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# 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

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

# 1. INTRODUCTION

## a) Background and Purpose

Throughout the world today, more than 600 million young people live in fragile and conflict-affected contexts.<sup>1</sup> 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. Young men aged 15 to 29 account for the majority of casualties of lethal armed violence,<sup>2</sup> 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. Youth-led social and political movements, peacebuilding and conflict-prevention security, a group of youth leaders (enm [2] 49.6 (Y) 56, PomeS security and inchn 10 (ysicalo (, aisd polisup.5 (opp



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 interventions in youth peacebuilding, this intervention

## 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.

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. 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.

Yet, while research has demonstrated an association between a high relative youth population and a higher statistical risk of armed conflict, findings are not a straightforward predictor of violence. Instead, they indicate which countries are likely to be at higher risk of violent conflict. For example, many countries with youth bulges have not recently suffered violence and are relatively stable (e.g., Malawi, Zambia, Botswana, Burkina Faso). Yet, while research has demonstrated an association between a high relative youth population and a higher statistical risk of armed conflict, findings are not a straightforward predictor of violence. Instead, they indicate which countries are likely to be at higher risk of violent conflict. For example, many countries with youth bulges have not recently suffered violence and are relatively stable (e.g., Malawi, Zambia, Botswana, Burkina Faso). Yet, while research has demonstrated an association between a high relative youth population and a higher statistical risk of armed conflict, findings are not a straightforward predictor of violence. Instead, they indicate which countries are likely to be at higher risk of violent conflict. For example, many countries with youth bulges have not recently suffered violence and are relatively stable (e.g., Malawi, Zambia, Botswana, Burkina Faso).



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.

First, research from development psychology, criminology and sociology suggests that some adolescents



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.<sup>37</sup> 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.<sup>38</sup> 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. 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.

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. 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).<sup>39</sup> 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.<sup>40</sup> 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. 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.<sup>41</sup> 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.<sup>42</sup> 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](https://www.sfcg.org/wp-content/uploads/2012/01/NEP_CA_Jan12_Youth-and-Peacebuilding.pdf);

T. Waldmar, *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](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. Sofer, *War 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.









transitions, and shapes civic participation later.

- 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.

## 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 conflicted 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.<sup>53</sup> 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.<sup>54</sup> 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.

<sup>53</sup> World Bank, World Development Report 2007 (Washington, D.C., 2007).

<sup>54</sup> 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.

<sup>55</sup> 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. Chahal, *Bejesrand* opportunities to peacebuilding: analysis of strategic issues identified by country-specific PBF evaluations (The Hague: Clingendael Institute, July 2013).

<sup>56</sup> 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	<p>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<sup>57</sup> 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.</p>
More information	<p><a href="http://www.unpbf.org/document-archives/?category=14">www.unpbf.org/document-archives/?category=14</a>)</p> <p><a href="http://www.clingendael.nl/sites/default/files/Challenges%20and%20opportunities%20to%20">www.clingendael.nl/sites/default/files/Challenges%20and%20opportunities%20to%20</a></p>

### 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.
More information	<a href="http://www.pbsbdialogue.org/The%20Somali%20Compact.pdf">www.pbsbdialogue.org/The%20Somali%20Compact.pdf</a>

### Poverty Reduction Strategy Papers

A principal mechanism for national development planning is the Poverty Reduction Strategy (PRS). Developing

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

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

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	<a href="http://www.imf.org/external/pubs/ft/scr/2012/cr12242.pdf">www.imf.org/external/pubs/ft/scr/2012/cr12242.pdf</a>

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

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.

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.
-





## National Youth Services

National youth services can take a variety of forms. Many are long-term, intensive schemes that engage youth in specially defined productive work while simultaneously building their skills and impacting the organizations and communities with which they work. 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. 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.

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.

