



Humble Bees

A network of research, education and mediation professionals

Annotated bibliography

The role of youth in peacebuilding

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20 November 2016

What is it?

This document lists 53 selected resources (book chapters, reports, academic journal articles and MA and PhD theses) published between 2000 and 2016 on the link between **youth, youth organizations and peacebuilding**. It is mostly focused on studies that describe, analyse and/or demonstrate the **positive and constructive roles of youth as peacebuilders**. The texts come from a variety of disciplines, using diverse methodologies and with different levels of depth and quality analysis.

This document includes:

- Overview of articles sorted per type of contribution or role of youth
- Annotated resources per author's last name providing a summary of the article and the key message or conclusion we can derive from it. It also adds the countries that the study has addressed in capital letters.
- The list of resources sorted per country studied and year of publication

What for?

This bibliography aims to improve our understanding of the (positive) role of youth in peacebuilding and to support advocacy for a meaningful role of youth in peacebuilding, based on documented cases and analysis of past experiences in various countries. Additionally, it aims to summarise how social sciences in general, and peace studies in particular, have conceptualised and analysed the role of youth in peacebuilding processes so as to identify areas of future research and improve the understanding and visibility of the topic.

What is youth?

Youth is a period of transition between childhood and adulthood defined by biological, psychological and social markers, the latter depending on the cultural contexts. For the UN it comprises persons between 18 to 24 years of age. Youth can act as individuals or as informally/formally organised groups.

What is peacebuilding?

Peacebuilding is broadly understood as activities that promote positive and negative peace. This means activities addressing root causes of conflict, prevention and mitigation of all forms of violence, and to work towards healing and reconciliation. Most commonly, youth participate and lead dialogue, social, educational and advocacy activities.

Overview sorted per type of contribution

Type of contributions	Author´s last name
Volunteering	Ensor, M.O. (2013) Fox, C. (2003)
Social agents in peacebuilding <ul style="list-style-type: none">• Dialogue-mediation• Prevention of violent extremism• Agents of development	Agbiboa, E.D. (2015) Drummond-Mundal, L. and Cave, G. (2007) Maharjan, S.L. (2013) McEvoy, Levy (2012 and 2001) McEntyre, A. and Thusi, T. (2003) Peters, K. (2007) Pruitt, L.J. (2008) Simon, T. (2009)
Peace education	Ardizzone, L. (2003) Del Felice, C. and Solheim, L. (2011) Del Felice, C. and Wisler, A. (2007) Eslami-Somea, R. and Movassach, H. (2014) Granstrom, S. (2016) Narula, M. (2016) (social media) Sacipa, N.S. et al (2006)
Political activism	Cubitt, C. (2012) Del Felice, C. and Wisler, A. (2007) Høigilt, J. (2013) Jeffrey, C. (2013) Juris, J.S. and Pleyers, G.H. (2009) Kurtenbach, S. and Pawelz, J. (2015) Kuzio, T. (2006) Musururwa, H.J. (2016) Turner, R.L. (2015)
Participation in decision-making structures	Affaa Mindzie, M. (2015) Freddy, H.J. (2015)

Annotated resources in alphabetical order per authors' last names

1. **Affaa Mindzie, M. (2015)** Building Peace and Development in the Sahel: Enhancing the Political Participation of Women and Youth. International peace Institute (MALI, NIGER, SENEGAL)

Summary: Though women and youth represent the majority of the population in Sahel region countries, their exclusion from decision-making processes persists. This exclusion is maintained by a range of factors that widen the gap between elected leaders and their constituencies. At a cultural level, patriarchal attitudes and conservative religious beliefs contribute to these barriers persisting. In the countries examined, Mali, Niger and Senegal, there are a number of barriers to the participation of women and youth in politics. Predominantly male and older elites have maintained power and women and youth often lack key skills to participate in formal politics. More established politicians often argue that young political leaders lack experience, which justifies their marginalization. On the ground, however, youth are often the ones helping with voter mobilization and the day-to-day running of political parties and have mobilised to promote women's participation. Their limited involvement in decision-making processes has led to a growing disinterest in politics among many youth, who do not feel adequately represented by the political elite. Evidence of this is higher in contexts where political leaders have disregarded their electoral promises, further eroding their credibility. In addition, despite the establishment of institutions such as youth ministries, national youth councils, or state structures dealing with youth employment, the politicization of these institutions and the ensuing lack of trust in them limit their effectiveness.

