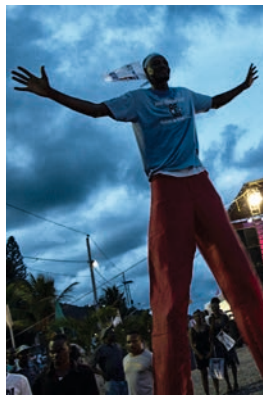
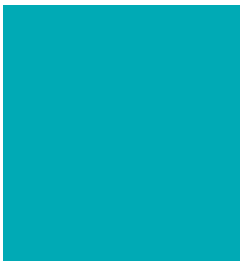
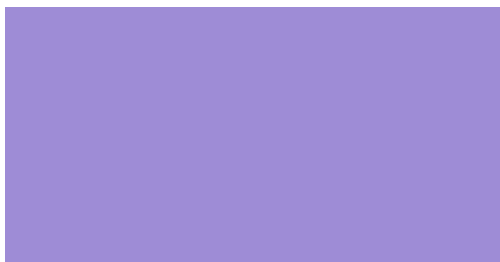


YOUNG PEOPLE'S PARTICIPATION IN PEACEBUILDING: A PRACTICE NOTE



Inter-Agency Network on Youth Development
Working Group on Youth and Peacebuilding
with support from
PeaceNexus Foundation





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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	4
ACRONYMS	5
EXECUTIVE SUMMARY	6
1. INTRODUCTION	8
a) Background and Purpose	8
b) Objectives	9
2. CONTEXT: YOUTH AND CONFLICT	10
a) Relationship between Young People and Conflict and Peace	10
b) Factors behind Vulnerability and Engagement in Violence	11
c) Rationale behind Supporting Youth to Promote Resilience and Peacebuilding	13
3. PROMISING PRACTICES IN POLICY AND PROGRAMMES	16
Evidence	16
Gender	17
a) POLICIES AND PLANS	17
National Development and Peacebuilding Plans	17
National Youth Policies	22
National Youth Services	25
b) PROGRAMMES	27
Youth Leadership	27
Youth Organizations and Associations	30
Youth Centres and Clubs	33
Education	35
Governance	38
Community Building	42
Economy	44
Sports	47
Media	50
Religion	53
Extractive Industries	55
Countering Violent Extremism	58
CONCLUSION	63
ADDITIONAL REFERENCES	64

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The views and interpretations in this note do not necessarily represent the views of the organizations with which the contributors are affiliated.

ACRONYMS

BBC:	British Broadcasting Corporation
CAR:	Central African Republic
CFS:	Child-friendly spaces
CLIPs:	Community-Based Labour-Intensive Projects
CSO:	Civil Society Organization
CVE:	Countering Violent Extremism
DRC:	Democratic Republic of the Congo
EU:	European Union
FATA:	Federally Administered Tribal Areas (Pakistan)
GCC:	Mercy Corps' Global Citizen Corps
IANYD:	United Nations Inter-Agency Network of Youth Development
IDP:	Internally Displaced People
IMF:	International Monetary Fund
KPK:	Khyber Pakhtunkhwa Province (Pakistan)
KRT:	Khmer Rouge Tribunal (Cambodia)
LDP:	Leadership Development Programme
LEAP:	Mercy Corps' Local Empowerment for Peace
NGO:	Non-Governmental Organization
NVs:	National Volunteers
NYSC:	Nigeria Youth Service Corps
NYSP:	National Youth Service Programme (Liberia)
PBEA:	UNICEF's Peacebuilding Education and Advocacy
PBSO:	United Nations Peacebuilding Support Office
PPI-ME:	PeacePlayers International – Middle East
PPP:	Peacebuilding Priority Plan
PRONI:	Project Northern Ireland
PRS:	Poverty Reduction Strategy
PRSP:	Poverty Reduction Strategy Paper
PSGs:	Peacebuilding and Statebuilding Goals
SCR:	Security Council Resolution
SDP:	Sport for Development and Peace
SFCG:	Search for Common Ground
SKYL:	Kosovo's Young Leaders
UN:	United Nations
UNAMID:	United Nations–African Union Mission in Darfur
UNDESA:	United Nations Department for Economic and Social Affairs
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNFPA:	United Nations Population Fund
UNICEF:	United Nations Children's Fund
UNOWA:	United Nations Office for West Africa
UNOY:	United Network of Young Peacebuilders
USAID:	United States Agency for International Development
USIP:	United States Institute of Peace
WG:	Working Group
WPAY:	World Programme on Action for Youth
YJR:	Youth for Justice and Reconciliation Project (Cambodia)

EXECUTIVE SUMMARY

Throughout the world, more than 600 million young people live in fragile and conflict-affected contexts today.¹ They are among the most affected by the multiple and often interlinked forms of violence – from political violence and criminal gangs to organized crime and terrorist attacks that plague their countries and communities, bearing enormous and long-lasting human, social and economic costs.²

Over the past decade, the involvement of some young people – particularly young men, but also increasingly young women – in violence and extremist groups has led some to paint youth generally as a threat to global security and stability. But research shows that youth who participate actively in violence are a minority, while the majority of youth – despite the injustices, deprivations and abuse they can confront daily, particularly in conflict contexts – are not violent and do not participate in violence. Moreover, a growing body of evidence suggests that young women and men can and do play active roles as agents of positive and constructive change. The recently adopted Security Council Resolution 2250 on Youth, Peace and Security marks the formal recognition of the positive role young women and men for the maintenance of international peace and security.

The primary objective of this Practice Note is to inform policymakers and donors of key strategic and programming considerations for supporting young people's participation to peacebuilding. Specifically, this note has been developed to:

- offer evidence-based, promising practices in youth peacebuilding in the field;
- advance the understanding of donors and policy-makers of complex and often interconnected policy and programme considerations for more holistic support to youth peacebuilding interventions, and;
- enhance the effectiveness of policies and funding strategies of bilateral and multilateral donors and agencies supporting youth peacebuilding interventions.

This Practice Note summarizes the situation of youth in conflict-affected environments, argues the importance of investing in youth and peacebuilding, addresses existing assumptions and theories of change regarding youth and peacebuilding, and overviews key issues and highlights a variety of promising practices in different sectors and thematic areas. The Practice Note primarily explores promising practices in the field that have undergone some level of evaluation or review, although limitations in evidence were encountered. The

¹ United Nations Development Programme, *UNDP Youth Strategy 2014-2017: Empowered Youth, Sustainable Future* (New York, 2014). Available from http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Youth/UNDP_Youth-Strategy-2014-17_Web.pdf.

² World Bank, *World Development Report 2011* (Washington, D.C., 2011).

note closes with the following overarching recommendations for donors, policy-makers and planners:

- In developing strategies and policies, avoid the conceptual trap that youth are either victims or perpetrators, or only a risk factor – draw upon the increasing evidence that demonstrates that youth are largely peaceful agents and assets.
- Fund and require independent evaluative work of youth and peacebuilding projects and programmes that measures impact on conflict dynamics, and compare this with the situation of youth who were outside of the intervention.
- Use and require use of – in donor strategies, procurement tenders, and in programming – theories of change that are evidence-based, holistic and multi-sectoral as much as possible. Sectoral initiatives should factor in cross-sectoral youth considerations for integrated, holistic approaches.³
- Support youth strategies and programmes that promote youth-led initiatives that go beyond capital elites, and foster intergenerational dialogue and collaboration.
- In results frameworks, include youth in outcomes and results as appropriate, and disaggregate indicators by sex, age, location, identity, etc., as appropriate.
- Learn from successful violence prevention efforts in Latin America and the Caribbean to inform youth peacebuilding initiatives in other countries.
- In developing peacebuilding strategies and policies for and with youth, ensure consistent attention to gender equality and young women’s participation. Girls and young women are youth, just the same as boys and young men are. Ensure implementation of and complementarity with the United Nations Secretary-General’s Seven-Point Action Plan on Gender-Responsive Building.
- Fund rigorous, longitudinal, research and evaluative data that demonstrate how interventions contribute to (or fail to) developing skills, attitudes, and behaviour of youth – including marginalized youth – for peacebuilding.

The note also contains more specific recommendations related to sectors and thematic areas.

³ Mercy Corps, *Youth and Consequences: Unemployment, Injustice and Violence* (Portland, OR, 2015), pp. 49-52.

1. INTRODUCTION

a) Background and Purpose

Throughout the world today, more than 600 million young people live in fragile and conflict-affected contexts.⁴ They are among the most affected by the multiple and often interlinked forms of violence – from political violence and criminal gangs to organized crime and terrorist attacks that plague their countries and communities, bearing enormous and long-lasting human, social and economic costs.⁵ Young men aged 15 to 29 account for the majority of casualties of lethal armed violence;⁶ while young women (as well as young men) are at heightened risk of physical and sexual abuse and exploitation. Lack of access to education, basic social services, economic opportunities, grievance over injustices, and a generalized distrust in the capacity of the state to account for its citizens are fueling a cycle of poverty, hopelessness and frustration.

Over the past decade, the involvement of some young people – particularly young men, but also increasingly young women – in violence and extremist groups has led some to paint youth generally as a threat to global security and stability. But research shows that youth who participate actively in violence are a minority, while the majority of youth – despite the injustices, deprivations and abuse they can confront daily, particularly in conflict contexts – are not violent and do not participate in violence. Moreover, a growing body of evidence suggests that young women and men can and do play active and valuable roles as agents of positive and constructive change.⁷ Youth-led social and political movements, peacebuilding and conflict-prevention interventions, taking place at the local and national level, help build more peaceful societies and catalyse more democratic, inclusive governance.

In December 2015, the importance of engaging young women and men in shaping lasting peace was recognized by the Security Council in a ground breaking resolution on Youth, Peace and Security. Resolution 2250 urges Member States to increase inclusive representation of young people in institutions and mechanisms for the prevention and resolution of conflict and for countering violent extremism and calls for an increase in political, financial, technical and logistical support the participation of youth in peace efforts and to take account of their needs.⁸

An inter-agency working group (WG) on youth and peacebuilding was established in 2012 under the umbrella of the wider United Nations Inter-Agency Network of Youth Development (IANYD)⁹ to help actors working in the field of youth and peacebuilding advocate for a paradigm shift in supporting young people as a force for peacebuilding. This group, co-chaired by the United Nations Peacebuilding Support Office (PBSO), the international Non-Governmental Organization (NGO) *Search for Common Ground* and United Network of Young Peacebuilders (UNOY) – a global network of youth peace organizations – includes over 40 member organizations from the United Nations (UN), NGOs, Civil Society Organizations (CSOs) and academia. In order to support improved strategies and policies on young men and women's contribution to peace and stability, this wide constituency of partners developed the *Guiding Principles on Young People's Participation in Peacebuilding*.¹⁰ The *Principles* are designed to inform participative, inclusive and intergenerational

4 UNDP, *UNDP Youth Strategy 2014-2017: Empowered Youth, Sustainable Future* (New York, 2014).

5 World Bank, *World Development Report 2011* (Washington, D.C., 2011).

6 Geneva Declaration Secretariat, *Global Burden of Armed Violence* (Cambridge, 2011), p.81.

7 R. Coomaraswamy, *Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325* (New York, 2015). Available from <http://www.unwomen.org/~media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf>.

8 Security Council Resolution 2250 is available from [http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250\(2015\)&referer=http://www.un.org/en/sc/documents/resolutions/2015.shtml&Lang=E](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250(2015)&referer=http://www.un.org/en/sc/documents/resolutions/2015.shtml&Lang=E)

9 More information about the Inter-Agency Network on Youth Development can be found at http://www.unyouthswap.org/inter_agency_network_on_youth_development.

10 The *Guiding Principles* can be found at <https://www.sfcg.org/guidingprinciples/>.

peacebuilding strategies and programmes that systematically promote and ensure participation and contributions of young people. This Practice Note intends to complement these principles, conceived to be overarching and applicable to a wide range of actors, to provide concrete guidance based on evidence and practice from the field. It will also support the implementation of Security Council Resolution 2250.

b) Objectives

The primary objective of this Practice Note is to inform policymakers and donors of key strategic and programming considerations for supporting young people's participation to peacebuilding, in line with the Guiding Principles and Security Council Resolution 2250, and in order to enhance quality and sustainability of peacebuilding interventions. It is hoped that ultimately, by enhancing strategic attention to – and fostering greater investment in – the field of youth and peacebuilding, this note will also support field-level work by local NGOs, youth organizations and associations, and youth volunteers involved in this area of work.

More specifically, this note has been developed to:

- offer evidence-based, promising practices in youth peacebuilding in the field;
- advance the understanding of donors and policymakers of complex and often interconnected policy and programme considerations for more holistic support to youth peacebuilding interventions; and
- enhance the effectiveness of policies and funding strategies of bilateral and multilateral donors and agencies supporting youth peacebuilding interventions.

This Practice Note argues the importance of investing in youth and peacebuilding, addresses existing assumptions and theories of change regarding youth and peacebuilding, and overviews key issues and highlights a variety of promising practices. The note is organized by specific sectors and thematic areas, which are often cross-sectoral; while it is recognized that youth interventions are optimally cross-sectoral, this note needed to speak to the reality that donors and international partners often engage in national level strategic planning that lays out specific sectors. The note closes with recommendations for more strategic and effective support to the youth and peacebuilding field.

The note has primarily explored promising practices in the field that have undergone some level of evaluation or review. As will be discussed, however, this was often challenged by a limited evidence base specific to youth and peacebuilding, and particularly regarding impact. Therefore, the need for more evaluative work and research was highlighted. The diversity of practices cited in the following sections has taken place from the national to the local levels, and in a variety of conflict-affected and post-conflict situations. The note is predicated on the understanding that each practice cited evolved in its own context and therefore would require adaptation to be applied elsewhere.

This note is intended to remain a “living document” that will continue to be updated and enhanced as new data becomes available to contribute to a collaborative knowledge sharing space on youth and peacebuilding: www.youth4peace.info.

In the context of this note, “youth” and “young people” will be used interchangeably.

2. CONTEXT: YOUTH AND CONFLICT

a) Relationship between Young People and Conflict and Peace

In conflict- and violence-affected contexts, young people are commonly perceived as either *perpetrators* or *victims* of violence with young men usually assumed to be the primary perpetrators and young women the primary victims, especially of sexual and gender-based violence. Yet the lived realities of young people in these contexts are much more complex than these stereotypes suggest. Some young people may be both direct victims and perpetrators of violence; others may be neither, but instead have to use their skills and resources to survive and support themselves and their families.

Most mainstream approaches to youth and conflict over the last two decades have been preponderantly informed by “youth bulge” theories. These theories have been propagated in popular literature and the media with warnings that a “surging” male youth population – combined with unemployment and urbanization – is leading to increased violence and insecurity.¹¹

The world's youth population has certainly been on the rise – there are currently 1.2 billion youth (aged 15–24) in the world, the largest number of youth ever to have existed (18 per cent of the world's population) and there will be 72 million more youth by 2025.¹² Many countries in Sub-Saharan Africa, South Asia and the Middle East and North Africa have very high youth populations relative to their total populations.¹³

Yet, while research has demonstrated an association between a high relative youth population and a higher statistical risk of armed conflict,¹⁴ findings are not a straightforward predictor of violence.¹⁵ Instead, they indicate which countries are likely to be at higher risk of violent conflict.¹⁶ For example, many countries with youth bulges have not recently suffered violence and are relatively stable (e.g., Malawi, Zambia, Botswana, Burkina Faso, Benin, and Nicaragua). Demography is not the only risk factor and other variables (e.g., economic stress and associated levels of un- and under-employment; lack of access to quality education; poor governance; high levels of inequality particularly between ethnic groups; resource scarcity) are all associated with the onset of violence (see section b).¹⁷ Furthermore, while most combatants are young men, women make up 10–30 per cent of armed forces and groups.¹⁸

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- 11 See, for example, E. Sciolino, “Radicalism: Is the devil in the demographics”, *New York Times*, 9 December 2001. Available from <http://www.nytimes.com/2001/12/09/weekinreview/radicalism-is-the-devil-in-the-demographics.html>; Robert Kaplan, “The Coming Anarchy”, *Atlantic Monthly* (February 1994); S. P. Huntington, *The Clash of Civilizations and the Remaking of World Order* (New York: Simon and Shuster, 1996); R. Cincotta, *Half a Chance: Youth Bulges and Transitions to liberal democracy. New Directions in Demographic Security*, ECSP Report, Issue 13 (Washington, D.C.: Wilson Centre, 2009). D. La Graffe, “The youth bulge in Egypt: An intersection of demographics, security, and the Arab Spring”, *Journal of Strategic Security*, vol. 5, no. 2, 2001, pp. 65–80.
 - 12 United Nations Educational, Scientific and Cultural Organization, *UNESCO and Youth – Strategy* (Paris, 2014). Available from <http://unesdoc.unesco.org/images/0022/002271/227150e.pdf>.
 - 13 United Nations Development Programme, *UNDP Youth Strategy 2014–2017: Empowered Youth, Sustainable Future* (New York, 2014). Available from http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Youth/UNDP_Youth-Strategy-2014-17_Web.pdf
 - 14 See H. Urdal, “A clash of generations? Youth bulges and political violence”, *International Studies Quarterly*, vol. 50, 2006, pp. 607–629. Urdal tests the claim that youth bulges potentially increase both opportunities and motives for political violence through a time-series cross-national statistical model for internal armed conflict for the period 1950–2000, and for event data for terrorism and rioting for the years 1984–1995. He concludes that youth bulges (relative cohort size) increase the risk of low-intensity political violence (internal armed conflict, terrorism and rioting). See also C. G. Mesquida and N. Wiener, “Male age composition and the severity of conflicts”, *Politics and the Life of Sciences*, vol. 18, no. 2, 1999; and R. Cincotta, *The security demographic: Population and civil conflict after the cold war* (Washington, D.C.: Population Action International, 2003). Available from https://www.wilsoncenter.org/sites/default/files/ecspr10_C-cincotta.pdf.
 - 15 See A. Hendrixson, *Angry Young Men, Veiled Young Women - Constructing a New Population Threat*, Corner House Briefing 34 (2004). Available from <http://www.thecornerhouse.org.uk/resource/angry-young-men-veiled-young-women>.
 - 16 It also is important to note that most “youth bulge” studies are based on national level data, and disregard sub-populations that may be located in regions or neighbourhoods with high relative cohort sizes and thus, a higher risk of localized violence. See H. Urdal, “Population, resources and violent conflict: A sub-national study of India 1956–2002”, *Journal of Conflict Resolution*, vol. 52, no. 4, 2008, pp. 590–617.
 - 17 For example, research shows that the risk of violent conflict is higher when youth bulges coincide with periods of long-term economic decline and where there are low youth opportunities in the form of limited educational prospects, poor employment possibilities, and exclusion from political participation. See B. Barakat, J. Paulson and H. Urdal, “The Youth, Transition, and Conflict in the Middle East and North Africa”, Background paper for the World Bank, *World Development Report 2011* (Washington, D.C., 2010).
 - 18 T. Bouta, G. Frerks and I. Bannon, *Gender, Conflict and Development* (Washington, D.C.: World Bank, 2005). Moreover, in 2008, an estimated 100,000 girls under 18 were fighting in armed conflicts around the world. See Plan International USA, *Because I am a Girl, The State of the World's Girls 2008, Special Focus: In the Shadow of War* (Washington, D.C., 2008).

In fact, although young people make up the bulk of combatants and perpetrators of violence in most contexts, the majority of young people do not get involved in violence. Yet, there is limited collected and recorded information about the daily lives of young people who do not engage directly in violence, how they survive, what they do and why in the lead up to, during and after violent conflict.

We do know that violence has a negative and long-lasting impact on young men and women. Children and young people tend to be overrepresented among the direct and indirect victims of violence – whether of criminality, terrorism or armed conflict - in both conflict-affected and “non-conflict” contexts.¹⁹ For example, for youth living in low-income settings, there is a 1 in 50 chance that they will be killed before they reach their 31st birthday.²⁰

The types and targets of violence suffered by young people are also highly gendered. Young men aged 15 to 29 are most at risk of homicide and are four to five times more likely to be killed than young women. Young women are most at risk of physical abuse and domestic and sexual violence, but contrary to popular perceptions, whilst some of this abuse involves the deliberate targeting by armed militia of young women for rape, the most common perpetrators even in conflict-affected contexts are intimate partners.²¹

In addition to death and injury, young people are subjected to the chaos and loss inflicted by armed conflict and violence: the personal trauma of witnessing violence and of the loss of family, friendships and of community; a loss of education; the loss of livelihoods and the destruction of the social systems and support networks that give young people a sense of stability and belonging. In situations of crisis due to violence, young people often find themselves taking on adult responsibilities: bearing and raising children; caring for siblings and family members; heading households when parents die or are ill; and earning income. These experiences can have long-lasting consequences for a whole generation of children and youth. Adolescence is a critical developmental phase in the life of an individual and if young people fail to successfully navigate some of the key transitions in terms of their educational development, entry into the labour force, exercising citizenship, sexual debut and marriage, this can severely affect their future prospects as individuals and the development of their communities and societies.²²

In the aftermath of war, although there has been increased emphasis on the positive contribution that women make to peacebuilding and calls to increase their participation in formal peace processes, young people have mostly been left at the margins of peace processes or excluded altogether. This is in spite of first research showing the high level of resilience and resourcefulness that most young people demonstrate during violence and the key role young people can and do play in peacebuilding (see section c).