## 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	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 peace...</p>

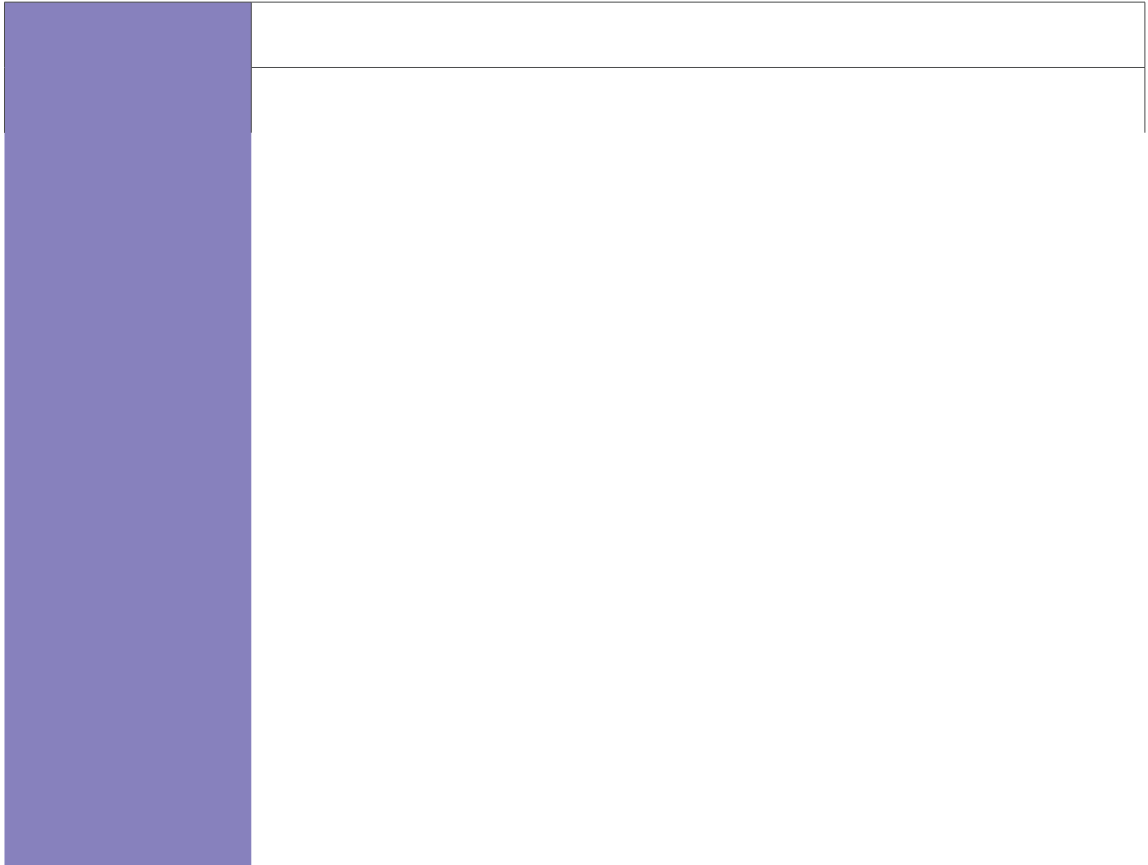
this includes learning to understand the perspectives of adults. Not only is youth leadership important in the short-term, but leadership in adolescence and “youth-hood” helps shape the future leadership path of youth, and in turn the cohesion and resilience of their families, community and country.

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.
-







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

Organization	United Network of Young Peacebuilders (UNOY)
Theory of Change	<p>If youth-led organizations (globally, 1 state &amp; 0 knowledge and (international) 0 as 0 1/7 uence pe</p> <p>each other uml0 0er umlaach lonieo0er umelt/6infeach fOrganizati3NI'</p>




- 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.

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.
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, received the Right Livelihood Award in 2002.
More information	<a href="http://www.insightsonconflict.org/conflicts/burundi/peacebuilding-organizations/kamenge-youth-centre/">www.insightsonconflict.org/conflicts/burundi/peacebuilding-organizations/kamenge-youth-centre/</a>

## Education

The importance of social services, particularly education, to peacebuilding is increasingly being recognized by the international policy and donor community. 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”.

Education is central to peacebuilding precisely because it can have “two faces” – either 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.<sup>104</sup> 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.

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

<sup>105</sup> A. Korongo, Regional Report on Youth Policies and Violence Prevention in the Great Lakes Region (UNESCO, 2012).

<sup>106</sup> 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.

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

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

<sup>109</sup> 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. The exclusion of girls from education further entrenches gender inequality, which research has shown renders societies less stable and more vulnerable to conflict. 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.