Key message: While both women and youth groups have developed strategies that advance their political participation, more efforts are needed to make this participation sustainable and ensure their contribution to ongoing initiatives to promote peace, security, and development across the region.

2. **Agbiboa, E, D. (2015)** Youth as tactical agents of peacebuilding and development in the Sahel. In Journal of Peacebuilding and Development. Vol. 10. No. 3.(NIGERIA AND MALI)

Summary: One of the major lacunas in the field of youth studies is the lack of attention to, and thorough documentation of, the positive contributions of young people, especially in developing societies. The vast majority of studies are skewed towards the view of youth as *enfants terribles*, without any attempt to understand and explain tactical ways in which youth have created and continue to create alternative lives for themselves under great adversity. The article examines case studies from Northern Nigeria (youth as agents of counter-terrorism) and Northern Mali (youth as tactical agents of development).

Key message: This article identifies the multiple challenges facing youth in West Africa's Sahel region and, especially, shows how Sahelian youth are coping with

these everyday challenges in tactical, ingenious and creative ways that underscore both their considerable social agency and their inherent capacity to make telling contributions to peacebuilding and development in their local communities.

3. **Ardizzone, L. (2003)** "Generating Peace: A Study of Non-formal Youth Organizations", *Peace and Change Journal*, 28-3, pp. 420-445(26) (UNITED STATES OF AMERICA).

Summary: Many youth today encounter obstacles in their lives – such as poverty, violence, and marginalization – that sometimes results in feelings of hopelessness and despair, and may lead to harmful behaviours. This phenomenon has constructed a political and societal discourse of a 'youth problem' and led to scapegoating of youth in society. However, many youth have chosen to confront these media-propagated stereotypes by becoming involved positively in their communities. Utilizing a conceptual framework and philosophy of education that incorporates structural violence theory and peace education pedagogy, this article explores the impact involvement has on inner-city youth in the US who have chosen to address issues of direct and structural violence as peacebuilders. The study shows that involvement in a prosocial organization had an impact on personal growth, on interest in learning, in a desire to "get their word out," and in reinforcing an ethic of social responsibility. This research supports the creation of bottom-up education programs that incorporate the voices of youth in their design and development.

Key message: Youth organizations have a demonstrated impact on youth's personal growth, reinforcing an ethic of social responsibility and pro-social behaviour, and can therefore serve as models for formal and non-formal education programs that provide youth with opportunities they often do not currently have in school.

4. **Başer, Z. & Çelik, A.B. (2014)** Imagining peace in a conflict environment: Kurdish youths' framing of the Kurdish issue in Turkey *Patterns of Prejudice* Volume 48, Issue 3, 2014 pages 265-285. (TURKEY)

Summary: Drawn from focus groups composed of fifty-five Kurdish young people in Diyarbakır, Turkey, Başer and Çelik's article concerns the young Kurds' description of the Kurdish issue in Turkey and their visions of peace. In recognition of their social and political agency, the article focuses on the Kurdish young people's framing of both the conflict and peace, based on their individual everyday observations and experiences, and seeks to understand how they frame the Kurdish issue by defining the root causes of the conflict and imagining solutions for its resolution, particularly vis-à-vis the dominant frames regarding the Kurdish issue in Turkey.

Key message: Young Kurds take some distance from inherited conflict narratives and are more willing to imagine peace.