It is therefore critically important that international governments and organizations develop a more sophisticated and evidence-based approach to young people in conflict-affected contexts and embrace the capacities of young people to contribute to building more resilient and peaceful societies.

b) Factors behind Vulnerability and Engagement in Violence

As has been the case throughout history, young people continue to dominate the ranks of national armies, elite battalions, organized armed opposition, militia groups, criminal gangs and extremist groups. Despite

19 While an estimated 526,000 people each year die from conflict, over 75 per cent of these deaths occur in “peace-time” and, in many cases, in affluent countries. In the Western Hemisphere alone, 37,000 people under 24 years of age were intentionally killed in 2010. See Geneva Declaration Secretariat, *Global Burden of Armed Violence* (Cambridge, 2011).

20 United Nations, Synthesis report from The Global Thematic Consultation On Conflict, Violence And Disaster and the Post-2015 Development Agenda (New York, 2013), p. 8.

21 E. G. Krug, *The World Report on Violence and Health* (Geneva, 2002), p. 89; Geneva Declaration Secretariat, *Global Burden of Armed Violence* (Cambridge, 2011), p.128.

22 World Bank, *World Development Report 2007* (Washington, D.C., 2007).

stereotypes of the manipulation of young men by warlords, political actors, and extremist groups, the evidence suggests that there are many common reasons why young men and women join official armies and other armed groups.²³

First, research from development psychology, criminology and sociology suggests that some adolescents may be more vulnerable to recruitment into armed groups due to their transitional stage of biological, psychological and social development, although this is by no means deterministic.²⁴ Second, material and non-material incentives can play a role in motivating young people to engage in violence. In some circumstances, some young people join an armed group because they conclude that it offers them better options – whether access to income, resources, protection or social status.²⁵

However, research is showing that “greed” is rarely a motivating factor in its own right and that various forms of “grievances” are more or just as important.²⁶ There is a growing body of research that demonstrates the link between significant levels of social, economic and political exclusion and lack of opportunities faced by young people, with the result that their transition to adulthood is blocked or prolonged. In certain contexts, these grievances and the associated frustrations can lead some young people to engage in violence.²⁷

Profound social factors influence the behaviour of youth and particularly young men. Youth and young men are particularly idealistic and have a strong sense of justice. Yet where young men are not able to fulfill traditional and socially expected male roles (such as marriage, property ownership or employment), some may engage in violence – against men and women to assert their masculinity.²⁸ Equally, some young women may engage in violence to challenge predominant gender norms, gain status, access resources or as a means of protection from violence.²⁹

Additionally, developmental and social psychology has demonstrated how the need for identity and sense of belonging are important to youth. Adolescence and youth are transitional moments when people seek to define their identity, particularly their group identity. In contexts characterized by identity-based conflict and violence, this helps explain why young people join gangs, extremists groups, social groups in schools, and how violence is often linked to demonstrations of loyalty to one's in-group and against one's out-group.

There are a number of proximate factors that combine with and aggravate underlying dynamics of exclusion and social norms to encourage specific individuals and groups to participate in violence. These include

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- 23 C. Del Felice and L. Solheim, “Youth organizations as learning organizations: Exploring special contributions and challenges”, *Development in Practice*, vol. 21, no. 9, 2011, pp. 1094-1108.
- 24 This literature argues both that adolescents as a group may be more prone to engagement in violent or criminal behaviour because of their particular stage of biological, psychosocial and social development and that particular individuals are more prone to violence and criminality than others on the basis of variations in these factors. See, e.g., E. Cauffman, L. Steinberg and A. R. Piquero, “Psychological, neuropsychological and physiological correlates of serious antisocial behaviour in adolescence: The role of self-control”, *Criminology*, vol. 43, no. 1, 2005, pp. 133-175; and T.C. Pratt, and F.T. Cullen, “Assessing macro-level predictors and theories of crime: A meta-analysis”, *Crime and Justice*, vol. 32, 2005, pp. 373-450.
- 25 See, for example, M. V. Bhatia and M. Sedra, *Afghanistan, Arms and Conflict: Armed Groups, Disarmament and Security in a Post-War Society* (London, 2007) on the role of economic incentives in young men joining an armed group in Afghanistan. See also M. Humphreys and J. M. Weinstein, “Who fights: The determinants of participation in civil war”, *American Journal of Political Science*, vol. 52, no. 2, 2008, pp. 436-455, on the role of material and non-material incentives in motivating young people to join the RUF in Sierra Leone.
- 26 For discussions of opportunity cost and grievance as bases for conflict risk and motivations for violence, see: P. Collier and A. Hoeffler, “Greed and grievance in civil war”, *Oxford Economic Papers*, vol. 56, no. 4, 2004, pp. 563-595; and FHI360, “Consultancy Service for UNICEF to Identify the Relationship between Inequalities in Education and Violent Conflict: Literature Review” (New York, 2014).
- 27 See on the Middle East: D. Salehi-Isfahani and N. Dhillon, “Stalled Youth Transitions in the Middle East: A Framework for Policy Reform”, The Middle East Youth Initiative, Wolfensohn School of Government/Dubai School of Government, 2008; and on Rwanda: M. Sommers, *Stuck: Rwandan Youth and the Struggle for Adulthood* (Athens, Georgia, 2012). Note the idea that the transition to adulthood is “stalled” does not necessarily mean that young people are not taking on any adult roles. Indeed, in many contexts young people may take on some adult responsibilities – such as generating an income for their family – at a very young age.
- 28 See G. Barker, *Dying to be Men: Youth, Masculinity and social exclusion* (London, 2005); UNDP, *Youth and Conflict* (New York, 2006); G. Barker and C. Ricardo, “Young Men and the Construction of Masculinity in sub-Saharan Africa”, *World Bank Social Development Paper*, no. 26 (Washington, D.C., 2005) (on Botswana, Nigeria, Uganda and South Africa); L. Dowdney, *Neither War nor Peace: International comparisons of children and youth in organised armed violence* (2005) (on Latin America); and P. Richards, *Fighting for the Rain Forest: War, youth, and resources in Sierra Leone* (Oxford, 1996); and M.S. Kimmel, “Globalization and its mal(e) contents: The gendered moral and political economy of terrorism”, *International Sociology*, vol. 18, 2003, pp. 603-620 (on recruitment into extremist right-wing and Islamist groups).
- 29 See, for example, U. Butalia, “Women and communal conflict: new challenges for the women's movement in India” (2001); and M. Bloom, “Female Suicide Bombers: A Global Trend”, *Daedalus*, vol. 136, no. 1, 2007, pp. 94-102.

specific tactics used to recruit, coerce, indoctrinate and socialize young people into violence; the role of charismatic leaders, group dynamics and peer influence in these processes;³⁰ the use of political, religious and other identity-based ideologies to provide explanatory frameworks for grievances and powerful discourses to mobilize young people into violence;³¹ and the role of trigger events whether at a societal (e.g., elections, political events, security force abuses, sudden policy change) or individual level (e.g., personal loss and trauma).

It is therefore critical to conduct context-specific analysis to understand the situation of specific groups of young men and women and why some engage in violence and others do not. We need to understand where, when and how young people's grievances are harnessed, the processes by which they join militant organizations, the specific roles they play, and how they come to see engagement in violence as a legitimate option – including the role of these “proximate” and “trigger” factors.

c) Rationale behind Supporting Youth to Promote Resilience and Peacebuilding

Although there is limited research on the situation of youth in post-conflict situations,³² there is evidence to suggest that youth can and do play a variety of different, shifting roles in these contexts. These can range widely from dissidents or rejectionists of the peace process; political activists; criminals and vigilantes; negotiators and mediators; key security and justice actors; and peacemakers.³³ Thus, engaging young people positively and giving them a stake in their societies during the transition period after violent conflict is important for long-term peace and security.

Young people can be important drivers and agents of change in the development of their societies. This may be because they demonstrate openness to change, feedback and learning; tend to be more future-oriented; more idealistic and innovative; and more willing to take risks.³⁴ For example, research has highlighted that a large youth cohort need not be a problem if there are sufficient socioeconomic opportunities for young people and they can be engaged in meaningful, democratic national projects that will unleash their positive potential to contribute to their societies and the national economy. However, this “demographic dividend” only occurs when fertility declines substantially, reducing the number of economic “dependents” in society. Furthermore, whether countries realize this ‘dividend’ further depends on the availability of human and financial capital, the structure of the labour market, and on political stability, and how they approach their youth population after conflict.³⁵

However, all young people face specific vulnerabilities after conflict. This holds true whether they were direct or indirect victims, perpetrators of violence or bystanders. They have specific needs that need to be addressed, including missed years of education, unemployment or loss of traditional livelihood opportunities, social rupture, trauma and – especially for those involved as combatants – a loss of status and resources. Rather than benefitting from anticipated social and economic changes, many young people (again) face the prospect of being “stuck” and failing to navigate the transition to adulthood.³⁶ In the past, efforts to reintegrate ex-combatants have often been inadequate and have failed to recognize the range of needs, priorities and aspirations of young men and women who have been associated with armed groups.

30 See, for example, S. Vertigans, *Militant Islam: A Sociology of Characteristics, Causes and Consequences* (New York, 2009); J.A. Piazza, “Is Islamist terrorism more dangerous?: An empirical study of group ideology, organization, and goal structure”, *Terrorism and Political Violence*, vol. 21, no. 1, 2009, pp. 62-88; M. Sageman, *Understanding Terror Networks* (Philadelphia, 2009).

31 See, for example, M. Juergensmeyer, *Global rebellion: Religious challenges to the secular state, from Christian militias to al Qaeda* (Berkeley, 2008); D. Turton, “War and ethnicity: Global connections and local violence in North East Africa and former Yugoslavia”, *Oxford Development Studies*, vol. 25, no. 1, 1997, pp. 77-94.

32 C. Del Felice and A. Wisler, “The Unexplored Power and Potential of Youth as Peacebuilders”, *Journal of Peace, Conflict and Development*, no. 11, 2007.

33 S. McEvoy-Levy, “Youth as Social and Political Agents: Issues in Post-Settlement Peace Building”, *Kroc Institute Occasional Paper*, vol. 21, 2001.

34 C. Del Felice and A. Wisler, “The Unexplored Power and Potential of Youth as Peacebuilders”, *Journal of Peace, Conflict and Development*, no. 11, 2007.

35 B. Barakat, J. Paulson and H. Urdal, “The Youth, Transition, and Conflict in the Middle East and North Africa”, Background paper for the World Bank, *World Development Report 2011* (Washington, D.C., 2010).

36 J. Collins, “Moral chronologies: Generation and popular memory in a Palestinian refugee camp”, in V. Sanford and A. Ajani (eds.), *Engaged Observer: Anthropology, Advocacy and Activism* (New Brunswick, 2006).

Intergenerational relations are also often very strained in the aftermath of conflict. Young people may distrust or blame adults for the violence; adults may blame youth or see them as threatening, they may misunderstand young people's needs and fail to enable them to participate and play constructive roles in the transition period.³⁷ We know that when young people are not given a stake in the emergent post-conflict society, there is a significant risk they will (re)turn to violence.³⁸ Where youth feel excluded and lack legitimate channels for political participation, they may opt out of the political process entirely or gravitate towards those groups that work outside of, or even in opposition to traditional state institutions.³⁹ In situations that remain polarised with significant levels of mistrust among groups, young people may also be easily mobilized by their peers or groups to engage in disruptive or violent action.⁴⁰

Another reason to engage young people in building peace and developing their societies is that most young people want to and do play positive roles in peacebuilding.⁴¹ There are many examples where youth organizations have played important roles in peacebuilding, in many cases through youth-led and self-initiated activities (see section 5).⁴² These activities often involve direct participation and alternative ways of organizing, often at young people's own expense and with risks to their lives, in order to claim spaces in the world of peacebuilding that is traditionally controlled by adults.

There is emerging evidence on a number of societal, community and individual "protective" factors that can foster resilience and prevent young people from (re)engaging in violence. At a community level, some studies suggest that "strong communities" and young people's involvement in associations can build their social capital and sense of belonging and empowerment and as well as act as an important deterrent to engagement in violence.⁴³ This suggests that investment in well-designed voluntary and civil engagement programmes is important.

At an individual level, protective factors can include traits such as resourcefulness, intellectual curiosity, flexibility around emotional experiences, sense of purpose and agency, as well as a need and ability to help others.⁴⁴ In addition, there is growing evidence that skills building approaches, including through early childhood development, can have an effect on how young people manage tensions and conflict or recover from trauma – including building emotional intelligence, listening and communication skills, conflict management skills and cognitive restructuring.⁴⁵ For example, a number of recent HIV and gender-based violence prevention programmes have successfully used small group participatory learning and critical reflection techniques to shift the knowledge and behaviours of young men and women.⁴⁶ This suggests that life skills programmes, anti-violence curricula and therapeutic interventions can play an important role, although there is a need to consider how to target such programmes given their resource intensiveness.

37 R. Bennett et. al., *Youth and peacebuilding in Nepal: The context and recommendations* (2012). Available from https://www.sfcg.org/wp-content/uploads/2012/01/NEP_CA_Jan12_Youth-and-Peacebuilding.pdf;

T. Waldman, *Conflict Resolution, Peacebuilding and Youth*, mimeo, 2009.

38 S. Schwartz, *Youth and Post-conflict Reconstruction: Agents of Change* (Washington, D.C.: United States Institute of Peace Press, 2010).

39 USAID, *Youth and Conflict: A Toolkit for Intervention* (Washington, D.C., 2005). Available from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1037/Youth_and_Conflict_A_Toolkit_for_Intervention.pdf; S. McEvoy-Levy, "Youth as Social and Political Agents: Issues in Post-Settlement Peace Building", *Kroc Institute Occasional Paper*, vol. 21, 2001.

40 S. T. Hettige and M. Mayer, *Youth, Peace and Sustainable Development*, Centre for Poverty Analysis (Colombo, 2008). Available from <http://www.cepa.lk/uploads/5fa89c537812688b0f48d537170c25be-Full-report.pdf>; M. Sommers, *Fear in Bongoland: Burundi Refugees in Urban Tanzania* (Brooklyn: Berghahn Books, 2001); S. McEvoy-Levy, "Youth as Social and Political Agents: Issues in Post-Settlement Peace Building", *Kroc Institute Occasional Paper*, no. 21 (2001).

41 The 2005 Evaluation of the World Programme on Action for Youth (WPAY) showed that young people mostly desired a respect for the rights and an active role in their societies to combat poverty, improve education and employment prospects, and resolve conflict. See United Nations, *Making Commitments Matter: Young People's Inputs to the 10-year Review of the World Programme on Action for Youth to the Year 2000 and Beyond* (New York, 2005).

42 See, for example, case studies from key global organizations Save the Children and Search for Common Ground and S. Schwartz, *Youth and Post-conflict Reconstruction: Agents of Change* (Washington, D.C., 2010) on DRC and Mozambique.

43 See, for example, L. Dowdney, *Neither War nor Peace: International comparisons of children and youth in organised armed violence* (2005); K. Peters, P. Richards and K. Vlassenroot, *What Happens to Youth During and After Wars? A Preliminary Review of Literature on Africa and an Assessment of the Debate*, RAWOO Working Paper (2003).

44 R.J. Apfel and B. Simon, "Psychosocial interventions for children of war: The value of a model of resiliency", *Medicine and Survival*, vol. 3, 1996.

45 L. Murra, et al., "Trauma-focused cognitive behavioral therapy for youth who experience continuous traumatic exposure", *Peace and Conflict: Journal of Peace Psychology*, vol. 19, no. 2, 2013, pp. 180-195.

46 For example, the Stepping Stones programme in India. See J.E. Bradley, et al., "Evaluation of stepping stones as a tool for changing knowledge, attitudes and behaviours associated with gender, relationships and HIV risk in Karnataka, India", *BMC Public Health*, vol. 11, no. 496, 2011.

Overall, it is very important that the specific needs and priorities of different groups of young people, including the differentiated needs of young women and men, during and after conflict are identified and addressed through targeted initiatives. These should be developed with and by young people themselves, building on research which identifies existing local capacities for peace and young people's sources of resilience, as opposed to externally driven solutions.

3. PROMISING PRACTICES IN POLICY AND PROGRAMMES

Evidence

Despite the striking demographic realities of youth and their role in the social and political upheavals around the world today, investment in understanding youth in conflict-affected contexts has lagged. In particular, the evidence base on what works in youth and peacebuilding strategies and programmes remains limited. Understanding what policies and programme strategies – specifically, what theories of change – have had positive impact on the lives of young people and their communities is vital to scaling up effective support to youth.

Calls have been repeated for more research and evaluation in youth and peacebuilding. This includes better measurement tools, longitudinal data, and better evaluative work that measures impact and evaluates the lives of youth after the intervention and compares them with those youths who did not participate in the interventions.⁴⁷ Yet these are no small tasks as the challenges to evaluation and research in conflict-affected contexts are considerable: violence and insecurity, lack of transportation, inadequate data, and inaccessibility to areas and populations who are also constantly on the move severely constrain investigative efforts.⁴⁸

There is increasing interest among donors and international organizations in addressing these gaps. Understanding which policies and programmes that support the role of youth in peacebuilding have had impact is crucial in this regard. The *Guiding Principles on Young People's Participation in Peacebuilding* were a step in this direction by youth and peacebuilding practitioners. The principles are informed by decades of youth development work and incorporate learning from the peacebuilding community to provide normative parameters around engaging youth in peacebuilding work.

Many evaluation efforts are also underway, such as the evaluation of UNICEF's multi-country *Learning for Peace* initiative and a global lessons learned exercise on UNDP's projects and programmes on youth, governance and peacebuilding. The recently completed *Evaluation of Child and Youth Participation in Peacebuilding* is a multi-country, multi-agency, multi-donor evaluation aimed at assessing the impact of child and youth participation in peacebuilding. The evaluation broadly found that “young peacebuilders often became more aware and active citizens for peace; young peacebuilders increase peaceful cohabitation and reduced discrimination; young peacebuilders reduced violence; and young peacebuilders increased support to vulnerable groups.”⁴⁹ More research of this nature is needed to understand the vast impact of youth peacebuilding work.

This note was developed to offer focused guidance to busy policymakers and planners on what can work in youth and peacebuilding as a complement to other evaluation and research efforts. Therefore, the note's focus on promising practices – that is, interventions that may or may not have been subject to independent assessment or evaluation, but which demonstrate quality processes and potential for results – is deliberate in light of the limitations in evidence. This note is not intended to be authoritative or comprehensive; many practices that are cited have been subject to external or internal evaluation, but others have not. It is hoped that the list of promising practices can be updated and enhanced as more evidence emerges.

47 M. Sommers, *Youth People and Conflict: A Brief Review of Available Literature* (Washington, D.C.: USAID, 2006).

48 USAID, *State of the Field Report: Examining the Evidence of Youth Education in Crisis and Conflict* (Washington, D.C.: USAID, 2013).

49 See *Evaluation of Child and Youth Participation in Peacebuilding*, Global Partnership for Children and Youth Peacebuilding (2015).

Gender

The narratives on the role of young people in peacebuilding and the programmes developed in response tend to be very schematically gendered. These narratives often state that young men are more naturally prone to turn to violence out of frustration and should be contained, and that young women are helpless victims in need of protection. Peacebuilding interventions targeting “young people” therefore tend to *a priori* prioritize young men. This is particularly the case with regard to economic reintegration and short-term employment schemes, because of the commonly assumed – yet increasingly debunked – assumption that economic deprivation is a primary driver of young people into violence and radicalization.

Peacebuilding programmes attentive to enhancing women’s participation can also fall short on age criteria: rarely do they include specific provisions to involve adolescent girls and young women and nurture their leadership. Adolescent girls and young women therefore face the double jeopardy of being left aside from the majority of youth-focused peacebuilding programmes and rarely included within women-targeted peacebuilding interventions.