<p>Description (continued)</p>	<ul style="list-style-type: none"> <li>• Mapping the talents that exist in the community</li> <li>• Inviting those with talents to coordinate workshops in the school</li> <li>• Encouraging the transfer of knowledge existing in the community</li> <li>• Reducing the cycle of violence in the community and in the school environment</li> <li>• Broadening the horizons of the community and its young people</li> <li>• Strengthening the school so that it can become an agglutinating centre and a centre for the diffusion of knowledge</li> <li>• Building a culture of peace</li> </ul> <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</p> <p>in the which 7 ludFs0mo iFg auldTbr su5.15 fully EFTJ 0.plicMC 0 Odw 0 -1.4o-</p> <p>b T</p>

<p>Description (continued)</p>	<p>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.</p>
<p>Results</p>	<p>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.</p> <p>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.</p>
<p>More information</p>	<p><a href="http://www.learningforpeace.unicef.org/wp-content/uploads/2015/10/South-Sudan-LSPE.pdf">www.learningforpeace.unicef.org/wp-content/uploads/2015/10/South-Sudan-LSPE.pdf</a></p>

## 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. From the World Bank's 2011 World Development Report on Conflict, Security and Development to the recently adopted Agenda 2030<sup>4</sup>, 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, 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. 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

## Recommendations

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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 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.
More information	<a href="http://www.ndi.org/Yemen-Cross-Tribal-Youth-Council-Program">www.ndi.org/Yemen-Cross-Tribal-Youth-Council-Program</a> <a href="http://www.ndi.org/yemen">www.ndi.org/yemen</a>

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 speak-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>

## 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

### Promising Practices

Title/Name	Youth-led Community Building through Service Learning
Organization	

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	<a href="http://www.yfpcambodia.org/index.php?p=submenu.php&amp;menuId=3&amp;subMenuId=36">www.yfpcambodia.org/index.php?p=submenu.php&amp;menuId=3&amp;subMenuId=36</a>

## 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)<sup>124</sup> It must be noted, however, that research increasingly disputes this narrow

<sup>124</sup> 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.

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

### Promising Practices

Title/Name	Combined vocational training, business development and mentoring with education: Liberia
Organization	UNICEF

Results	

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. 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,



Title/Name	Youth Coaches: Middle East
Organization	PeacePlayers International


## 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	

Title/Name	Salam Shabab: Peace Media for Iraqi Youth
Organization	Iraqi Immakers, 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	Salam Shabab

Description	

## Recommendations

- Consider faith-based organizations and institutions as critical actors in peacebuilding.
- Youth peacebuilding in religiously-in uenced con icts requires a respectful and informed engagement with religious issues, rather than an avoidance of them.
- Further research into e ective 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 di erent 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 di erent faith backgrounds.</p> <p>In 2015, World Vision identi ed and trained children and youth to educate and train other children. In order to promote social cohesion, these children and youth leaders were rst 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 di erent 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 <a href="mailto:moussa_sangara@wvi.org">moussa_sangara@wvi.org</a> .



Extractive industries have a massive impact on the lives of youth. Youth constitute the majority of the workers



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"> <li>• Establishment of Child Parliament clubs</li> <li>• Meetings with local youth groups</li> <li>• Meetings with local leaders</li> </ul> <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	<p>If school-aged children and youth are engaged in youth-led activities that give them a voice and highlight the value of school and if they are exposed to peer role models who can help them advocate for their interests,</p>

Title/Name	Advancing Sustainable Peace and Security - Tanzania
Organization	Search for Common Ground
Theory of Change	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

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

## 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 publicly.</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.</p>
More Information	For the evaluation report on this programme, please see: <a href="http://www.sfcg.org/wp-content/uploads/2014/05/PPI-Final-Evaluation-Report.pdf">www.sfcg.org/wp-content/uploads/2014/05/PPI-Final-Evaluation-Report.pdf</a>

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 Safe Streets 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 Safe Streets was being implemented scored a lower percentage on the issue "support for using guns to settle disputes" than those in neighbourhoods without Safe Streets 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<sup>56</sup></p>
More Information	The full evaluation of Safe Streets can be found here: <a href="http://www.rwjf.org/content/dam/web-assets/2012/01/evaluation-of-baltimore-s-safe-streets-program">www.rwjf.org/content/dam/web-assets/2012/01/evaluation-of-baltimore-s-safe-streets-program</a>

<sup>156</sup> 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:

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USAID,

## 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.

