups, banners and tear drops. The program will also use a channel of digital platforms through the website of VJN and its social media. Visibility will also be gained through the events organized and newsletters written. The content developed will be of a high-quality that supports the messages and engages the audience.

Communication materials will be used to reinforce the organization's identity and messages. The monitoring and evaluation will be done through a mechanism established to gather feedback from the audience to continuously improve the communication strategies. This will enable the peace building program to effectively enhance the organization's reputation, influence stakeholders, and achieve the strategic goals more effectively.

PART III

I. Available modules:

- 1.Critical thinking
- 2.PAC
- 3.AVP
- 4.NVC
- 5.Advocacy
- 6.Community Dialogue
- 7.Cineduc
- 8.Genre et Promotion de la Paix.
- 9.Public Speaking
- 10.Theatre
- 11.Reconciliation and Mediation.
- 11.Community Therapy and Trauma Healing.

II. Needed modules to be developed: Climate change, social media use, Fake news,

PART IV

I. References

- ◆ MINUBUMWE
- ◆ UN AGENCIES
- ◆ INTERNATIONAL AGENCIES
- ◆ EAC RULES AND REGULATIONS

Done at Rubavu on 12/12/2024

Prepared by:

Pece building Program

Vision Jeunesse Nouvelle