The reality of adolescent girls and young women’s role in conflict and post-conflict contexts is infinitely more complex and nuanced than what is generally acknowledged. Young women make up 10-30 per cent of armed forces and armed groups worldwide.⁵⁰ In 2008, an estimated 100,000 girls under 18 were fighting in armed conflicts globally.⁵¹ Women’s civil society movements and coalitions for peace often include numerous young women, particularly in conflict-affected and post-conflict countries where young people are the largest demographic component. From individual acts of courage and resistance – such as Malala Yousafzai standing up in front of the Taliban for her right to go to school – to collective action for democracy – such as the central role played by young women in the Arab Spring – young women are in the front lines, demanding democracy, expanding the rule of law, holding governments accountable, and actively shaping the course of conflict and peace.

Peacebuilding policy and practice need to catch up to this reality and engage young women much more systematically and strategically. This Practice Note addresses the important gender dimensions featuring in each of the sectors and thematic areas.

a) POLICIES AND PLANS

National Development and Peacebuilding Plans

National development and peacebuilding plans are the most important vehicle through which a country expresses its vision for peace and development on a strategic level. National level planning represents a singular moment where governments and international partners can involve all levels of society, all sectors, and address and prioritize some of the most difficult national challenges. Despite constituting the largest demographic in conflict-affected countries, youth are not only inadequately involved in the formulation of these national plans, their needs and issues are rarely addressed in a sufficient or holistic manner.⁵²

Involving youth in national peacebuilding planning and in how to address the issues that affect them is important for several reasons:

- *It enables the exercise of citizenship:* Youth participation helps articulate claims and holds governments and donor agencies accountable. The exercise of citizenship rights and duties are crucial “youthhood”

50 T. Bouta, G. Frerks and I. Bannon, *Gender, Conflict and Development* (Washington, D.C.: World Bank, 2005).

51 Plan International USA, *Because I am a Girl, The State of the World’s Girls 2008, Special Focus: In the Shadow of War* (Washington, D.C., 2008).

52 M. Sommers, *Youth People and Conflict: A Brief Review of Available Literature* (Washington, D.C.: USAID, 2006), p. 12.

transitions, and shapes civic participation later.⁵³

- *It makes policies and services appropriate for youth:* Youth should shape decisions that affect them, and particularly so when they could otherwise be excluded and marginalized. This builds ownership and leverages the country's human capital to identify solutions.
- *It advances development and peacebuilding goals:* Youth are critical to reaching development goals. The degree to which national plans address and involve marginalized young people is a barometer of their inclusivity and potential for promoting social cohesion.⁵⁴

Recommendations

- Support evaluations of the participation of young women and men – including from more marginalized communities – in national peacebuilding and development plans, as well as of the explicit or implied theories of change used in the plans.
- Advocate for deeper analysis of the situation of youth, as well as cross-sectoral and holistic theories of change on youth and peacebuilding in national peacebuilding and development plans in conflict-affected environments.
- Support research into effective and innovative platforms for reaching the hardest to reach youth and support their involvement in national planning.
- Undertake analysis of effective policies for youth participation in peacebuilding and recovery efforts and produce knowledge materials for policymakers, youth activists and development partners.

National Peacebuilding Plans

Peacebuilding Priority Plans (PPPs) are nationally-owned strategic frameworks that identify priorities for peacebuilding. They outline areas of intervention to support funding allocations from the UN Peacebuilding Fund. There is no evaluation or assessment of the involvement of youth, specifically, in the development of PPPs.⁵⁵ However, appraising youth and peacebuilding theories of change in a number of PPPs is illuminating. A review of recent PPPs revealed that the dominant framing of youth is through the lens of risk – that unemployed youth (typically, but not always explicitly, men) are a threat to peace and stability, despite increasing evidence that debunks this theory.⁵⁶ In response, theories of change such as youth employment generation, training, livelihoods and vocational support, and network development – which would alter the incentives for youth and dissuade them from engaging in violent behaviour – still featured prevalently in PPPs in Guinea-Bissau, Liberia, Nepal, Sierra Leone, Uganda and Yemen.

53 World Bank, *World Development Report 2007* (Washington, D.C., 2007).

54 Adapted from Department for International Development-Civil Society Organization Youth Working Group, *Youth Participation in Development: A Guide for Development Agencies and Policy Makers* (London, 2010), p. 6.

55 There are, however, several country-specific evaluations of UN Peacebuilding Fund activities. Available from <http://www.unpbf.org/document-archives/?category=14>, as well as a useful synthesis of UN Peacebuilding Fund country-specific evaluations (see M. van Beijnum, *Challenges and opportunities to peacebuilding: analysis of strategic issues identified by country-specific PBF evaluations* (The Hague: Clingendael Institute, July 2013).

56 Mercy Corps, *Youth and Consequences: Unemployment, Injustice and Violence* (Portland, OR, 2015), p. 14.

Promising Practices

Countries	Kyrgyzstan, Liberia, Nepal, Sierra Leone, Yemen PPPs
Description	These PPPs are notable for their more holistic and cross-sectoral theories of change, with explicit links to peacebuilding. Kyrgyzstan's 2013 PPP addressed the participation of youth in strengthening national systems for preventive measures, mechanisms of dialogue and mediation. ⁵⁷ PPPs in Yemen, Nepal and Liberia prioritized youth involvement in national dialogue and reconciliation processes, and Yemen's included provisions for building the capacity of youth to do so. Liberia's 2011 and 2013 peacebuilding programme plan and priorities also pursued broader youth empowerment, national youth voluntary service, reconciliation and conflict mitigation, enhanced social cohesion and youth empowerment. In addition to fostering increased employment for youth, Sierra Leone's 2007 PPP included interventions to involve young men and women in conflict mediation, peacebuilding, and participation in decision-making processes. However, there are very few evaluations of the underlying theories of change of these PPPs, including their relevance and effectiveness.
More information	www.unpbf.org/document-archives/?category=14 www.clingendael.nl/sites/default/files/Challenges%20and%20opportunities%20to%20peacebuilding.pdf

New Deal for Engagement in Fragile States

The New Deal for Engagement in Fragile States seeks to enhance aid effectiveness in fragile and conflict-affected states. Launched at the 4th High Level Forum on Aid Effectiveness in November 2011, the New Deal recognizes that transitioning out of fragility is a long, political process that requires country leadership and ownership. The New Deal includes two key mechanisms that are particularly relevant for this note. The first is the fragility assessment, which aims at systematically analysing the causes of a country's fragility and sources for resilience. The assessment is intended to be participatory, bringing together relevant stakeholders – political leaders, civil society, private sector, academia, and donors. The second is the development of a national plan, guided by the assessment, laying out priorities for peacebuilding and statebuilding and enshrined in a compact between governments and international donors.

The New Deal would benefit from an evaluation of the participation of youth in its country-level processes, particularly in fragility assessments or the development of compacts. New Deal planning has, thus far, given modest attention to the participation of youth and to addressing their unique role and needs in peacebuilding issues. The fragility assessments from Sierra Leone, South Sudan and Timor-Leste, for example, do not analyse youth in a holistic, cross-sectoral manner. Where they do address youth and peacebuilding, their analyses have centered on the assumption that unemployed youth are a risk factor, and therefore apply the youth livelihood and employment theory of change.

Global and country-specific interim indicators and guidance to measure progress across the Peacebuilding and Statebuilding Goals have been developed. Many of the indicators are disaggregated by sex and age; however, no New Deal country has yet actively begun measuring PSG progress.

⁵⁷ Kyrgyzstan PPP, p. 17. Available from <http://www.unpbf.org/document-archives/?category=14>.

Recommendations

- Integrate guidance on youth and peacebuilding into International Dialogue on Peacebuilding and Statebuilding guidance materials for Fragility Assessment and compact development.
- Include greater attention to youth in the New Deal expert panel reviews.
- Advocate for the Civil Society Platform to take up the role and needs of youth in the New Deal.
- Donors supporting New Deal country-level implementation should call for a better understanding of youth and peacebuilding issues and support their inclusion into planning processes.

Promising Practices

Countries	Somalia Compact and Plan
Description	The Somalia compact – which was not based on a fragility assessment – employs some considered theories of change on youth and peacebuilding. Targeting youth as the “bulk” of participants in militias and criminal gangs, the compact’s theories of change include making security institutions more accountable to youth, upholding human rights, supporting the equitable participation of youth in political processes, including reconciliation and healing, and fostering youth employment and entrepreneurialism. The Somaliland-focused framework specified interventions for youth employment and the need for youth-inclusive governance. ⁵⁸
More information	www.pbsbdialogue.org/The%20Somali%20Compact.pdf

Poverty Reduction Strategy Papers

A principal mechanism for national development planning is the Poverty Reduction Strategy (PRS). Developing countries must complete Poverty Reduction Strategy Papers (PRSPs) as a prerequisite for accessing World Bank or IMF concessional finance and debt relief. The PRS process is premised on national ownership, broad-based participation, comprehensiveness, pro-poor policy outcomes and a long-term perspective for poverty reduction.

Despite the intersection of poverty and conflict being well established, few PRSPs targeted conflict causes or addressed issues relating to youth and peacebuilding.⁵⁹ A UNFPA analysis of 31 PRSPs found that only half of the PRSPs seemed to have been developed in consultation with youth.⁶⁰ They found that in 2006, 55 PRSPs underrepresented youth, despite their large share of the populations.⁶¹ Only one in five PRSPs identified young people as a major group vulnerable to poverty and only 16 percent targeted youth for interventions.⁶² A Brookings review revealed that when PRSPs did address youth, they focused principally on the youth employment theory of change.⁶³

In 2007, The World Bank gave new importance to the value of PRSP process for conflict-affected countries. It argued that participation in conflict-affected environments can be more effective when the PRS process systematically includes conflict-affected groups at all levels,⁶⁴ and concluded that the single most important factor in the effectiveness of a PRS is the extent to which its development and content reflect the country’s

58 See Somalia Compact, pp. 6-22. Available from <http://www.pbsbdialogue.org/The%20Somali%20Compact.pdf>.

59 World Bank, *Towards a Conflict Sensitive Poverty Reduction Strategy* (Washington, D.C., 2007), p. vi.

60 UNFPA, *The Case for Investing in Young People as Part of a National Poverty Reduction Strategy* (New York, 2005), p. 41.

61 UNFPA, *Putting Young People into National Poverty Reduction Strategies* (New York, 2008), p. 10.

62 *Ibid.*, pp. 41-43.

63 K. Gyimah-Brempong and M. S. Kimenyi, *Youth Policy and the Future of African Development* (Washington, D.C.: Brookings Institution, April 2013), p. 11.

64 World Bank, *Towards a Conflict Sensitive Poverty Reduction Strategy* (Washington, D.C., 2005), p. vi.

reality.⁶⁵ Yet in 2006, of the PRSPs in Sub-Saharan Africa – the sub-region with some of the largest youth cohorts and a high incidence conflict and fragility – about half explicitly mentioned the involvement of youth. PRSPs in East Africa, also affected by conflict, did not reference the participation of youth.⁶⁶

There has been no evaluation of PRSPs in conflict settings for their attention to youth or peacebuilding issues and the theories of change used. A desk review for this note found where PRSPs in conflict settings did focus on youth (including Guinea, Kyrgyzstan, Cote d'Ivoire, Rwanda and Burundi), they primarily adopted the youth livelihood and employment theory of change, echoing the Brookings review.

Other national development plans have given attention to youth issues to a limited extent. Sierra Leone's Agenda for Prosperity (2013-2018) and Liberia's Agenda for Transformation (Steps Toward Liberia Rising 2030) highlights youth as a cross-cutting issue crucial for maintaining peace, and Uganda's National Development Plan (2010-2014) gives attention to theories of change relating to youth employment, vocational skills development, entrepreneurship support and sexual and reproductive health.

Promising Practices

Country	Afghanistan PRSP (2008)
Description	The 2008 Afghanistan PRSP involved consultations with grassroots youth associations, and included a range of components promoting a role for youth in peacebuilding and society: expanding the education system to reach youth and to reform vocational education for employment opportunities, including in governance; the creation of a Joint National Youth Programme across eight ministries to increase youth participation in governance and the peaceful development of the country; promoting non-formal education and skills development in leadership, strategic planning and peacebuilding; involving youth in governance, development and socio-political processes at all levels; promoting voluntary efforts for peace and development and the creation of a youth volunteer corps; and including counter-narcotics issues in youth organizational development.
More information	www.imf.org/external/pubs/ft/scr/2008/cr08153.pdf

Country	Mali PRSP (2008)
Description	The Mali PRSP (2008) also took a broadened approach to youth issues, though the peacebuilding theory of change was less articulated. Under the component of "culture, youth and sports", the PRSP had several pillars, including: socio-education "supervision" of youth – extracurricular activities, sports, culture, education, etc.; youth and social vulnerability – social education, peer programmes, environmental activities, sexual and reproductive health, and behaviour change; youth and socioeconomic integration – youth promotion advisory assistance; capacity-building for youth associations – citizenship and participation in public life; and, lastly, institution-building, including youth centers.
More information	www.imf.org/external/pubs/ft/scr/2008/cr08121.pdf

⁶⁵ Ibid., p. 33.

⁶⁶ B. Roberts, "Youth and poverty reduction strategy processes in Sub-Saharan Africa", *Africa Insight*, vol. 37, no. 3, 2007, p. 436.

Country	DRC PRSP (2012)
Description	The DRC PRSP (2012) expanded its attention to youth and peacebuilding to include civic education and organization. Key components involved: developing the national policy on youth and civic education; combating anti-values; promoting a culture of peace and citizenship education; improving the framework of the youth association movement; creating a risk capital fund for youth; developing and promoting civic education programmes in preschool, primary, and secondary levels, as well as in the professional arena; and rehabilitating youth camps.
More information	www.imf.org/external/pubs/ft/scr/2012/cr12242.pdf

Countries	South Sudan Development Plan (2011-13)
Description	The South Sudan Development Plan (2011-13) offers a more promising example of a national development plan embracing more comprehensive theories of change for youth and peacebuilding. These include the creation of a youth volunteer corps; increasing youth employment, including through vocational training and livelihoods; establishment of a national youth policy; youth participation in public affairs; building a national identity among youth that respects ethnic and cultural diversity; a national youth voluntary corps reaching every "payam." ⁶⁷ There has been no independent analysis of the plan's attention to youth or the theories of change implied.
More information	www.grss-mof.org/key-topics/south-sudan-development-plan/

National Youth Policies

A national youth policy is a government's instrument to addressing the unique needs of youth and constructively involving them in society. The cornerstones of a youth policy are social inclusion and citizenship education to enhance the active involvement and participation of young people – including the most marginalized – in society. Youth policies can cover areas such as youth non-formal education, youth work, employment, creativity and entrepreneurship, social inclusion, health and sport, civic participation and volunteering.⁶⁸ The risks and opportunities young people face – particularly in conflict-affected settings – underscore the necessity of cross-sectoral coordination of youth issues and the need for an integrated youth policy.⁶⁹ National youth policy development, implementation and evaluation should also be inclusive and participatory.⁷⁰ However, the participation of youth is often only declarative and superficial, and their influence is limited.⁷¹

A youth policy is one of the most important investments that can be made to promote peaceful societies. Youth policies are nationwide interventions that, when done right, include the most marginalized youth,

67 South Sudan Development Plan (2011-13), pp. 88-94. Available from <http://www.grss-mof.org/key-topics/south-sudan-development-plan/>.

68 Some standards for national youth policies are enshrined in international normative frameworks. These include the European Union, Lisbon Declaration (1998); European Commission White Paper on Youth: A New Impetus for European Youth (COM(2001) 681), which promoted open coordination and acknowledges the importance of youth policies in peacebuilding; and European Union, *An EU strategy for youth policy* (2009). See also United Nations Department of Economic and Social Affairs, *Formulate National Youth Policies*. Available from <http://undesadspd.org/Youth/Whatcanyoudo/Formulatenationalyouthpolicies.aspx>.

69 Council of Europe, *An European framework for youth policy* (2006). Available from http://www.youthpolicy.org/wp-content/uploads/library/2006_European_Framework_Youth_Policy_Eng.pdf.

70 *Baku Commitment to Youth Policies* (October 2014). Available from http://www.coe.int/t/dg4/youth/Source/News&Calls/News/2014_Global_Forum_Youth_Policies_Conclusions.pdf.

71 Department for International Development-Civil Society Organization Youth Working Group, *Youth Participation in Development: A Guide for Development Agencies and Policy Makers* (London, 2010). Available from <http://social.un.org/youthyear/docs/policy%20guide.pdf>. See also Open Society Foundation's review of several youth policies of largely conflict-affected countries available from <http://www.youthpolicy.org/blog/review/improving-youth-policies-2/>.

and equip youth with knowledge and opportunities to take up constructive roles in society – including skills to manage conflict. Countries affected by conflict have the highest out-of-school rates, and an organized, systematic approach to non-formal education and youth work can be crucial to empowering idle youth. In fact, the European Commission considers the implementation of a holistic youth policy as the most effective approach for addressing conflict.⁷²

Challenges to national youth policies persist in many of the poorest, conflict-affected countries. They include:

- Data limitations – complicating understanding the situation of the most marginalized (and often displaced) youth, as well as factors underlying unemployment.
- Implementation – a key challenge in resource-constrained contexts is the implementation of national youth policies, which can require considerable financing.
- Limited government revenues – to finance an effective youth policy, as well as the efficacy of national programmes relating to employment and livelihoods.
- Cost – the true costs of a national youth policy in a poor, fragile, conflict-affected country are not completely known.
- Lack of integration into national peacebuilding and development plans – many plans focus preponderantly on youth employment.
- Government capacity gaps – particularly in the areas of comprehensive monitoring and evaluative processes.

Recommendations

- Advocate for and support the evidence-based development of inclusive national youth policies in countries where there is none in place.
- Support national partners to better link national youth policies to national development plans, such as Poverty Reduction Strategies and national peacebuilding plans and development plans.
- Develop the capacity of youth organizations and networks – particularly those involving marginalized youth and women – to participate and influence the development or updating of national youth policies.
- Support programmes and projects that are integrated into national youth policies, and which link interventions at the local and national levels.

⁷² EC-Council of Europe, *Youth Transforming Conflict Toolkit* (2012), p. 11. This was incorporated in the new EU Strategy for Youth Policy until 2020, which was adopted by the European Commission in April 2009.

Promising Practices

Title/Name	South Africa National Youth Policy (2009-2014)
Description	<p>The National Youth Policy supports the development of young people by ensuring that they assume their rightful place in building a non-racial, non-sexist, prosperous and democratic South Africa. Using the Commonwealth Youth Program Model, it has a detailed section on priority issues to be addressed by the policy and implementation measures at national, provincial and local levels.</p> <p>The policy promotes young people's contributions to peacebuilding through "a life-building skills" programme. The programme strengthens the connections of youth, families, peers and their communities by developing behavioural skills such as self-confidence, motivation, teamwork, conflict management, as well as critical and creative thinking skills. The Policy also recommended for schools to reinforce the teaching of more peaceful conflict resolution mechanisms and tools.⁷³</p> <p>The Policy development process involved national and provincial youth hearings, and a national youth summit was organized to review and adopt it and guide its submission to parliament via the National Youth Commission. The national youth policy also provided for a National Youth Service.⁷⁴ The policy is seen as a best practice for youth participation in national youth policy development.⁷⁵</p>
More information	www.youthpolicy.org/national/South_Africa_2009_National_Youth_Policy.pdf

Title/Name	National Youth Policy: Timor-Leste
Description	<p>Timor-Leste made significant efforts in involving young people in the creation of an evidence-based National Youth Policy.⁷⁶ With a strong partnership with the National Youth Council and links with youth organizations, sustainable youth participation mechanisms were created. The policy's thematic focus was fighting poverty, and increasing education and civic participation opportunities that contribute to peacebuilding. By creating a Youth Parliament and building capacity⁷⁷ of young people (ages 12-16),⁷⁸ the government gave legal recognition to the vital role of young people in nation-building and peacebuilding. Through the allocation of funds for Youth Parliament activities and youth centers, mechanisms for policy implementation were created at national, regional and local levels. Young people participated actively and had a strong sense of ownership of the youth policy.⁷⁹</p>
More information	www.youthpolicy.org/national/South_Africa_2009_National_Youth_Policy.pdf

73 *Draft Integrated Youth Development Strategy for South Africa – National Youth Development Agency* (2011). Draft Integrated Youth Development Strategy and Plan for South Africa (2012-2016).

74 World Bank, *World Development Report 2007* (Washington D.C., 2007).

75 *Comparative Analysis on National Youth Policies* (Eschborn: GTZ Germany, 2005), p.13.

76 Timor Leste, *National Youth Policy Timor-Leste* (Dili, 2007). Available from http://www.youthpolicy.org/national/Timor_Leste_2007_National_Youth_Policy.pdf.

77 UNI CEF, *Emerging leaders: Timor-Leste inaugurates young parliamentarians, UNICEF At a glance: Timor-Leste* (September 2010). Available from http://www.unicef.org/infobycountry/Timorleste_55866.html.

78 Young people are defined in Timor-Leste's Youth Policy as those aged 16-30.

79 Asia-Pacific Interagency Group on Youth, *Investing in Youth Policy*; and UNICEF, *State of the World's Children, 2011: Adolescence: An age of opportunity* (New York, 2011).

National Youth Services

National youth services can take a variety of forms. Many are long-term, intensive schemes that engage youth in specifically defined productive work while simultaneously building their skills and impacting the organizations and communities with which they work.⁸⁰ National youth service programmes can be voluntary or compulsory, and based on either government policy or membership in a network of voluntary and community-based organizations that work with young people – or some combination thereof.⁸¹ National service programmes may be international, national, or local in scope. The majority of service programmes are operated by NGOs, and even governments that sponsor national service programmes routinely partner with NGOs for implementation.

National youth services represent a unique, at-scale platform that can make interventions into the lives of marginalized and at-risk youth in conflict-affected countries. National youth services provide structured and constructive civic and economic roles for marginalized youth that are alternatives to risky behaviour. They empower young people to become active citizens in addressing a wide range of community challenges. National youth service programmes can also help build the leadership and civic engagement skills of youth, develop the capacity of youth organizations, and support grass roots development efforts essential to community and national cohesion.⁸²

Key challenges to planning and implementing national youth policies remain. In the poorest conflict-affected countries, data gaps on the situation of youth constrain evidence-informed policymaking. Youth services can be prone to engaging primarily elite, educated youth. Youth services can also be expensive, and countries can be hard pressed to finance all the elements of a national youth policy. Lastly, where national policies exist, they are not always linked into broader national planning – including peacebuilding planning.⁸³

Recommendations

- Advocate for and support the development of inclusive national youth services in conflict-affected countries where there is none.
- Support governments to work with a wide array of stakeholders, including community-based organizations, NGOs, and international partners on the development and evaluation of national youth service programmes.
- Support national youth service programmes to be designed so that skills are obtained for future work or livelihood opportunities and either through formal, non-formal, or self-employment. Mechanisms should be in place both during and post-service in order to facilitate transition to work.
- Highlight the strategic holistic approach of simultaneously delivering social services to rural communities while empowering young people to gain experience in applied leadership and skills.

80 A. Moore McBride, *Youth Service in Comparative Perspective*, Center for Social Development (St. Louis, MO: Washington University, 2009), p. 1.

81 A. Moore McBride, C. Benítez, and M.E. Sherraden, *The forms and nature of civic service: a global assessment*, Center for Social Development (St. Louis, MO: Washington University, 2003).

82 R. Israel and S. Nogueira-Sanca, *Youth Service Programs: A Study of Promising Models in International Development* (Washington, D.C.: USAID, 2011), p. 14. Available from <http://www.equip123.net/docs/e3-YSP.pdf>.

83 K. Gyimah-Brempong and M. S. Kimenyi, *Youth Policy and the Future of African Development* (Washington, D.C.: Brookings Institution, April 2013).

Promising Practices

Title/Name	Liberia National Youth Service Programme
Theory of Change	<p>If large numbers of youth in remote communities are engaged by education and health service delivery programmes, then this would enhance their own development and, in turn, the broader social reintegration and cohesion of their communities.</p> <p>The active interaction between urban youth and rural communities will help reduce the divisions and polarization in the communities to promote awareness of the value of volunteerism, the meaning of the MDGs, peacebuilding, and reconciliation.⁸⁴</p>
Description	<p>The National Youth Volunteer Service project was initiated by the Liberian Ministry of Youth and Sports and supported by UNDP, as a response to demands of Liberian youth expressed in the Kakata Declaration and the National Youth Policy Framework. Under the Liberia Peacebuilding Programme, the National Youth Volunteer Service was redesigned with support from UNICEF to incorporate other elements of youth programming in the country and take the pilot programme to scale, now with full ownership by the Government of Liberia. The new National Youth Service Programme (NYSP) continued to train and build the capacity of youth in different sectors as National Volunteers (NVs) with special emphasis on enabling them to work along with rural communities and within some national institutions. NVs (university graduates) originally served in four counties for one year in fields of education, health, public administration, computer literacy, agriculture, leadership, peacebuilding, and conflict resolution. They taught in elementary schools, carried out health awareness campaigns, and developed peacebuilding campaigns to reduce divisions and polarization after 15 years of civil conflict.⁸⁵</p> <p>The redesigned NYSP was active in 12 counties. In partnership with the US Peace Corps, NVs taught in every secondary school outside of the capitol city of Monrovia. Agricultural NVs worked in partnership with USAID Food and Enterprise Development with at-risk rural youth. In other sectors, NVs were managing the counties' youth centers and continued to provide support to the health sector, while all NVs provided leadership for peacebuilding competency development and action in their communities.</p>
Results	<p>As of 2014 the NYSP engaged over 225 participants in various parts of the country, with many managing 10 youth centers across Liberia.⁸⁶</p> <p>The Government of Liberia made the NYSP part of their national reconciliation policy and the country's development plan and poverty reduction strategy, and linked it to local agendas and structures.⁸⁷ Together, these political and financial efforts helped the sustainability and long-term impact of the project. The NYSP is also developing national capacity. The NVs have brought new technical knowledge and expertise to institutions, local professionals, communities, and have enriched their own personal and professional skills. In particular, the youth volunteer scheme contributed to reconstruction and peacebuilding, as well as enhanced legitimization of the youth in the eyes of their communities.⁸⁸ In all districts, youth were more willing to volunteer; parents wanted their children to volunteer and to participate in a positive way to develop Liberia.⁸⁹</p> <p>During the Ebola Virus Disease crisis, the programme was initially suspended, but then all NV's who had been trained and or served since the beginning of the programme were recruited again, trained on Ebola prevention activities, and redeployed to respond to the crisis.</p>
More information	<p>www.unv.org/fileadmin/docdb/pdf/2013/resources/LBR_Evaluation_Brief_Youth_2013.pdf www.unv.org/fileadmin/docdb/pdf/2013/resources/Booklet_SWWR_Social_Cohesion.pdf</p>

84 R. Israel and S. Nogueira-Sanca, *Youth Service Programs-A Study of Promising Models in International Development* (Washington, D.C.: USAID, 2011), p. 14. Available from <http://www.equip123.net/docs/e3-YSP.pdf>.

85 A. Matos and V. Zidi-Aporeigah, *Liberian National Youth Volunteer Service Project Mid-term Review Report* (June/July 2008), p. 4.

86 *Overview of the National Youth Services Landscape in Sub-Saharan Africa* (2013), p. 26. Available from <http://www.icicp.org/wp-content/uploads/2014/04/131123-Landscape-in-National-Youth-Service-final.pdf>.

Title/Name	Nigeria Youth Service Corps (NYSC)
Theory of Change	If youth are required to serve in other communities in their country, they will address prejudice and develop a sense of national cohesion.
Description	<p>Nigeria established the compulsory National Youth Service Corps (NYSC) in 1973 with a mandate of reconstruction, reconciliation, national unity, and development in the aftermath of the Nigerian Civil War (1967-70). The NYSC requires all university graduates to serve for one year in a region of the country different from their origins. Following a semi-military orientation period, NYSC postings involve eleven months of service, including developing independent community development initiatives. Corps members serve in their professional disciplines, but there is an overall sectoral orientation toward agriculture, health, education and infrastructure. There are leadership and training opportunities. The government provides stipends, and Corps members receive Certificates of National Service entitling them to be employed in Nigeria.</p> <p>The NYSC holds unique peacebuilding value. It emphasizes the spirit of solidarity of all Nigerians, irrespective of cultural or social background. Programmes aim at developing a sense of community among Nigerian youth, and focus on eliminating prejudice, promoting tolerance, and identifying common cause.</p>
Results	Some 250,000 individuals participate annually in the NYSC. ⁹⁰ While the programme has been scrutinized for management issues and its national unity orientation, it has long been seen as a valuable national asset in facilitating social integration in Nigeria. ⁹¹ The national year of service has now become a permanent part of the post-graduation calendar in the country. ⁹² Many countries in the sub-region have also emulated the Nigerian NYS model.
More information	<p>www.codesria.org/spip.php?article663</p> <p>www.brookings.edu/~~/media/research/files/reports/2012/6/volunteering-africa-caprara/06-volunteering-africa-caprara</p>

b) PROGRAMMES

Youth Leadership

Youth (both young men and young women) must be seen as national and community assets in peacebuilding. From this perspective, empowering youth to take up constructive and exemplary roles in situations of conflict and violence can bear crucial results for social cohesion. Youth leadership is an explicit process of youth development that focuses on the individual and developing a young person's personal skills (such as self-awareness, self-esteem, confidence, motivation) and social skills (including building relationships, working in groups, and organizational capacities) to guide, direct or influence others and serve as a role model.^{93, 94} Youth leadership also prepares youth to work with adults to solve problems of conflict and violence in their communities, and

87 UN Volunteers, *Evaluation in action Youth Series (4): Review of National Youth Volunteer Service Project in Liberia, 2007-2009* (2013). Available from http://www.unv.org/fileadmin/docdb/pdf/2013/resources/LBR_Evaluation_Brief_Youth_2013.pdf.

88 The National Volunteers were recognized as sons and daughters of Liberia and Liberian Peace Corps by communities, sacrificing themselves to do something for their country.

89 A. Matos and V. Zidi-Aporeigah, *Liberian National Youth Volunteer Service Project, Mid-term Review Report* (June/July 2008).

90 D. Caprara, J. M. Mati, E. Obadare and H. Perold, "Volunteering and Civic Service in Three African Regions - Contributions to Regional Integration, Youth Development and Peace", *Global Economy and Development* (Washington, D.C.: Brookings Institution, 2012), p. 13.

91 E. Obadare, *Statism Youth and Civic Imagination: A Critical Study of the National Youth Service Corps Programme in Nigeria* (Dakar: CODESRIA, 2010).

92 Ibid, p. 14.

93 Youth development is a process that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential. Youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies.

94 M.L. Wehmeyer, M. Agran and C. Hughes, *Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition* (Baltimore, 1998).

this includes learning to understand the perspectives of adults. Not only is youth leadership important in the short-term, but leadership in adolescence and “youth-hood” helps shape the future leadership path of youth, and influence the cohesion and resilience of their families, community and country.

In conflict-affected settings, youth leadership takes on additional dimensions. Personal skills such as empathy, tolerance and non-discrimination become essential, as well as more societal and political skills in reconciliation and negotiation.

Recommendations

- Target programmes that identify and develop young people (especially in marginalized communities and IDP/refugee settings) that are influential among their peers to foster leadership skills that include peacebuilding.
- Support long-term youth leadership development programmes that are youth-led, linked to local organizations, and are sustained engagements that involve youth practical work in communities.
- Encourage intergenerational and inter-group dialogue and collaboration as part of support to youth leadership programmes.

Promising Practices

Title/Name	Generation Change (global)
Organization	US Institute for Peace
Theory of Change	If emerging leaders from conflict-affected countries are provided with an external, safe space to join other emerging leaders to strengthen peacebuilding skills and share practice, they will return to their countries and will take up future leadership roles and will be more effective in building peaceful societies.
Description	Generation Change is dedicated to empowering and building the capacity of civically engaged youth as they emerge as leaders in their communities. The Generation Change programme provides leadership and conflict resolution training in order for participating emerging leaders to increase their resilience and have a greater impact on their respective communities. The trainings provide a safe space for participants to share ideas, gain new tools, practice constructive conversations, and better understand conflict resolution, especially as it relates to their region of focus. Trainings also expose participants to experts in the fields of leadership development and conflict resolution. Generation Change Fellows support each other using social media. Fellows circulate resources, share programming updates, discuss thematic content, upload photos, and plan project collaboration via the Generation Change Facebook pages, a private list server, and Twitter.
Results	The 54 fellows are between 18 and 35 years old and hold leadership roles within civic organizations and are working to positively impact their community. Fellows have earned trust and legitimacy in their communities in eight countries across the Middle East and Africa. These countries include: Egypt, Jordan, Morocco, Yemen, Kenya, Somalia, Sudan, and Uganda.
More information	www.usip.org/programs/projects/generation-change-program-emerging-leaders @GenerationChg

Title/Name	Kosovo's Young Leaders (SKYL)*
Organization	Mercy Corps, Centar za Razvoj Zajednica (CRZ), Kosovo Center for International Cooperation (KCIC) and Mundësia
Theory of Change	If young people from diverse communities in conflict-affected contexts are provided with the opportunity to: <ul style="list-style-type: none"> - Enhance job skills and experience, they will find employment; - gain confidence and skills, they can play a more active leadership role in their communities and public life; - increase their interethnic reconciliation, tolerance and collaboration on concrete projects, they will advance shared interests across ethnic groups.
Description	The SKYL programme strategy was to build toward the overall goal of helping young people from Kosovo's diverse communities become active participants in creating a viable, shared future for themselves and their communities through a phased approach: In Phase 1 all young participants learned basic life skills then they self-selected into one of two activity streams: jobs/entrepreneurship or civic engagement. In each track they built work skills, gained a commitment to participate in the well-being of their own lives and their communities, raised community confidence and realized the tangible benefits of their efforts. In Phase 2 emerging Kosovo Albanian and Serb young leaders received advanced training, planned joint projects and sought community support for their implementation. SKYL repeated Phases 1 to 3 each year with new participants and those from the previous year served as peer mentors.
Results	2,483 young people have received training, leadership and negotiation skills. 459 youth received follow-on employment with outside employers. 12 businesses were started by youth and continued for at least one year. Participants planned and implemented 27 community projects, which affected 11,600 people. Adults and youth reported increased understanding among youth from different ethnic groups, an increase in life and employability skills, and better access to employment opportunities.
More information	www.mercycorps.org/sites/default/files/skyl_eval_final_31_jan_2012.pdf

* References to Kosovo shall be understood in the context of the Security Resolution 1244 (1999)

Title/Name	Young Leaders for Peace
Organization	Youth For Peace (Cambodia)
Theory of Change	If young people are invested in building their capacity and understanding of peace in society, they are able to more effectively engage as active citizens. By undertaking activities that equip them with the relevant knowledge, attitudes, skills and practices, they are able to create positive change at all levels in their community and society.
Description	The Young Leaders for Peace programme has been the foundation of Youth For Peace's (YFP) work to support young people to become active citizens for their community and society. A number of young people are selected across Cambodia to undertake "Young Peace Leader" workshops that are comprised of six modules: building good self, culture of peace, leadership skills and planning, community development, community needs assessment and facilitation skills. The initiatives of young people are then granted small funds by YFP to implement projects that address specific problems in society. Continuing mentorship and capacity building occurs for the participants and they are included in a vast network of current and past participants to facilitate communication and knowledge exchange. An annual forum is organized at the end of each project year.
Results	The programme trained 474 young people between 2010-2012, from three regions of the country. Participants undertook 28 projects over the course of three years. Results of the programme demonstrate its high relevance in addressing the need of young people to grow personally, develop their leadership, and enhance their desire to serve marginalized communities.
More information	www.yfpcambodia.org/index.php?p=submenu.php&menuId=3&subMenuId=37

Youth Organizations and Associations

Youth organizations and associations vary greatly in mission, scope, size and structure. Ideally they are led by youth and staffed by youth, and involve both learning and action simultaneously. Some are led by adults and involve youth. They offer safe spaces where youth feel they belong, identify with one another, and share understandings of and address common challenges. They can take the form of associations with memberships of multiple youth organizations, mobilizing thousands of supporters and volunteers and across countries and around the globe along a range of issues of shared concern. However, as can be the case with any civil society organization, youth organizations face challenges in management, scale, and sustainability and require specific support.

Importantly, youth organizations and associations operate on the premise that young people are capable of taking leadership to transform their lives and communities – that youth are assets and should be empowered as full participants in society,⁹⁵ and are not only threats or victims needing protection.⁹⁶ Youth organizations and associations offer authentic youth leadership roles, which is distinct from adult organizations and structures that merely allow youth involvement.⁹⁷ And as violent conflict breaks down the social fabric of communities, youth organizations can play a vital role as they are often closely connected to their communities, they engage marginalized youth, fulfil youth's need for safe, supportive, positive relationships and enhance the peacebuilding agency of youth.

⁹⁵ UNICEF, *The State of the World's Children, 2011: Adolescence, an Age of Opportunity* (New York, 2011).

⁹⁶ K. Richards-Schuster, "Empowering the voice of youth: The role of youth advisory councils in grant making focused on youth", *New Directions for Evaluation*, vol. 136, 2012, p. 88.

⁹⁷ Social Policy Research Associates for the Innovation Center for Community and Youth Development, *Lessons in Leadership: An Evaluation of the Youth Leadership for Development Initiative* (2003). p. 9.

Recommendations

- Provide flexible, long-term technical support and funding to youth-led organizations to achieve institutional sustainability.
- Support youth-led organizations that work holistically, including linking enabling environment (policy) with community level activities.
- Help youth organizations strengthen their capacities for inclusive governance.
- Support youth organizations to develop and institutionalize knowledge and skills for the effective implementation and sustainability of programmes.
- Prioritize support to organizations led by and serving marginalized youth.
- Support the capacity building of youth organizations and associations to conduct monitoring, evaluation and learning of their work.

Promising Practices

Organization	PRONI Institute of Social Education/FSB: Balkans (Localized)
Theory of Change	<p>If knowledge, skills and values of youth work are transferred to young people, they increase their participation in their societies.</p> <p>If the capacity of local partner organizations is developed so they become self-sustainable local NGOs, they would continue to organize youth community work.</p> <p>If the understanding among politicians and public officials about the role and function of youth service and youth work is improved, this will increase the possibilities of integrating youth service structures in a country.</p>
Description	<p>Based upon the Northern Ireland model of youth and community work, and UK models of national voluntary youth services, Project Northern Ireland (PRONI) Institute for Social Education established country offices in rural, formerly front line towns in Croatia, Bosnia and Herzegovina, Serbia, Macedonia, and Montenegro. PRONI was an integrated, learning and developing organization that had three pillars of work: (1) accredited, non-formal education and training, (2) youth community work, and (3) youth policy advocacy. Peacebuilding and youth leadership were integrated throughout.</p> <p>A roster of expert trainers implemented EU-accredited university-level, year-long courses on youth leadership, conflict transformation, and voluntary community youth work, with students simultaneously implementing peer group volunteer work through youth centres. Many students were PRONI staff, and they received in-service training and expert support as they worked in volatile post-conflict zones. It was a leader regionally in advocating for and supporting national youth policies and action plans, and for establishing local accreditation for non-formal education for youth work. The organization ran some 40 youth centres that had nearly 15,000 members, as well as a youth bank, which was run by youth and supported youth voluntary projects. Lastly, a long-term, conducive donor arrangement and a dedication to local sustainability led to spin-off, fully youth-led organizations in each of its operating countries and many local universities accrediting its training courses.</p>

Results	<ul style="list-style-type: none"> • Over 1,000 EU-accredited university graduates in youth leadership and community youth work. • Youth-led NGOs achieved local sustainability in all countries. • A mine action NGO achieved local sustainability in Bosnia and Herzegovina. • Several national universities accredited PRONI's non-formal courses. • Managed 72 youth centres that helped integrate youth service structures within civil society and improved policy-makers' understanding of national youth service. • Several national youth policies embraced a PRONI methodology for their development. • Over 15,000 youth regularly involved in community youth and leadership projects regionally. • Considerable legitimization by local communities and municipalities.
More information	www.dimkov.net/sites/default/files/pronievaluation.pdf

Organization	United Network of Young Peacebuilders (UNOY)
Theory of Change	<p>If youth peace organizations network globally, share knowledge and information and assist each other on a peer-to-peer basis, they can increase the effectiveness of each organization's local actions to build peace.</p> <p>If local youth peace organizations share a common global voice, they can influence international policymaking.</p>
Description	<p>The United Network of Young Peacebuilders (UNOY) is an international youth-led network connecting youth organizations across 40 countries to strengthen youth-led peacebuilding initiatives. UNOY works through youth-led civil society in violence and conflict-affected situations on two programmes activities: international advocacy for youth participation in peacebuilding and strengthening the capacity of youth peacebuilding organizations in the form of training series, long-term partnerships and publications. Through youth-led training and workshops, grassroots youth organizations are supported in projects such as social entrepreneurship and peace education. These capacity building programmes are effective in institutionalising knowledge and skills within individual organizations and as a network.⁹⁸</p>
Results	<p>Advocacy:</p> <ul style="list-style-type: none"> • The first substantive thematic Security Council debate on the role of youth in peacebuilding took place in April 2015. UNOY members and UNOY were referenced in the debate. UNOY's advocacy work has been partially credited for the fact that the debate took place. • The creation of the Youth Solidarity Fund hosted by Alliance of Civilizations in 2008. UNOY's advocacy work has been partially credited for the fact that the fund was created. <p>Capacity development:</p> <ul style="list-style-type: none"> • UNOY member organizations have improved their organizational capacities during the last 25 years through the wide range of opportunities provided by UNOY. This includes the improvement of their project management capabilities, such as writing fundraising proposals and leadership. On the individual level, young people have expanded their knowledge of peace, learned more about the role of youth in peacebuilding, gained abilities in critical analysis and thinking and largely developed their attitudes towards social responsibility and collaboration and cooperativeness through participating in UNOY activities.

⁹⁸ B. van der Winden, *UNOY Evaluation Report: Africa/NL/Internal Capacity Programme 2006-2009* (2010), p. 49.

Results <i>(continued)</i>	<ul style="list-style-type: none"> • UNOY has facilitated safe spaces for dialogue and conflict transformation where young people from conflicting regions have actively participated and shared their knowledge and skills. Apart from regional gatherings, the annual Young Peacebuilder Forum has become the main international event where young peacebuilders from all over the world gather in order to exchange their experiences in the field of peacebuilding and conflict transformation. • The capacity development opportunities provided by UNOY have enabled member organizations to mobilize youth in their local, national and regional context to be effective contributors to the creation of peaceful societies. • UNOY has become one of the leading youth organizations working on peacebuilding at an international level with expertise on specific topics.
More information	www.unoy.org

Youth Centres and Clubs

Next to a school, a youth centre or a youth club can be one of the most important locations for safe learning and action for youth in conflict settings. Youth centres are often the most local arm of national youth policy implementation. Often, youth centres are little more than spaces that are not actively managed, or they can be subject to control by political actors. But, when planned and managed by youth, supported by their communities, and guided by principles or a code of conduct, youth centres can become relevant, effective and sustainable initiatives. For maximum impact, youth centres should not merely be a leisure space, but an intervention into the lives of youth. The programmes associated with a youth centre may vary from non-formal education and youth work to peacebuilding peer groups, livelihoods and sports activities.

Youth centres can play significant roles in fostering social cohesion and inclusivity by reaching out to marginalized youth. These youth are the most at risk of violence and exploitation, including recruitment of organized social groups often aligned around a destructive goal.⁹⁹ Youth centres with democratic, “open door” policies have shown to attract more young people, and attain their trust better.¹⁰⁰ Programmes in support of marginalized youth address the range of risks they face and can step in where formal government services do not reach. Actively supporting the engagement of both young women and young men in youth centres is essential, including through specific outreach strategies and sensitizing communities and families so that girls are allowed to access the centres.

Recommendations

- Support non-formal education and training programmes that can provide youth with managerial and programmatic skills and knowledge to manage quality youth centers and clubs, including codes of conduct that uphold non-discrimination, non-violence, and an open door policy.
- Support youth centres and clubs to serve the most marginalized youth. Skilled youth workers should facilitate reconciliation processes and put extra efforts in involving different groups of young people, especially those with fewer opportunities and the ones who potentially could contribute to instability in the future.

⁹⁹ USAID, *State of the field report: holistic, cross-sectoral youth development USAID youth research, evaluation, and Learning Project* (Washington, D.C., 2010). Available from http://www.usaid.gov/sites/default/files/documents/1865/USAID%20state%20of%20the%20field%20holistic%20cross%20sectoral%20youth%20development%20final%202022_26.pdf.

¹⁰⁰ S. McEvoy-Levy, “Youth spaces in haunted places: Placemaking for peacebuilding in theory and practice”, *International Journal of Peace Studies*, vol. 17, no. 2, Winter 2012, pp. 1-32.

- Devise specific strategies to ensure girls and young women can access the youth centres and club, including by working with community and family members.
- Support governments and partners to create links between youth centres and clubs and national youth policy and local youth action plans.

Promising Practices

Title/Country	UNICEF Youth Centers: Kyrgyzstan
Theory of Change	If key social sectors (women, youth and agricultural communities) were positively involved in reducing interethnic tensions through vocational and pecebuilding activities through youth centers, a risk of immediate relapse of the conflict would be prevented. ¹⁰¹
Description	UNICEF established 17 youth centers in southern Kyrgyzstan following the violence in Osh to engage youth from different ethnic groups to work in their communities and with local governments on decision-making processes. The centers also ran programmes in interethnic tolerance, reconciliation, and conflict transformation using various methodologies. In response to the role played by local and national media in fomenting ethnic divisions, young people were trained in basic journalism skills and, through local radio networks, they voiced concerns and helped raise awareness among peers on tolerance and reconciliation. Youth were also provided with support to employment opportunities. ¹⁰²
Results	<p>The centers were seen as a positive influence and potentially have the ability to change negative attitudes and stereotypes of youth and their ability to participate in constructive change within the community. Many participating youth later articulated how they put their learning into real life practice. Some 80 per cent of youth from high conflict areas who were targeted by this project ultimately found employment.</p> <p>The success of the youth centers has led to community requests for similar opportunities in other sectors, and demand was outpacing resources. Youth centers were seen to potentially expand programmes to women, men, the elderly, and the business community. Young people became a source of positive change within their communities, and parents and teachers alike noted this. As in other programs, there is a challenge to sustaining the level of these efforts, as expectations have been raised in terms of infrastructure, trainings, and social opportunities.¹⁰³</p>
More information	M. Zapach, G. Ibraeva, <i>Immediate Response Facility (IRF1) Final Evaluation – Kyrgyzstan</i> , UN Peacebuilding Fund - Immediate Response Facility (IRF), 10 May-30 June 2012.

¹⁰¹ M. Zapach and G. Ibraeva, *UN Peacebuilding Fund - Immediate Response Facility (IRF), Final Evaluation – Kyrgyzstan* (2012), p. 17.

¹⁰² *Ibid.*, p. 20.

¹⁰³ *Ibid.*, p. 24.

Title/Country	Kamenge Youth Centre (KYC): Burundi
Theory of Change	The overall theory of change behind the KYC is that engaging youth across ethnic lines through constructive cultural, economic, sports activities and group work, this can lead to reconciliation and broader social cohesion. KYC provides a wide range of activities including training, sports, and other recreational activities. ¹⁰⁴
Description	<p>KYC was initiated in 1991 by the Catholic diocese of Bujumbura. It works between six ethnic communities in northern Bujumbura, an area that suffered greatly in the 1993 to 2000 conflict.</p> <p>Following the 1994 crisis, the need to bring together young Tutsi and Hutu communities in order to promote reconciliation led to the creation of the KYC. At that time, the KYC showed early promise in joining Tutsi and Hutu youth through sports and cultural activities. In the following 15 years, the Kamenge Youth Centre continued to bring together youth of all social, ethnic and religious backgrounds to be involved in different peacebuilding activities. Through collaboration with schools, administrative and religious associations and local NGOs, the KYC has been influential in all districts of the capital. It has run programmes on peace and reconciliation, AIDS awareness, literacy activities, and computer training, with attention to group work to strengthen relationships. Their activities help young people enter the working world, and promote education.</p>
Results	KYC has expanded to reach nearly 30,000 members, ¹⁰⁵ and received the Right Livelihood Award in 2002.
More information	www.insightonconflict.org/conflicts/burundi/peacebuilding-organizations/kamenge-youth-centre/

Education

The importance of social services, particularly education, to peacebuilding is increasingly being recognized by the international policy and donor community.¹⁰⁶ Education is arguably the single most transformative national institution that can touch every young person. For this reason, it is a pillar of nation-building and national identity formation – as well as peacebuilding. Youth around the world understand the importance of education: one of the top priorities of young people in post-2015 global consultations was “a good education.”¹⁰⁷

Education is central to peacebuilding precisely because it can have “two faces.”¹⁰⁸ When equitably available, of good quality and relevant – conflict sensitive, education can help promote peace and provide safe environments; conversely, when it is exclusionary, discriminatory or corrupt, it can oppress, exclude and fuel violence and extremism.¹⁰⁹ Policy, curricula, materials, and physical infrastructure all play a role in fostering either division or cohesion. Unsurprisingly, teachers – who underpin the success of any education system – have a major role to play as agents of peacebuilding and protection. Parent-teacher associations, who can remain active in conflict contexts, also have an important role to play.

104 Available from <http://www.insightonconflict.org/conflicts/burundi/peacebuilding-organizations/kamenge-youth-centre/>.

105 A. Korongo, *Regional Report on Youth Policies and Violence Prevention in the Great Lake Regions, 2nd Year* (Paris: UNESCO, 2012).

106 See United Nations, *Report of the Secretary-General on Peacebuilding in the Immediate Aftermath of Conflict (A/63/881-S/2015/304*, 11 June 2009); *United Nations Peacebuilding Fund Thematic Areas; New Deal for Engagement in Fragile States*; and USAID, *State of the Field Report: Youth Education in Crisis and Conflict* (Washington, D.C., 2013, p. 11), which shows that the top education priority of donors in conflict-affected settings is conflict mediation/peacebuilding.

107 Available from <http://data.myworld2015.org/>. Priorities shift slightly depending on analytic filters applied.

108 For more information on the two faces of education in conflict, see <http://www.unicef-irc.org/publications/pdf/insight4.pdf>.

109 USAID, *State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict* (Washington, D.C., 2013), p. 6.

Most youth in conflict-affected states are out of school, and girls are the first to be excluded.¹¹⁰ The exclusion of girls from education further entrenches gender inequality, which research has shown renders societies less stable and more vulnerable to conflict.¹¹¹ If inclusive and accessible to both boys and girls, education can thus foster gender equality from a young age, which in turn builds fairer societies that are more resilient to conflict.

Education programmes that support youth and peacebuilding can be formal or non-formal or alternative education programmes (often creative and in communities, including civic education). Together, these programmes develop the knowledge, skills and attitudes of youth in peacebuilding and conflict resolution, non-violence in schools, civic participation and peer and community leadership.

As a social service, education confronts two persistent policy obstacles to reaching its full peacebuilding potential. These include the stance of the peace and security community that erroneously sees education as “development only”, and the lack of humanitarian funding allocated to education in emergencies.

Recommendations

- Give priority to investing in quality, conflict sensitive education as a strategic contribution to national equity, cohesion, and peacebuilding.
- Explore the viability of extending operations of schools and linkages to their communities to increase social capital and cohesion in violence-affected communities.
- Invest in alternative or non-formal education programmes that reach out of school youth, and that include peacebuilding components, and track the situation of those youth after they leave the programme.
- Support programmes that support the reduction of violence in and around schools, and learn from violence prevention efforts across regions.
- Support programmes that actively promote gender equality and young women’s empowerment.
- Ensure equitable access to education, factoring in gender, the most marginalized, and identity groups.
- Review and revise curricula, textbooks, and teacher pre- and in-service training to promote conflict resolution skills and address bias and discrimination.

Promising Practices

Title	Open Schools Programme (Brazil)
Organization	Ministry of Education, State and Municipal Education Authorities, supported by UNESCO
Theory of Change	If schools are opened on weekends for wider use by communities, this will increase social capital of communities and reduce violence in and around schools.
Description	The Open Schools Programme revolves around opening schools on weekends to communities. It is based on a culture of peace and nonviolence to promote the citizenship of adolescents, youngsters and the school community as a whole. Concretely, it involves: <ul style="list-style-type: none"> • Bringing the community and its youngsters together in the school spaces • Constructing spaces for dialogue and living together • Opening public schools on Saturdays and Sundays • Offering sports, cultural, arts and leisure activities and initial work training for youngsters

¹¹⁰ Of the 74 million adolescents who do not attend any sort of formal education, 28 million live in conflict-affected places. See UNESCO, A growing number of children and adolescents are out of school as aid fails to meet the mark (2005). Available from <http://en.unesco.org/gem-report/growing-number-children-and-adolescents-are-out-school-aid-fails-meet-mark#sthash.2P6rzFbd.dpuf>.

¹¹¹ V. Hudson, *Summary of Research Findings: Establishing the Relationship between Women’s Insecurity and State Insecurity* (March 2015); R. Coomaraswamy, *Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325* (New York, 2015).

<p>Description <i>(continued)</i></p>	<ul style="list-style-type: none"> • Mapping the talents that exist in the community • Inviting those with talents to coordinate workshops in the school • Encouraging the transfer of knowledge existing in the community • Reducing the cycle of violence in the community and in the school environment • Broadening the horizons of the community and its young people • Strengthening the school so that it can become an agglutinating centre and a centre for the diffusion of knowledge • Building a culture of peace <p>The Open Schools Programme fosters an improvement in the quality of the country's education by increasing opportunities for access to educational, cultural, sports, leisure and income-generating activities. Activities are open to the entire community and have the additional purpose of improving the quality of relations and fostering interaction among teachers, students and family members.</p> <p>The average monthly per student cost of the Programme varies from one to two US dollars. Currently, the Open Schools Programme opens more than 4,000 schools every weekend in all regions of the country, to the benefit of around four million people.</p>
<p>Results</p>	<p>One particularly rigorous assessment of Open Schools, which includes more than 400 schools in its sample, demonstrates a strong positive effect of the project in Rio de Janeiro and Pernambuco, concluding that it could be successfully replicated to other areas of Brazil.¹¹²</p> <p>In São Paulo, where the Open Schools Programme, known locally as the Family School, was implemented in 5,306 schools between 2003 and 2006, breaches of discipline were reduced by 46.5 per cent over the period and criminal acts by 45.5 per cent.</p> <p>Research carried out in 2001 with a school community in Rio de Janeiro on the Open Schools Programme, known as Schools of Peace, showed that 82 per cent of educators and 70 per cent of the students believed that opening the school gates had helped to pacify the school. The same research demonstrated that the first schools that joined the programme in 2000 showed, one year later, levels of violence 31 per cent lower than in those schools that had not yet been opened to the community. In Recife this level decreased as much as 54 per cent between 2000 and 2002.</p>
<p>More information</p>	<p>www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Brasilia/pdf/open_schools_programme_folder_en.pdf</p> <p>www.unesdoc.unesco.org/images/0012/001297/129708por.pdf</p>

<p>Title</p>	<p>Peacebuilding, Education and Advocacy Programme (PBEA): South Sudan</p>
<p>Organization</p>	<p>Ministry of Education and UNICEF</p>
<p>Theory of Change</p>	<p>If the national curriculum and target policies are revised to address unequal access to education, promote tolerance, self-awareness, self-confidence specifically in girls, and provide relevant and context specific skills and knowledge, then there will be an increased contribution by the formal and non-formal education system to the reduction of violence and the increase in social cohesion.</p>
<p>Description</p>	<p>UNICEF's Peacebuilding Education and Advocacy (PBEA) programme is a four-year, 14-country, \$150 million initiative established in 2012, and funded by the Government of the Netherlands. The programme aims to strengthen resilience, social cohesion and human security in conflict-affected contexts by improving policies and practices for education and peacebuilding.</p>

¹¹² JJ. Waiselfisz and M. Maciel, *Revertendo violências, semeando futuros* (Brasília: UNESCO, 2003).

Description <i>(continued)</i>	In South Sudan, UNICEF, through the Global Partnership for Education, has partnered with the Ministry of Education, Science and Technology to aid various peacebuilding initiatives on the national level and to mainstream life skills and peace education into the curriculum used by the country's primary and secondary schools. PBEA facilitated 28 participatory workshops during the review and revision of the curriculum guidelines, provided technical support to an inter-ministerial group and facilitated the participation of education personnel in national peacebuilding fora and processes.
Results	Forty-eight schools in four intervention areas in at least six counties received the Life Skills and Peacebuilding curriculum, reaching a total of 13,109 students at primary and secondary school level. Collaboration with Global Partnership for Education has helped to mainstream conflict sensitivity and peacebuilding into the entire national curriculum, including all subjects, and the overall ethos of the Ministry of Education, Science and Technology.
More information	www.learningforpeace.unicef.org/wp-content/uploads/2015/10/South-Sudan-LSPE.pdf

Governance

The importance of governance and inclusive institutions to peacebuilding and development has risen atop the international agenda. They are also paramount to youth affected by conflict. Research shows that injustice, discrimination and corruption are the key drivers behind youth engagement in violence.¹¹³ From the World Bank's 2011 World Development Report on Conflict, Security and Development to the recently adopted Agenda 2030,¹¹⁴ and particularly Goal 16 which clearly articulates the linkages between development and peace, governance and inclusive institutions are highlighted as central to peacebuilding.

The potential of youth to catalyse and shape political change has been witnessed around the world. Youth can play highly consequential roles to advance peacebuilding by influencing decisions that affect them, helping hold governments accountable, participating in political processes to support more effective public service delivery. Some examples include preventing electoral violence and participating in political parties,¹¹⁵ to making national planning and national budgeting more inclusive, equitable and responsive to their needs. But often the most visible actions by youth occur when they voice concerns outside of established government consultation mechanisms through mass social mobilization and protest – in the streets and, now, virtually.

Many of the new front lines of conflict and violence confronting youth will be in urban settings.¹¹⁶ Half of the global population now lives in cities, and rapidly growing urban areas in fragile settings pose even more complex risks. Critical urban municipal issues affecting youth include local planning, housing, policing, gangs, migration and displacement, employment, access to public services, and access to public space and resources. The city municipality is thus vital to development and youth, but it can also perpetrate violence and exacerbate poverty, inequalities, and social exclusion. Municipal institutions are well situated to work with youth and identify solutions – but the weakness of formal municipal institutions often relegates youth to living “outside” them.¹¹⁷ Thus, non-traditional local governance approaches may be required to address the needs of youth: the social and technological adaptation of youth shows that we must move beyond concepts such as “legal”, “illegal”, “formal”, “informal”, and carefully look at how the penchant for high tech and media solutions can introduce their own dilemmas.¹¹⁸

113 Mercy Corps, *Youth and Consequences: Unemployment, Injustice and Violence* (Portland, OR, 2015).

114 Available from http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E.

115 Available from http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Electoral%20Systems%20and%20Processes/ENG_UN-Youth_Guide-LR.pdf.

116 R. Muggah, “Fixing Fragile Cities”, *Foreign Affairs* (15 January 2015).

117 See M. Sommers, “Urban Youth in Africa”, *Environment and Urbanization*, vol. 22, no. 2, 2010, pp. 317-332.

118 A. Macaluso and I. Briscoe, *Trapped in the City: Communities, Insecurity and Urban Life in Fragile States* (The Hague Institute for Global Justice – Clingendael Institute, May 2015), p. 5.

Recommendations

- Promote youth involvement in community level planning, particularly oriented to community resilience and cohesion.
- Enhance the participation of young people, particularly young women, in political parties, campaigns, and as candidates in elections including through temporary special measures such as quotas.
- Support young people in office (mentoring, leadership, networking, capacity-building).
- Engage youth in constitution-making processes.
- Promote innovative accountability and transparency mechanisms for government at all levels that address youth exclusion and marginalization.
- Empower young people to gain new awareness and understanding of goals, options, skills, resources and channels of decision-making, which makes it possible for them to use these new insights in advocacy, mediation and negotiations.
- Engage youth in non-violent transitions and intergenerational dialogues on peace.
- Support strategies that help youth engage indigenous leadership and consultation mechanisms and link them to formal governance bodies.

Promising Practices

Title	Global Citizen Corps (Indonesia, Iraq, Jordan, Lebanon, Pakistan and the West Bank/Gaza)
Organization	Mercy Corps
Theory of Change	If youth are supported to develop capabilities and opportunities (including through peer engagement across countries) to enable them to be responsible citizens, they will work more effectively with communities and governments to bring change.
Description	<p>MercyCorps'GlobalCitizenCorps(GCC) engages youth through a three-tiered process of training, action-taking, and dialogue. In-person and online trainings help youth build critical life skills and leadership capabilities, while also providing them with the multi-media, communications, advocacy and organizing skills necessary to successfully educate and mobilize their peers and communities. Participants also learn about critical global challenges and explore how those issues relate to problems in their own countries.</p> <p>After assessing and prioritising needs in their communities, young people design and manage action projects that directly address local concerns. Projects typically focus on awareness-raising, advocacy, or community service. At the same time, young people from around the world connect with each other through the GCC website (www.globalcitizencorps.org), social networking sites, video-conferences, and in-person gatherings to share their experiences and action plans. This youth-to-youth dialogue is structured to increase empathy and understanding among youth in different countries, bridging physical and cultural divides, while also creating the sense that they are all part of a larger global movement of youth.</p>
Results	<p>Since its inception in 2007, GCC has grown to involve more than 13,000 youth in Indonesia, Iraq, Jordan, Lebanon, Pakistan and the West Bank/Gaza, connecting with one another and peers in the US and UK. In 2010, youth leaders engaged 71,142 people in their projects and campaigns, reaching over one million people.</p> <p>Country specific results can be found in the link below.¹¹⁹</p>
More information	www.mercycorps.org/sites/default/files/mcgoodgovernanceguide.pdf

¹¹⁹ National Democratic Institute, Conflict Mitigation Program in Yemen (2015). Available from <https://www.ndi.org/yemen>.

Title	Cross-Tribal Youth Councils: Yemen
Organization	National Democratic Institute
Theory of Change	If youth and their tribal leaders can be supported to collectively agree on how to address key youth issues, then youth and their elders will improve their relationships, increase community cohesion, and improve the lives of youth.
Description	In 2010 the National Democratic Institute ¹²⁰ helped establish youth councils in the Marib and Shabwah governorates of Yemen, with the aim of opening a means for youth to participate in conflict mitigation efforts within their own communities. The initiative encouraged municipal and tribal leaders to advocate for youth issues and trained young people in conflict prevention and mediation. The project combined this training with hands-on experience focused on enabling participation and direct involvement in community decision-making processes.
Results	In the first two years of the programme, these Youth Councils, made up of men and women under the age of 30, have been successful in resolving 12 tribal conflicts, establishing peer mediation teams in 20 local schools, and developing awareness campaigns centred around conflict prevention which have reached more than 2,500 citizens. ¹²¹
More information	www.ndi.org/Yemen-Cross-Tribal-Youth-Council-Program www.ndi.org/yemen

Title	U-Report: Burundi, DRC, Nigeria, Uganda, others
Organization	UNICEF
Theory of Change	If young people can voice their needs and opinions through free SMS, at scale, to accountable leaders, broader media will pay attention and leaders will listen more and adjust public policy and programmes accordingly.
Description	<p>UNICEF Uganda developed Ureport, a user-centred social monitoring tool based on simple SMS messages (poll questions, results, and useful information) designed for young Ugandans to strengthen community-led development and citizen engagement. Ureport allows citizens to peak-out on what is happening in their communities, provides a forum to amplify their voices through local and national media, sends alerts to key stakeholders about the issues their constituents are facing, and feeds back useful information to the Ureporters, so they are empowered to work for change and improvements in their localities themselves.</p> <p>The UNICEF team analyses and interprets the responses, sharing the results and often following up with individual questions or suggestions. The platform allows the team to get immediate feedback on questions, broken down by district, gender and age – detailed response information that Government and partners find especially helpful.</p>

¹²⁰ National Democratic Institute, Youth Conflict Resolution Program Yields Results in Yemen (2012). Available from <https://www.ndi.org/Yemen-Cross-Tribal-Youth-Council-Program>.

¹²¹ National Democratic Institute, Conflict Mitigation Program in Yemen (2015). Available from <https://www.ndi.org/yemen>.

Results	<p>Over 200,000 subscribers (circulation of the country's main newspaper is 30,000).</p> <p>Ugandan Parliament returned the government's defense budget in exchange for \$31 million in new funding for child immunization, a position strongly advocated by UNICEF and shared by U-reporters.</p> <p>Amendment to the Children's Act of 2005, which would offer new protections to Uganda's most vulnerable kids, has also been propelled forward in recent months as over 50,000 U-reporters added their voices to the debate.</p> <p>Ranked among the world's top 40 in mobile content excellence, shining a light on mobile innovation in the m-Government & Participation category.</p> <p>Amidst the world's best mobile application developers U-Report received the global UN-based World Summit Award mobile in 2015.</p>
More information	<p>www.ureport.ug</p> <p>www.unicef.org/infobycountry/uganda_62001.html</p>

Title	Multi-media Civic Education Campaign: Cambodia
Organization	UNDP, NIMD, IDEA International, BBC
Theory of Change	If youth are supported to be more aware of issues and opportunities in civic life, then they will be more active and take up roles in their communities.
Description	<p>Loy9 was launched in January 2012. It was prompted by a Knowledge, Attitudes and Practices study which had found a low awareness among many young people about the importance of civic life and the function of the country's key institutions such as the National Assembly and commune councils. Many young people were also found to have difficulties expressing themselves about issues concerning them and their communities. The UNDP-supported Strengthening Democracy Programme (2011-2015) in Cambodia has strong youth components including a nationwide youth multi-media civic education campaign ("Loy 9") that aims to equip young Cambodians with civic knowledge and skills to enhance their participation in democratic processes. Loy9, a joint UNDP-BBC Media Action initiative, has been working since 2012 to encourage youth engagement in decision-making and challenge the perception that young Cambodians are not ready to take on greater responsibilities.</p> <p>Initial lessons point towards the need to build on the programme's success by moving beyond civic engagement towards advancing the rising aspirations of a young population and addressing continuing vulnerabilities experienced by Cambodian households.</p>
Results	<p>The programme, which reached three million young viewers in its first year, included a weekly TV show, call-in radio broadcasts, public service announcements on voter education, online and mobile phone communications and support to youth CSOs.</p> <p>Youth exposed to Loy9 demonstrated greater awareness of opportunities for community participation than those not exposed.</p>
More information	www.kh.undp.org/content/cambodia/en/home/presscenter/articles/2014/03/24/loy9-youth-civic-education-campaign-reaches-2-million-people.html

Community Building

Conflict is very much a brutal and local affair that tears apart the most intimate community fabric. Therefore, action that builds community level social cohesion, relationships and collective action can deliver important peacebuilding dividends. Community building is an approach to empowering young people to take charge of their lives and the life of their communities. It recognizes a positive relationship between youth development and community development, and provides a context in which young people can become fully engaged community partners. Community building entails attitude, process, and structure: how young people and other citizens relate to each other, engage in decision-making and action, and organize through collaborative mechanisms.¹²²

Community building takes place in the immediate environment of youth. In this sense, it is concrete, visible, physical, and emotional. It is here where contact with the “other” is real. Despite this immediacy and importance, some national peacebuilding plans and interventions never reach the community level – particularly when youth live outside of the capital and in marginalized regions. What is more, community building takes on entirely new dimensions when youth are displaced into new, fluid and less known communities. There, supporting youth to become involved in their environment and to build new relationships is vital for cohesion and peaceful coexistence.

Community building is proving a central theme to addressing high levels of gang violence in Central America. Emerging lessons show that the most successful prevention programmes are based upon two principles: *community-driven programming* (the establishment of programmes that respond to the self-identified needs of a particular community) and *community capacity building* (efforts to strengthen a community's own ability to develop and support programmes that work with its youth). Successful interventions tend to be led by communities and bring together diverse actors such as schools, local government, healthcare centres, religious institutions, with guidance and support from national governments.¹²³

Recommendations

- New policies and programmes should include development and support of youth-focused civil society institutions and organizations that are didactic in informing youth in their formative years on the values that foster positive peace and inclusive community.
- Resources must be given to research that conceptualises, understands, and evaluates the dynamics and potential of youth in the peace and community building processes. Particular focus must be given to sustainability of such processes that have both diffusive and cross-generational impact and outcomes.
- Because research on youth and community building is scarce and tends to focus on Western models, programme support and study should be given to practices that reflect the diverse regions and cultures of the world.

¹²² J. Hyman, *Not Quite Chaos: Toward a More Disciplined Approach to Community Building* (Baltimore: The Annie Casey Foundation, 2002), pp. 6 and 10.

¹²³ *Daring To Care: Community-Based Responses to Youth Gang Violence in Central America and Central American Immigrant Communities in the United States* (Washington, D.C.: Washington Office on Latin America, 2008), pp. 2-4. Available from http://www.wola.org/publications/daring_to_care.

Promising Practices

Title/Name	Youth-led Community Building through Service Learning
Organization	4-H/Youth Development in Oxford Hills, Maine and Upton Community, Baltimore Maryland, USA
Theory of Change	Youth-led community building may be achieved by engaging youth and giving them voice through community-based service-learning.
Description	4-H/Youth Development used youth-led service-learning over a 2 1/2-year programme that engaged youth in and across their communities with adult residents. Activities included development of leadership teams, service projects, asset mapping, and organizational collaboration, with the added element of reflection on impact and outcomes.
Results	Development of youth leadership, wide-spread youth participation, and imparting principles of service for the sake of learning as well as learning for the sake of service.
More information	L. Camino, "Youth-Led Community Building: Promising Practices from Two Communities Using Community-based Service-Learning", <i>Journal of Extension</i> , vol. 43, no. 1, 2005 /www.joe.org lcamino@facstaff.wisc.edu

Title/Name	Youth can use the arts as a community-building tool
Organization	N/A
Theory of Change	Youth can use the arts as means of fostering positive peace, while building collaborative relationships within and across communities.
Description	Through research of an Australian youth peacebuilding group that included Samoan, Maori, Tongan, Sudanese, Liberian, Fijian and Slovenian ethnic backgrounds, Lesley Pruitt observes three elements that may contribute to both peacebuilding and community building are themes associated with dialogue, identity, and space. Examples include how music and dance can play significant community building and peacebuilding roles in the lives of youth and their communities.
Results	Youth participants report such art forms as music and dance are alternative methods of dialogue and mechanisms for resolving and transforming conflict. These forms may foster positive (re)shaping and (re)producing of identities for both individuals and groups. Youth say these forms create new "spaces" that are youth-centric, where people feel free to engage and give voice to new opportunities of community building and peacebuilding.
More information	L. Pruitt, "They Drop Beats, not Bombs: Music and Dance in Youth Peace-Building", <i>Australian Journal of Peace Studies</i> , vol. 3, 2008, pp. 14-32. R. Eyerman and A. Jamison, <i>Music and Social Movements: Mobilizing Traditions in the 20th Century</i> (Cambridge, 1998)

Title/Name	Youth For Justice and Reconciliation
Organization	Youth For Peace (Cambodia)
Theory of Change	The Youth for Justice and Reconciliation Project (YJR) was initiated to offer understanding on Khmer Rouge history and the Khmer Rouge Tribunal (KRT) and involve youth in reconciliation through memory culture. The deep wounds and psychological trauma inflicted on Cambodian society under the Khmer Rouge has not been raised for debate within the country. Whilst the history of violent conflict still shapes the lives of many young people today, the descendants of victims and perpetrators do not receive any formal education on the history of the Khmer Rouge period and largely depend on family narratives for information. The YJR project utilises memory culture and outreach activities to promote understanding of Khmer Rouge history, the KRT process and the reconciliation process for youth, and to encourage youth to participate actively in the Extraordinary Chambers in the Courts of Cambodia process.
Description	The project works to establish a positive legacy for the KRT and reconciliation efforts in Cambodia, through education and the creation of space for dialogue between generations. The project uses a number of mechanisms to engage young people, improve their understanding of history and to become involved in transitional justice in Cambodia. Activities in the project use participatory approaches where ownership and initiatives from local people are encouraged and supported. The designed activities include workshops on understanding, remembrance and change; village dialogues; trips to local mass grave sites, Phnom Penh genocide museums and to Extraordinary Chambers in the Courts of Cambodia hearing rooms; peace conferences with young people, national and international stakeholders; art workshops and public exhibitions; and producing publications that present balanced historical accounts.
Results	The YJR project has been very successful in its operation by way of building reconciliation between young people and with older generations. As a result of a diverse number of activities, youth were enabled to engage in positive social changes, possessed improved capacity in their leadership, and allowed the role of young people to be socially recognized to a greater extent than it previously had been. The discussion of Khmer Rouge history by young people in target areas has increased by 70 per cent and 82 per cent of participants shared their knowledge with at least three to five people in their class, family and community.
More information	www.yfpcambodia.org/index.php?p=submenu.php&menuId=3&subMenuId=36

Economy

In developing regions, one in three young people remain trapped in undignified conditions of working poverty. Persistent un- and underemployment of young men and women, particularly in post-conflict environments, means the productive transformation of economies, along with the potential demographic dividends in some countries, remains untapped. The results of this are high social and economic costs and can threaten the fabric of societies. The creation of sufficient productive employment opportunities and decent jobs for youth is of the highest global priority, all the more so in countries in crisis or post-crisis. The current policy discourse contends that young people, particularly men enlist in the national army and/or armed groups primarily because they lack access to productive employment and livelihood opportunities. For those youth who have already been involved with armed groups, providing economic and livelihood opportunities to them is crucially important to reintegrating them into society and shoring up peacebuilding efforts. The common hypothesis is that high levels of youth un(der)employment lead to, or are a contributing factor to, conflict (and vice versa).¹²⁴ It must be noted, however, that research increasingly disputes this narrow

¹²⁴ For example, the United Nations Office for West Africa's (UNOWA) study on the link between youth unemployment and regional insecurity in West Africa argues that the high levels of unemployment and underemployment of youth in the region was a breeding ground for violence and recruitment of young people as combatants in armed conflict. UNOWA, *Youth unemployment and Regional insecurity in West Africa* (Dakar: 2005).

discourse, often arguing that the economic exclusion of youth combines with their unfulfilled needs for purpose, justice, power, respect, dignity, belonging, ideology, and peer acceptance.¹²⁵

Young people are often victims of conflict; they may have been traumatized, separated from their communities, and trapped in a cycle of poverty, unemployment and violence. They may lack the necessary education, skills and experience to find a decent job. The transition to peace, however, can create opportunities. Post-conflict employment promotion can support reintegration, restore livelihoods, and provide young people with vocational training and income-generating work experience, which may also help to change the image of youth as a threat to peace and security.¹²⁶

According to the UN Policy for Post-Conflict Employment Creation, Income Generation and Reintegration, comprehensive strategies should include the following programming tracks with interlinked activities: 1) stabilizing income generation and emergency employment; 2) local economic recovery for employment opportunities and reintegration; and 3) sustainable employment creation and decent work.¹²⁷

In line with these tracks, possible post-conflict youth employment and reintegration initiatives include: cash-for-work projects; emergency repair and public service programmes; community-based capacity development, vocational training, and work-based learning such as apprenticeships; entrepreneurship training; start-up loans and grants; incentives for employers to hire young people; and policies to support job growth. The track record of efforts to date to provide youth with employment and livelihoods in post-conflict contexts is mixed. Many post-conflict countries have developed national youth employment plans, including instituting Ministries of Youth, but who typically lack influence and funding, and thus have limited impact on the ground. Other sectors have lagged behind in mainstreaming youth in their economic and livelihoods policies and programmes. With some exceptions, most livelihood oriented interventions from international NGOs lack market understanding, fail to involve the private sector, and thereby do not contribute to sustainable employment for youth. Paternalistic policies and programming, with adults deciding what is good for youth, are still the commonplace, leading to more frustration among youth and a waste of resources as youth do not, or reluctantly, join these programmes.

Recommendations

- Ensure that post-conflict youth employment and reintegration programmes address stabilization, reintegration and sustainable employment creation.
- Address the specific and different needs of young women and men and combine employment programmes with education and training.
- Balance security and equity concerns, mitigate regional, social and gender disparities and consider social inclusion and poverty reduction.
- Simultaneously concentrate on both increasing *employability* and creating employment *opportunities* in sectors and value chains with high demand for youth labour. The raising of expectations through skills training and related frustration when un- or under employment follows, has often been pointed out a factor for youth frustration.
- Support (accelerated) formal education combined with vocational training, business start-up support with access to credit and mentoring. This will fulfil immediate needs while investing in their future.
- Ensure specific attention is given to economic empowerment of girls, especially teenage mothers.
- Invest in programmes that engage youth led-initiatives which lead to more ownership, higher relevance and increased sustainability.
- Engage youth during conflict in economic activities and mix youth involved in violence with other youth.

¹²⁵ R. Brett and I. Specht, *Young soldiers: Why they choose to fight* (2004); see also Mercy Corps, *Youth and Consequences: Unemployment, Injustice and Violence* (Portland, OR, 2015).

¹²⁶ United Nations, *United Nations Policy for Post-Conflict Employment Creation, Income Generation and Reintegration* (New York, 2009).

¹²⁷ Ibid.

Promising Practices

Title/Name	Combined vocational training, business development and mentoring with education: Liberia
Organization	UNICEF
Theory of Change	<p>By investing in education, youth will trust in the future and have career opportunities. Simultaneous investments in their skills and livelihoods will fulfil their immediate basic needs and will reduce their engagement in harmful practices, illegal activities and recruitment in armed groups.</p> <p>Long-term business mentoring and support to young and inexperienced entrepreneurs will increase their chances for success and business growth, making them potential clients for micro-finance institutions and increasing sustainability.</p>
Description	The child Disarmament, Demobilization and Reintegration programme in Liberia reintegrated Children Associated with Fighting Forces and other vulnerable adolescents, the majority of whom went to school (accelerated learning) in combination with skills training, apprenticeship, business start-up and business mentoring follow-up.
Results	<p>A relatively high percentage of apprentices continued to be self-employed in their master workshops, with continued school attendance.</p> <p>The programme established and trained a pool of business mentors who provided up to 15 months of business support to the new entrepreneurs, significantly decreasing the number of business failure.</p> <p>Nearly 70 per cent of the target group were working and in school, and not exposed to recruitment by armed groups.</p>

Title/Name	Community-Based Labour Intensive Projects (CLIPs) for Youth and Community Stabilization: Darfur¹²⁸
Organization	United Nations–African Union Mission in Darfur (UNAMID)
Theory of Change	<p>Engaging local youth during conflict will provide them with a livelihood and social status and will stabilize and develop communities.</p> <p>Simultaneous targeting of youth involved in violence and other youth will increase social cohesion and community stabilization.</p>
Description	The CLIPs offered skills training and temporary employment to over 5,000 youth at risk. After making an assessment of the social needs of the localities and identifying the best way to reduce youth violence, each community chose to engage the youth in the most useful public works. The beneficiaries of the projects were youth (25 per cent female) who learned a variety of livelihood skills to improve their employability and social integration, while engaging to rebuild their fragile communities along with other community members.

¹²⁸ African Union/United Nations Hybrid Operation in Darfur, *Press Release* (Darfur, 31 October 2013). Available from <http://unamid.unmissions.org/Default.aspx?tabid=11027&ctl=Details&mid=14214&itemID=22901&language=en-US>.

Results	<p>More than 150,000 community members have indirectly benefitted from the programme through increased access to health, education, water and sanitation facilities.</p> <p>There was an increase in the participating youth's confidence about their future and a reduction in the vulnerability and their involvement in violence: 98 per cent of surveyed youth stated that CLIPs helped them to gain necessary livelihood skills to secure employment; 70 per cent were confident about finding jobs after the completion of the projects; and 67-68 per cent stated that CLIPs had an effective impact on strengthening community cohesion and promoting peace in their localities.</p>
More Information	www.unamid.unmissions.org/Default.aspx?tabid=11027&ctl=Details&mid=14214&itemID=22901&language=en-US

Title/Name	Youth-Led Livelihood Programming: Uganda¹²⁹
Organization	Restless Development
Theory of Change	If we engage youth to stimulate other youth to develop their economic activities, then their aspirations are better met, their motivations are higher, and chances for sustainability increase.
Description	Restless Development is a youth-led development agency that supports young people in improving their lives, in partnership with government, civil society organizations, the private sector and local communities. The organization supports youth through training in soft and hard skills, and provides resources such as start-up capital, seeds and farming materials in the areas of agriculture, entrepreneurship, and career development.
Results	<p>Over 80 per cent of beneficiaries in Uganda indicated that their household income increased as a result of the received support.</p> <p>82 per cent of male beneficiaries and 85 per cent of female beneficiaries reported they were working in the areas they were trained in.</p>
More Information	www.restlessdevelopment.org/

Sports

Sport for Development and Peace (SDP) is a young but rapidly growing sector. It is celebrated by some for possessing “unique attributes that enable it to bring particular value to development and peace processes,” but also criticized as lacking standardization and a robust evidence base.¹³⁰ However, all signs point towards the continuing development of the field; currently, there are over 600 recognized non-profit organizations, as well as a range of multinational, government and private stakeholders, invested in SDP programming.¹³¹

Young people are highly involved in SDP, particularly at the programme level as the major target audience and also as coaches who implement project activities. Youth participate in SDP projects because sports are engaging, fun, and act as a bridging language that can cut across cultural and linguistic barriers. SDP projects

¹²⁹ Restless Development, *Uganda Strategic Plan 2011-2015* (2012). Available from <http://restlessdevelopment.org/file/uganda-nsf-v7-low-pdf>.

¹³⁰ Right to Play, Secretariat to the Sport for Development and Peace International Working Group, *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments* (2008), p. 5.

¹³¹ The International Platform on Sport and Development, *Organizations Involved in Sport for Development* (2015). Available from http://www.sportanddev.org/en/connect/organizations/organizations_list/.

tap into the best aspects of sport and, if designed properly, can ensure a collaborative and non-threatening environment for participants. For this reason, sport can be an effective tool in situations of conflict, as it reaches populations that might otherwise be hesitant to engage in traditional peacebuilding activities. In addition, sport is practiced around the globe, professionally and at the grassroots level. This makes SDP accessible and applicable in a variety of contexts, from integrating immigrant populations in Germany to facilitating reconciliation in the aftermath of armed conflict in the Democratic Republic of Congo.¹³² Inclusive SDP encourages communication and collaboration across societal, ethnic, gender or political differences and can significantly redefine gender norms, laying the grounds for positive gender equality.

SDP policy and practice has matured greatly over the past decade, with several promising trends emerging. Nevertheless, challenges within the field remain. SDP most often fails to reach youth when programmes are not well designed and implemented, when coaches are not properly trained, or when activities are unstructured and organized only sporadically. The SDP sector has worked hard to earn a seat at the policy table, but has not done enough to ensure that youth are also present.

Recommendations

- Promote greater inclusion of youth in SDP policy-making. While youth are highly involved in the implementation of SDP programming, their voices are still largely absent at the policy level. Therefore, more young people should be invited to attend major SDP conferences, workshops and summits, and should be consulted during the drafting and implementation of national sports legislation.
- Support the professionalization of SDP coaching through standardised training and certification. There is currently no standardised methodology for training SDP coaches, and thus quality of coaching can vary greatly.

Promising Practices

Title/Name	Principles in National Sport Policy
Organization	Government of Brazil
Theory of Change	If governments incorporate SDP principles into national sport and recreation policies, then players, coaches and their communities (including the marginalized) will learn and espouse non-violence and conflict resolution skills and behaviours.
Description	The Brazilian government funded national SDP activities and initiated programmes such as <i>Segundo Tempo</i> , which aims to improve the health and safety of youth from disadvantaged communities. In establishing this project, the government focused on fostering collaboration among actors in various sectors; in addition to partnerships with the Brazilian Education, Health and Social Development ministries, <i>Segundo Tempo</i> works with schools, community centres and local professional athletes.
Results	A 2010 evaluation showed that the programme has been successful in improving social capital and inclusion among young people. Specifically, youth participants demonstrated increased confidence and self-esteem, and reported improvements in their social life and community relationships. ¹³³

¹³² German Federal Office for Migration and Refugees, *Leisure and Sport Programmes* (2011). Available from <http://www.bamf.de/EN/Willkommen/Integrationsprojekte/FreizeitSport/freizeitsport-node.html>; and United Nations Office on Sport for Development and Peace, *Sport and Peace* (2015). Available from <http://www.un.org/wcm/content/site/sport/peace>.

¹³³ Nike, Inc., *Designed to Move: A Physical Activity Action Agenda* (2013), pp. 76 – 77. Available from https://s3.nikecdn.com/dtm/live/en_US/DesignedToMove_FullReport.pdf.

Title/Name	Youth Coaches: Middle East
Organization	PeacePlayers International
Theory of Change	If youth are employed and properly trained as SDP coaches, then they will develop strong leadership, life and conflict resolution skills. Youth who possess these skills are more resilient to negative stereotyping in situations of conflict, and are more likely to engage in behaviours that promote peacebuilding.
Description	<p>Many SDP organizations recruit adolescent or young adult programme participants to serve as coaches. This benefits individual youth, who gain professional skills and employment experience. In addition, this practice keeps young people engaged in programming over the long-term, allowing them to develop critical leadership and life skills that lead to peacebuilding outcomes.</p> <p>PeacePlayers International – Middle East (PPI-ME), a SDP organization that implements activities for Israeli and Palestinian youth, engages many of its older participants as coaches. In order to be hired as a PPI coach, youth must graduate from the Leadership Development Program (LDP), which provides training in conflict resolution, life skills and coaching.</p> <p>Employing youth programme participants as SDP coaches contributes greatly to sustainability, as it creates a pipeline of qualified programme leaders who are connected to and understand the local community context. Youth who are well-trained in SDP coaching can then continue working in this field even after the close of a specific project.</p>
Results	<p>Veteran LDP members, who are enrolled in PPI-ME for several years and have the opportunity to take part in additional leadership-focused activities, demonstrate stronger peacebuilding outcomes than almost any other group of participants.</p> <p>A recent quasi-experimental study on the effects of the PPI-ME programme showed that LDP youth have significantly reduced levels of prejudice in comparison to both the control group and to younger, non-LDP participants.¹³⁴ The same study also indicated a link between specific leadership traits (e.g. self-efficacy and self-esteem) and likelihood to engage in conflict mitigating behaviour.¹³⁵ The implication is that by strengthening leadership and life skills among participants, youth coaching programmes such as the PPI-ME LDP achieve positive peacebuilding results.</p>

¹³⁴ New York University, *Contact, Sport and Peacebuilding: Pilot Test Report* (New York, 2014), pp. 13–14.

¹³⁵ New York University, *Group Status and Inclination to Mitigate Inter-Group Hostility: Theory and Evidence from Jewish and Arab-Palestinian Youth in Israel* (New York, 2015), p. 9.

Title/Name	Conflict Resolution Skills in Sport: Kenya
Organization	Mercy Corps
Theory of Change	The theory of change is that if conflict resolution training is integrated into SDP activities, then youth will have skills needed to resolve disputes among their peers and within their local communities, positively transforming previously adversarial relationships.
Description	The Mercy Corps <i>Local Empowerment for Peace</i> (LEAP) sports programme, which targeted youth in Kenya's Rift Valley Province affected by post-2007 election violence, used a sports-based Peace Curriculum to teach negotiation and conflict management skills. Curriculum lessons, which were delivered as part of sport practices and games, focused on topics such as competition and collaboration, mediation, and managing emotions. Use of a curriculum or guiding principles to mainstream conflict resolution skill-building is critical to the scalability of SDP projects. These can help ensure that as a programme grows, the methodology underlying activity implementation remains consistent and effective.
Results	The programme was effective in engaging at-risk and hard-to-reach youth because it incorporated conflict resolution skill-building <i>within</i> sports activities, rather than relying on a traditional classroom-based training format. Indeed, a final evaluation of the LEAP initiative showed that participants successfully learned and applied conflict management skills. ¹³⁶ Youth also reported increased levels of trust and willingness to collaborate with members of other tribes following participation in the LEAP programme. ¹³⁷

Media

Today, the ability of youth around the world to access and share information is unprecedented. Youth consume and participate in more digital information and electronic media than any other demographic group. Nearly everyone is exposed to some form of multi-media, such as the internet, radio, mobile phone, television, or online social networking – and access and use is increasing in conflict-affected countries. Sub-Saharan Africa has seen a proliferation of mobile phone ownership, with texting, photos and video as the most popular activities.¹³⁸ Globally, youth are seeing their electronic world shift with visual, rather than written, communication becoming more dominant.

While the role of media in inciting violence has been documented, its potential for peacebuilding continues to grow. Media offer youth opportunities to overcome exclusion and marginalization and build knowledge, tools, and relationships that help them understand their context, express and empower themselves, engage their community, and become agents of political change. The pace of youth innovation in media applications to peacebuilding has accelerated with new technological developments. But the importance of using media technologies, such as mobile phones, that are used by the most marginalized youth and their communities should not be overlooked.

¹³⁶ For example, one participant who was deeply resentful of another tribe after being physically injured during the election fighting developed the skills to become a mediator in his local community. See Mercy Corps Kenya, *Participatory Video for Most Significant Change Evaluation of the LEAP SPORT Program* (2010), p. 4. Available from http://www.dmeforpeace.org/educateforpeace/wp-content/uploads/2014/06/06092014_Kenya-Participatory-Video-Most-Significant-Change-report_Mercy-Corp_English.pdf.

¹³⁷ *Ibid.*, p. 1.

¹³⁸ Pew Research Center, *Cell Phones in Africa: Communication Lifeline* (March 2015). Available from <http://www.pewglobal.org/2015/04/15/cell-phones-in-africa-communication-lifeline/>.

Recommendations

- Create and support policies that enable a safe environment for young people who use media as a tool for peacebuilding.
- Support programmes that use multiple forms of media platforms, as initiatives that combine radio and social media or television and social media are more likely to reach broader audiences, including traditionally marginalized populations.
- Support programmes and initiatives that mainstream a culture of peace by countering violent and discriminatory discourses online (i.e. No Hate Speech movement).

Promising Practices

Title/Name	Golden Kids News: Sierra Leone
Organization	Search for Common Ground
Theory of Change	<p>If media programmes are developed by and with youth from marginalized populations, especially those side-lined due to religious and ethnic backgrounds or geographic origins, it can provide them with a tool for grievance expression that poses an alternative to seeking gains through violent activity.</p> <p>Involving young people in media production and broadcast provides them with a platform for collaboration, which can help lead to critical thinking and the development of practical solutions to their problems and concerns.¹³⁹</p> <p>If young people are provided the opportunity to voice their input on key issues in their lives, they will emerge as confident and capable leaders connected to their community who wish to resolve their problems through existing, non-violent structures.</p>
Description	<p>Golden Kids News, a news show "by kids and for kids" that discussed their hopes, fears, and ideas about issues facing their lives aired twice a week for 15 minutes on 11 stations in various regions of Sierra Leone.</p> <p>The 16 young people (of diverse backgrounds) who helped run the show were given training in media production, conflict-sensitive journalism and reporting skills. They were also provided with a safe space called "Talking Drum Studio" to broadcast the show from.</p>
Results	<p>89 per cent of the listeners were below age 40 indicating that youth voices and issues they cared about were indeed heard.</p> <p>82 per cent of youth participants say that they have continued to discuss the same key issues and problem-solving approaches addressed on the show after the programme finished.</p> <p>All 16 of the young people who ran the show say they feel significantly more confident in their everyday life given their experience with Golden Kids News.¹⁴⁰</p>
More Information	www.sfcg.org/wp-content/uploads/2014/08/sierra.pdf

139 D. P. Shrestha and T. Gautam, *The Role of Youth in Peacebuilding and Community Decision Making in Nepal* (Kathmandu: SFCG, 2010).

140 A. Abdalla, S. Shepler and S. Hussein, *Information and statistics from Golden Kids News case study drawn from: Evaluation of Talking Drum Studio – Sierra Leone* (Washington D.C.: Search for Common Ground, 2002).

Title/Name	Salam Shabab: Peace Media for Iraqi Youth
Organization	Iraqi filmmakers, United States Institute of Peace (USIP) support
Theory of Change	If youth can see examples of other youth in peacebuilding roles on television and on social media, they will be informed and inspired to take up similar roles in their communities.
Description	<p><i>Salam Shabab</i> (Peace Youth) is the first real life television programme made to promote the empowerment of Iraqi youth. Filmed and produced in Iraq, each season of <i>Salam Shabab</i> follows 54 Iraqi teens from six different provinces as they produce their own short films, perform on stage, and use teamwork to win sport and mental challenges.</p> <p>In 2009, thirty Iraqi youth from across the country were filmed while competing in a series of challenges ranging from sport and film to performance competitions. Backed by a peacebuilding curriculum, the resulting 30-minute pilot documentary was then broadcast on a network of Iraqi channels in early 2010. Since then, three full seasons of <i>Salam Shabab</i>, a reality TV series made up of 30-minute episodes where 140 Iraqi youth from across the country compete in a series of peacebuilding challenges to become the nation's "Ambassadors of Peace." The first two seasons of <i>Salam Shabab</i> aired in full on Iraqi state TV, a network of local satellite channels, and on the regional kids channel SpacePower. In late 2013, Season 3 was broadcast on Al Hurra-Iraq, as well as a number of private Iraqi satellite channels</p> <p>The television programme is complemented by a social networking website called <i>salamshabab.com</i> that enables Iraqi youth to connect with one another and share their peacebuilding experiences.</p>
Results	<i>Salam Shabab</i> has earned international acclaim by being awarded the UNESCO Prize for Intercultural Dialogue at the children's programming competition, Prix Jeunesse, in March of 2012.
More Information	www.usip.org/sites/default/files/resources/PB76%20Salam%20Shabab%20Views%20and%20Voices%20of%20Iraqi%20Youth.pdf

Title/Name	The Team: Kenya
Organization	Search for Common Ground (SFCG)
Theory of Change	<p>Media provides an opportunity to address key issues relevant to youth, including those that are often-considered taboo, are difficult to discuss in direct face-to-face settings, and might be root sources for youth discontent and anger.</p> <p>Recognising that media subjects can influence how issues are viewed, particularly amongst young people, a greater emphasis on non-aggressive and peaceful content and solutions, especially in the context of key youth-related issues, can help produce a larger culture of peace amongst youth.</p>

Description	<p>The Team was a television series about a youth football team, which focused on addressing youth topics in an entertaining manner and engaging the community in dialogue about such issues.</p> <p>Before producing the TV series, SFCG and Media Focus on Africa undertook a series of mapping projects and meetings with Kenyan youth to determine the key issues to address in the show, which included ethnic tolerance, police impunity, unemployment, and drugs and alcohol.</p>
Results	<p>95.6 per cent of respondents to the project evaluation survey mentioned that The Team was either "effective" or "very effective" in addressing these key issues.</p> <p>The majority of survey respondents indicated they could solve inter-tribal problems more efficiently, that it made positive changes to the way they dealt with other citizens, that they have seen positive changes in the way citizens from other tribes communicate with each other.</p>
More Information	<p>www.sfcg.org/wp-content/uploads/2014/08/KEN_MT_Mar12-The-Team-Kenya-Final-Evaluation-Report.pdf</p> <p>A. Abdalla, <i>The Team: Kenya, Final Evaluation Report</i> (Ciudad Colon, Costa Rica: University for Peace, 2012).</p>

Religion

Religion has a positive and constructive role to play in peace. Faith-based organizations were crucially involved in peace agreements and reconciliation in Latin America, Asia and Africa going back to the 1970s. When religion is a component in a conflict, sustainable peace cannot be achieved without serious and sensitive stakeholder engagement in religious doctrine and practice. Dismissing religious claims may ignore both the problem and possible solutions. Moreover, this can even trigger further violence and conflict.

Religion is also vulnerable to instrumentalization to advance political interests. Religious motivations and disputes can add to conflict, embedded within other cultural, gender, linguistic, ethnic and economic inter-group grievances. But in a world in which 84 per cent of people express a religious affiliation and two-thirds of conflicts have religious components, interfaith cooperation and intra-faith dialogue are essential contributors to lasting peace.^{141, 142}

Evidence suggests that youth play a crucial role in developing and participating in interfaith and intra-faith efforts designed to achieve peace in situations of conflict. Youth of different faiths around the world have developed and participated in creative and effective ways to pursue faith-based peacebuilding. In many cases, these methods employ a focus on dialogue, building relationships, reconciliation and forgiveness, and acquiring tools for tangible collaborative conflict mitigation with a focus on cultural and religious commonalities – all the while acknowledging and respecting differences.

141 Pew Research Centre, *The Global Religious Landscape: A Report on the Size and Distribution of the World's Major Religious Groups as of 2010* (Washington, D.C., 2012), p. 9.

142 Institute for Economics and Peace, *Five Key Questions Answered on the Link Between Peace and Religion* (Sydney, 2014), p. 2.

Recommendations

- Consider faith-based organizations and institutions as critical actors in peacebuilding.
- Youth peacebuilding in religiously-influenced conflicts requires a respectful and informed engagement with religious issues, rather than an avoidance of them.
- Further research into effective interfaith and intra-faith dialogue interventions that include youth would help expand and deepen best practice in youth religious peacebuilding.

Promising Practices

Title/Name	Child Friendly Spaces and Social Cohesion in Yaloke, Central African Republic
Organization	World Vision International
Theory of Change	If children and youth of different religious backgrounds are empowered and trained on child protection mechanisms, social cohesion, child rights, and peace they can pass this training on to other children and their parents to promote social cohesion and prevent children and youth from being separated or enrolled into armed groups.
Description	<p>In Central African Republic, a country in the midst a civil war with religious elements, World Vision child and youth leaders have been able to promote social cohesion between interfaith groups and strengthen community-based child protection mechanisms. Child friendly spaces (CFS) are spaces humanitarian agencies create to support and protect children. In CAR CFS were used as a means to convene children from different faith backgrounds.</p> <p>In 2015, World Vision identified and trained children and youth to educate and train other children. In order to promote social cohesion, these children and youth leaders were first deployed as community mobilizers ensuring children from the IDP camps (mostly Muslim communities) and children from host communities (mostly Christian) were all enrolled in the CFS regardless of their faith.</p>
Results	<p>A total of 24 trained child and youth leaders were able to use CFS as a means for social cohesion, and prevention of separation or recruitment of children and youth into armed groups. The trained children and youth worked in 12 different CFS. Each CFS contained approximately 25 children in addition to their parents. Through this intervention, it is estimated more than 300 children were reached.</p> <p>Prior to this programme, the Muslim community in Yaloke lived in an enclave fearing being killed or attacked. Since the implementation of the programme, the Muslim community has been able to move around Yaloke without fear, Muslim children have been able to enrol in local schools, and Muslim women have been able to go to the local hospital with their children instead of depending on mobile clinics within camp parameters.</p>
More Information	Please contact Moussa Sangara of World Vision at moussa_sangara@wvi.org .

Title/Name	Sant'Egidio
Country	Mozambique
Theory of Change	If young people can learn to live by religious teachings they can leverage this foundation and take up a constructive, third-party role in conflict resolution.
Description	<p>In the 1990s, The Community of Sant'Egidio, a Catholic youth network, played a pivotal role in ending civil war in Mozambique by coming up with innovative ways to mediate conflict. By developing personal relationships with both parties and making an effort to understand their cultures, using an explicitly Catholic commitment to peace and social justice, Sant'Egidio gained the trust of the actors involved and was able to broker peace between them.¹⁴³</p> <p>The group used the relationships they built with each party to act as a neutral body between the two groups. After failed attempts by foreign powers, those involved in the conflict reached out to Sant'Egidio to convene negotiations between leaders. The group led negotiations for two years before a sustainable peace agreement was made.</p>
Results	<p>Following the effective peace agreement, Mozambique had a successful democratic election and the country remained peaceful. The "Track II Diplomacy" model now commonly used in mediation owes a substantial debt to Sant'Egidio's pioneering work in Mozambique.</p> <p>The Sant' Egidio community built trust using relationships, cultural understanding, and neutrality to the conflict to successfully reach peace in Mozambique. Due to its success, innovations were developed all over the world in Algeria, Guatemala and Liberia using the techniques Sant'Egidio established.</p>
More Information	<p>S. Allen Nan, Z. Cherian Mampilly and A. Bartoli (eds.), <i>Peacemaking: From Practice to Theory</i>, Vol. I (Santa Barbara, CA, 2011), pp. 92-106.</p> <p>www.santegidio.org/pagelD/3/langID/en/itemID/2586/Youth_for_Peace_in_Mozambique_A_summer_marked_by_friendship.html</p>

Extractive Industries

The arrival of extractive industries and the influx of foreign workers into local communities have profound impacts on young people. The arrival introduces a clash of values and customs of the host community, and young people struggle between adapting to the new money-related environment, and maintaining and defending traditions of their own communities.

The exploitation of high-value natural resources, including oil, gas, and minerals, can be a key factor in triggering, escalating or sustaining violent conflicts around the globe.¹⁴⁴ Violent conflict is most likely to occur where local communities have been systematically excluded from decision-making processes related to the extractive industry, when the economic benefits from the industry are inequitably concentrated – often in the hands of men, and when the extractive industries clash with – or magnify – local social, cultural, religious and environmental norms.¹⁴⁵

¹⁴³ European Center for Conflict Prevention, *People Building Peace II: Successful Stories of Civil Society* (Brussels, 2005), pp. 876-581.

¹⁴⁴ P. Lujala, "Deadly Combat Over Natural Resources. Gems, Petroleum, Drugs, and the Severity of Armed Conflicts". *Journal of Conflict Resolution*, vol. 53, no. 1, 2009, pp. 50-71.

¹⁴⁵ UN Interagency Framework Team for Preventive Action, *Toolkit and Guidance for Preventing and Managing Land and Natural Resources Conflict* (2012), p. 6.

Extractive industries have a massive impact on the lives of youth. Youth constitute the majority of the workers in extractive industries. Yet, current policy, practice, and research do not give sufficient focus to the role of young people in extractive industries and extractive conflicts. Youth are affected in two main ways:

- *Recruitment by armed groups and the fight over extractive industry profits:* Armed groups often fight to control the profits of mining and on-shore oil and gas ventures, and they can force youth to engage in violence and fight for 'their' group.¹⁴⁶ Youth are also recruited to work in the ventures, exposing them to typically hazardous working conditions,¹⁴⁷ and other youth may trespass or intrude on extractive sites and fall into violent confrontations with security. There are gendered considerations in this, as young men and women are drawn to participate in extractive industries in different ways. Young men and boys are typically recruited to perform physical labour; they are used as security guards or enforcement; or they intrude on extractive sites to seek out profit for themselves. Girls and young women are more likely to be drawn into prostitution, sex trafficking, and sexual violence that occurs on the periphery surrounding extractive sites.¹⁴⁸
- *Conflict over inequitable distribution of benefits from extractive industry:* Armed conflict can arise between the industries and communities over accountability, inclusiveness and transparency in decision-making.¹⁴⁹ Extractive industries introduce considerable new resources into resource-scarce communities. This includes education and training – training for jobs in the extractive industry is not always available for people of the region or the quality of the education does not equip people for work in the extractive industry.¹⁵⁰ In such cases of inequitable access to resources, young unemployed men can be mobilized to violently oppose extractive industries (and often to obtain money from them).¹⁵¹

Recommendations

- Shift the focus of policy, practice, and research to investigate more thoroughly the nexus between youth, conflict, and extractive industries.
- Hold extractive industries accountable to be transparent and inclusive in decision-making and information-sharing. Extractive industry information is often highly technical and as such stakeholders must assure that youth are supported to understand and disseminate information.
- Advocate for extractive industries to be transparent and inclusive in decision-making and mechanisms for two-way communication and information-sharing with communities (including youth) and government.
- Support the association of youth so they can bring the pledge to the community to the government and extractive industry.
- Ensure that young people are included in community based discussions of sensible topics and implementation of projects
- Strengthen the regulatory role of government. Effectively communicate the regulations that rule the extractive industry. It should include mechanisms to denounce and information on how to get advice on legal processes
- Communities need to be informed in a timely manner and must have the opportunity to present their opinions to oil companies and the government.

146 V. Felbab-Brown, *The Not so Jolly Roger: Dealing with Piracy off the Coast of Somalia and in the Gulf of Guinea* (2014); B. Tsvetkova and A. Daher Djama, *The Phenomenon of Piracy off the Coast of Somalia: Challenges and Solutions of the International Community* (United Nations – The Nippon Foundation, 2011).

147 J. B. Asuni, *Blood Oil in the Niger Delta* (Washington, D.C.: United States Institute of Peace, 2009).

148 United Nations Interagency Framework Team for Preventive Action. *Toolkit and Guidance for Preventing and Managing Land and Natural Resources Conflict* (2012), p. 17.

149 R. Davis and D. Franks, *Costs of Company-Community Conflict in the Extractive Sector* (Cambridge, MA: Harvard Kennedy School, 2014); Institute for Human Rights and Business, Legal Expertise Access Platform, *Sharing Stories, Developing a Joint Narrative. Report of a Multi-Stakeholder Dialogue on Security and Human Rights in Kenya's Extractive Sector* (2015); Legal Expertise Access Platform, *The extractive industries boom on the newly emergent African continent – resource curse or blessing?*, Conference Report (2014). Available from <http://leapplatform.org/wp-content/uploads/2015/02/LEAP-conference-report-2014.pdf>; E. Wilson and J. van Alstine, *Localising Transparency: Exploring EITI's contribution to sustainable development* (Oslo: Extractive Industry Transparency Initiative, 2014).

150 See M. J. Watts, *Petro-Violence: Some Thoughts on Community, Extraction, and Political Ecology* (Berkeley, 1999).

151 See J. B. Asuni, *Blood Oil in the Niger Delta* (Washington, D.C.: United States Institute of Peace, 2009); F. Southward, Y. Weyns, L. Hoex and F. Hilgert, *Diamonds in the Central African Republic* (Antwerp: International Peace Information Service, 2014); P. Lujala, 'Deadly combat over natural resources: Gems, petroleum, drugs, and the severity of armed conflicts', *Journal of Conflict Resolution*, vol. 53, no. 1, 2009, pp. 50–71.

Promising Practices

Title/Name	Children's Parliament – DRC
Organization	World Vision
Description	<p>World Vision's Children's Parliament project created child-led advocacy, problem solving, and conflict resolution groups in Kipushi, Democratic Republic of Congo. Kipushi's main economic activity is mining, and young people in the community often perform work in and around the zinc and copper mines including work that is hazardous and harmful to their health. Children's informal participation in the mines as "intruders", who sift for leftover minerals from excavations as a way to generate some small income for their families, has caused conflicts with the community and with the mining company. Absenteeism from school became a wide spread problem as more and more children left school to go to the mines. World Vision created the Children's Parliament project as a way for young people to understand their rights and to advocate for vulnerable peers. In 2014, they implemented the following activities:</p> <ul style="list-style-type: none"> • Establishment of Child Parliament clubs • Meetings with local youth groups • Meetings with local leaders <p>Each of these activities engages young people and uses positive modelling to demonstrate the importance and value of school, along with the dangers of visiting the mines for children. Children participating in the project advocate for and encourage school attendance among their more vulnerable peers.</p>
Theory of Change	<i>If</i> school-aged children and youth are engaged in youth-led activities that give them a voice and highlight the value of school <i>and if</i> they are exposed to peer role models who can help them advocate for their interests, <i>then</i> they will choose to limit their participation or intrusion into potentially dangerous or violent extraction activities.
Results	<p>In 2014:</p> <ul style="list-style-type: none"> • 20 children formed their own Children's Parliament clubs to promote child rights and advocate for vulnerable children. • School absenteeism due to participation in the mines decreased. • After meeting with the Children's Parliament members, many children ceased their activities at the quarries and returned to school.
More Information	www.my.worldvision.org/community-profiles/democratic-republic-congo/kipushi#progress

Title/Name	Advancing Sustainable Peace and Security - Tanzania
Organization	Search for Common Ground
Theory of Change	<i>If youth are included and fully engaged in decision-making as valued stakeholders in community collaboration and if young people and their communities are given opportunities to engage in dialogue with each other and with extraction company representatives, then young people will seek out legitimate and conflict-lessening methods to express their grievances.</i>
Description	<p>Communities in North Mara, Tanzania have experienced high levels of conflict surrounding gold mining activities in their region. The local communities have felt exploited and side-lined from both mine decision-making and profit. Search for Common Ground designed a project to increase community capacity to advocate for local interests and resolve conflicts peacefully, and a large focus of this project was on youth. Activities included:</p> <ul style="list-style-type: none"> • Conflict resolution training for youth groups, women's groups, and others. • Community meetings between different actors and stakeholders, including youth, women, elders, police and security forces, government representatives, and other leaders. • Dialogues between the community and the mining company. • "Field trips" and meetings for young people to visit mines and meet with mining representatives.
Results	<p>In 2014:</p> <ul style="list-style-type: none"> • Nearly 4000 participants received conflict resolution training, including young people. • 70 stakeholder meetings brought together over 1200 people, including youth representatives, for community decision-making. • After multiple dialogues with community stakeholders, the mining company has better listened to and responded to community needs by funding renovations of roads and hospitals, increasing community access to water, and launching a garbage collection service that gives preferential hiring to young women. These initiatives were launched based on recommendations from the communities in North Mara.
More Information	www.barrick.com/files/north-mara/North-Mara-Update-Sept-2011.pdf

Countering Violent Extremism

The rise in religious extremist, non-state groups that use terrorist tactics has become a defining characteristic of modern conflict. These groups are rooted in both physical and virtual communities of young people – men and women – who are recruited, willingly or by force, to become propagators and supporters. The ways in which non-state groups appeal to youth is increasingly sophisticated. Violent extremist recruiters are combining new information technologies and platforms with traditional outreach to connect across borders, enabling them to reach younger, more susceptible segments of society. Finding effective approaches to counter extremist messaging and narratives is essential to addressing the violent extremist challenge.¹⁵²

There is increasing interest in countering violent extremism (CVE) through multifaceted prevention. States are concentrating on both "push" and "pull" factors that drive youth involvement in violent extremism.¹⁵³ While

¹⁵² White House, *Draft Follow-On Action Agenda* (2015), p. 9. Available from <http://www.globalcenter.org/wp-content/uploads/2015/05/Draft-Follow-On-Action-Agenda-3-April-2015-version.pdf>.

¹⁵³ "Push" factors are the underlying forces or conditions that can marginalize youth and cause them to reject mainstream society (e.g. widespread poverty, unemployment, endemic corruption and elite impunity, inequitable access to services, or the existence of ungoverned spaces). "Pull" factors are the personal rewards and luring narratives that attract youth to joining a group (e.g., religion, group norms, ideology). *White House Action Agenda* (2015); USAID, *USAID Policy: The Development Response to Violent Extremism and Insurgency* (Washington, D.C., 2009), p. 4.

research is needed on these highly contextual factors, some of the more effective programmes in dissuading youth involvement in organized violence are contextualised, and focus on transforming grievance into assets – developing positive, non-violent alternative outlets for the frustrations, grievances and leadership potential that active young people possess. Some examples involve peer-group civic engagement, participation in local governance, vocational and livelihood support, community policing, and exposing youth to diverse ideas and people.¹⁵⁴

Recommendations

- Support learning and knowledge from across various youth violence prevention tools. For instance, efforts to reduce gang violence can contribute to discussions about reducing religious extremism among youth.
- Strengthen religious leadership skills in youth engagement and community outreach to help prevent and counter radicalization; such efforts might focus on religious leaders at the local level who have reach into their communities.
- Invest in strengthening community-based policing and community-security force relations as ingredients for countering and preventing violent extremism.
- Support the adaptation and scale-up of effective interventions in hot spots where recruitment is taking place. Targeting vulnerable youth in major cities could have a substantial effect.
- Increase investments to prevent radicalization in prisons and rehabilitate and reintegrate individuals accused of extremist activities.
- Learn from successful violence prevention efforts in Latin America and the Caribbean to inform youth peacebuilding initiatives in other countries.

¹⁵⁴ Mercy Corps, *Youth and Conflict: Best Practice and Lessons Learned* (Portland, OR, 2010); USAID, *USAID Policy: The Development Response to Violent Extremism and Insurgency* (Washington, D.C., 2009), p. 4. It is interesting to note that gang-violence reduction efforts in Central America and the United States have yielded a significant and relevant evidence base for what can work in countering violent extremism. Among the key factors in the most effective gang-related projects is the role played by former gang members themselves in dissuading potential recruits.

Promising Practices

Title/Name	Promoting Peace in Khyber Pakhtunkhwa Province (KPK) and Federally Administered Tribal Areas (FATA) (Pakistan)
Organization	Search for Common Ground
Theories of Change	<p>If positive, non-violent outlets for the expression of young people are provided, youth will be less likely to engage in violent extremist activities because their voices and ideas are heard through peaceful non-lethal societal structures.</p> <p>If young people are able to fulfil their leadership potential by liaising with power brokers and religious leaders in their own villages and neighbourhoods and contribute to policy formation, including budgeting, they will establish a sense of belonging to and advancement within their communities, and correspondingly, be less likely to resort to violent activities on the margins of their societies.</p>
Description	<p>Promoting Peace in KPK and FATA entailed a series of media and dialogue projects in an effort to provide an outlet for youth to voice their thoughts and views, as well as connect with local political and administrative decision makers. After the provision of training to both the youth and relevant policy-makers, additional projects included: 25 District Dialogue Forums where youth conveyed to talk about key political, economic, social, and religious issues in their lives; five Radio Programmes for youth to discuss topics such as peacebuilding and non-violence; four Networking Sessions where youth and policy-makers had a space to analyse issues and formulate policy recommendations together.</p>
Results	<p>80 per cent of youth participants “strongly agreed” that they were an effective tool for the portrayal of youth ideas and thoughts.</p> <p>70 per cent of youth participants mentioned that, following the programme, they have increased confidence in communicating their thoughts and ideas publically.</p> <p>Over half of youth participants mentioned that they were now more motivated to solve issues through existing societal structures, citing an increased trust and connection to the larger community as key reasons for this change.¹⁵⁵</p>
More Information	For the evaluation report on this programme, please see: www.sfcg.org/wp-content/uploads/2014/05/PPI-Final-Evaluation-Report.pdf

¹⁵⁵ *Promoting Mediation and Dialogue in KPK and FATA* (Washington, D.C.: Search for Common Ground, 2014).

Title/Name	Safe Streets (Baltimore, USA)
Organization	Cure Violence
Theories of Change	<p>If youth interact with one another, especially with those who have formerly been involved in violent activities, they can work together to moderate the political and religious beliefs of one another.</p> <p>This is because organized and constructive engagement with other individuals and groups of the same age range provides an opportunity for youth to define their personal identity and feel proud of themselves, thus helping to counteract the pull from violent extremist groups that seek to give youth a similar sense of purpose.</p>
Description	<p>Cure Violence's <i>Safe Streets</i> programme in Baltimore uses former members of gangs and extremist groups to mediate existing conflict. Additionally, these "outreach workers," reach out toward, build relationships with, and serve as positive role models for youth ages 15-24 who are most likely to be involved in gun violence.</p> <p>These youth "outreach workers" also organize monthly events to bring the community youth together and provide positive activities for young people to partake in.</p>
Results	<p>Youth from the neighbourhoods where <i>Safe Streets</i> was being implemented scored a lower percentage on the issue "support for using guns to settle disputes" than those in neighbourhoods without <i>Safe Streets</i> programming.</p> <p>71 per cent of youth participants mentioned that their "outreach worker" was able to help them develop a more positive mental outlook on society.</p> <p>Over 60 per cent mentioned that their "support system" from their family and friends improved. Roughly 62 per cent responded that their education and/or job situation was better following the programming.¹⁵⁶</p>
More Information	The full evaluation for <i>Safe Streets</i> can be found here: www.rwjf.org/content/dam/web-assets/2012/01/evaluation-of-baltimore-s-safe-streets-program

¹⁵⁶ These results were found under the evaluation conducted by the Center for the Prevention of Youth Violence at the John Hopkins Bloomberg School of Public Health: Center for the Prevention of Youth Violence, Evaluation of Baltimore's Safe Streets Program: Effects on Attitudes, Participants' Experiences, and Gun Violence (2012).

CONCLUSION

Donors and international organizations play a crucial role in influencing not only the debate over youth in conflict-affected settings, but also the lived realities of youth in these settings. A highly consequential first step to taking a more evidence-based and strategic approach to supporting youth in peacebuilding is for donors and international organizations to recognize that, overwhelmingly, youth are peaceful and remarkably resilient in light of their predicaments. This much is known. But much more understanding and research is needed, particularly for marginalized and excluded youth in conflict-affected settings.

Similarly, seeing youth as assets – at the community and national levels – opens up new perspectives and strategies to support them as agents of peaceful change. Indeed, youth across the world are finding innovative ways to shape their lives and surroundings. Governments and the international community should do more to reach out to them and learn from their highly creative and adaptive efforts. Participation should not always mean that youth come to the adults; it should also mean that the adults go to them.

Overarching Recommendations

The following recommendations for donors, policy-makers and planners are overarching and are common to most, if not all, of the sectors and thematic areas presented in this note:

- In developing strategies and policies, avoid the conceptual trap that youth are either victims or perpetrators, or only a risk factor – draw upon the increasing evidence that demonstrates that youth are largely peaceful agents and assets.
- Fund and require independent evaluative work of youth and peacebuilding projects and programmes that measures impact on conflict dynamics, and compare this with the situation of youth who were outside of the intervention.
- Use and require use of theories of change that are evidence-based, holistic and multi-sectoral as much as possible in donor strategies, procurement tenders and in programming. Sectoral initiatives should factor in cross-sectoral youth considerations for integrated, holistic approaches.¹⁵⁷
- Support youth strategies and programmes that promote youth-led initiatives that go beyond capital elites, and foster intergenerational dialogue and collaboration.
- In results frameworks, include youth in outcomes and results as appropriate, and disaggregate indicators by sex, age, location, identity, etc. as appropriate.
- Learn from successful violence prevention efforts in Latin America and the Caribbean to inform youth peacebuilding initiatives in other countries.
- In developing peacebuilding strategies and policies for and with youth, ensure consistent attention to gender equality and young women's participation. Ensure implementation of and complementarity with the United Nations Secretary-General's Seven-Point Action Plan on Gender-Responsive Building.
- Fund rigorous, longitudinal, research and evaluative data that demonstrate how interventions contribute to (or fail to) developing skills, attitudes, and behaviour of youth – including marginalized youth – for peacebuilding.

¹⁵⁷ Mercy Corps, *Youth and Consequences: Unemployment, Injustice and Violence* (Portland, OR, 2015), pp. 49-52.

ADDITIONAL REFERENCES

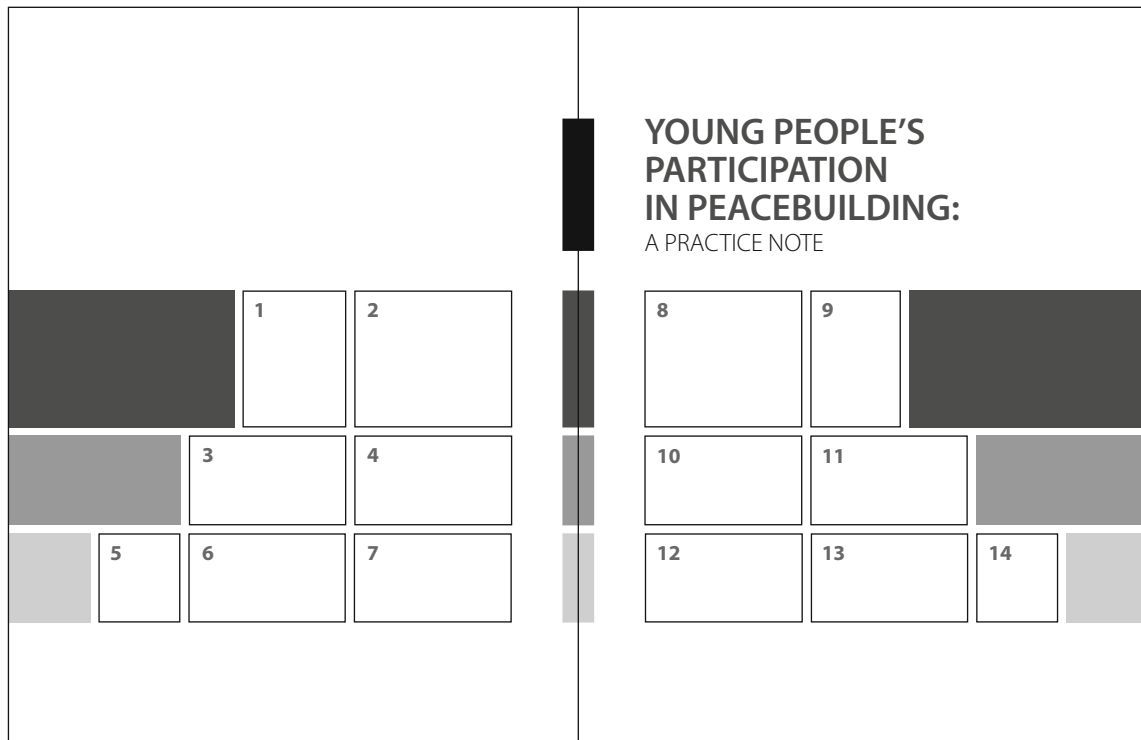
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Cover Photos

1. Young peacebuilders attend the Global Forum on Youth, Peace and Security in Amman, Jordan | Photo: © Noëlla Richard/ UNDP
2. A member of a neighbourhood collective focusing on youth inclusion in Ibagué, Colombia, takes part in the #RespiraPaz (“Breathe Peace”) campaign | Photo: © Andrés Arbeláez/PNUD Colombia
3. Disabled youth in Liberia play in a football game as part of the activities planned in observance of the International Day of Peace | Photo: © UN Photo/Christopher Herwig
4. Members of the United Network of Young Peacebuilders take a short break during a long day of training | Photo: © Emad Karim
5. On International Peace Day, youth in Aleppo Governorate, Syria, worked together to transform walls into works of art with messages of hope for peace | Photo: © UNDP Syria
6. Voluntary Talk Session for International Volunteer Day in Kosovo* organized by UNV and UNDP | Photo: © Lirak Mulliqi/ UNDP Kosovo*
7. A teenager takes the lead in beating discrimination as part of a peacebuilding project in Burundi bringing community members together through cultural clubs | Photo: © World Vision/Achel Bayisenge
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9. Cap-Haïtien Peace Concert featuring groups of Haitian youth that had taken part in a week-long song writing training | Photo: © UN Photo/Logan Abassi
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12. A group of young athletes participate in the Sport for Peace programme in Côte d’Ivoire | Photo: © UN Photo/Patricia Esteve
13. Members of the audience in Gao, Mali, enjoy a performance by a youth communal theatre project to promote peace and reconciliation | Photo: © UN Photo/Marco Dormino
14. Youth in Timor-Leste take part in Civic Leadership Training on conflict transformation | Photo: © Search for Common Ground



* References to Kosovo shall be understood to be in the context of Security Council Resolution 1244 (1999).