5. **Bangura, I. (2016)** We Can't Eat Peace: Youth, Sustainable Livelihoods and the Peacebuilding Process in Sierra Leone, *Journal of Peacebuilding and Development*, vol. 11- Issue 2, pp. 37-50 (SIERRA LEONE)

Summary: This article examines the legacy and ongoing threat of historical neglect and marginalisation of youth in Sierra Leone, and the implications for the peacebuilding process in the country. This threat, embedded in the current socio-economic status quo, has bred energetic but disillusioned, violence-tested and frustrated youth willing to resort to any means for survival. Such societal vulnerabilities, stemming in part from young people's willingness to engage in violence, continue to test the resilience of the peacebuilding process. Underpinning this article are extensive interviews and focus group discussions conducted with youth and other relevant stakeholders across the country on issues related to youth and the peacebuilding process in Sierra Leone.

Key message: Findings from this study provide new perspectives on the challenges faced by youth, the government's inability to meet their needs, and the implications for the country's peacebuilding process.

6. **Bishop, E.C. and Willis, K. (2014)** 'Without hope everything would be doom and gloom': young people talk about the importance of hope in their lives, *Journal of Youth Studies*, 17:6, 778-793 (AUSTRALIA)

Summary: Many studies have examined how young people think about their future in terms of their goals (most often their career objectives), but little attention has been paid to the concept of hope in regards to youth's perception of future; what has been written often suggest that youth are self-centered and pessimistic in terms of hope. This study provides additional insight into what young people hope for in the future and how they construct meaning about the importance of hope in thinking about their future. While the participants of the study raise social issues such as war, poverty and pollution, they are not pessimistic. That is, in seeing maintenance of hope as relational, they connect their own hopes with the need for collective action about broader social and global and most are hopeful, believing we will find solutions to these problems in the future.

Key message: Unlike the dominant conceptualization of youth, young people have a keen ability and desire to think beyond the self and present, and to imagine their own, and societal, future; unlike the prevalent 'doom and gloom' theoretical orthodoxy within sociology, young people are not consumed by worry and anxiety but have 'high' and multiple hopes.

7. **Cubitt, C. (2012)** Political youth: Finding alternatives to violence in Sierra Leone (15- in *Africa Dialogues, Monograph Series 1/2012, Opportunity or Threat: the engagement of Youth in African Societies*, Maina, G. (ed). Durban: ACCORD. (SIERRA LEONE)

Summary: This chapter examines post-war programming for youth engagement and development in Sierra Leone and analyses its propriety and efficacy to address the central concerns of youth. The current orthodoxy – that the youth of Sierra Leone pose a threat to lasting peace – is contested, and the argument made that youth are, in fact, the country's best hope for sustainable development, for economic stability and for political change. It is further argued that the manipulation of youth by elite actors of all persuasions, the fragility and economic plight of the state, the lack of coherent commitment by international partners, and the pervasiveness of cultural practices, are greater threats to the country's longer-term peace and stability.

Key message: "The current orthodoxy – that the youth of Sierra Leone pose a threat to lasting peace – is contested, and the argument is made that youth are, in fact, the country's best hope for sustainable development, for economic stability and for political change".

8. **Davis, D. (2013)** "Conflict is a preventable disease": Recovering child soldiers teach the practice of peace'. *Escaping Victimhood: Children, Youth and Post-Conflict Peacebuilding*. Schnabel, Albrecht and Tabyshalieva, Anara (eds.). United Nations University Press. (UGANDA)

Summary: In the format of a case study drawn upon ethnographic research on how a group of former child soldiers in Uganda, Friends of Orphans, have developed a successful method of proliferating peacebuilding in camps in the country, this chapter provides a counter-argument to the 'victim or perpetrator' perception common in much of the existing academic literature. In the chapter, the author explains three successful programs carried out by the Friends of Orphans that eventually have turned even the most violent and disgruntled previous child soldiers into peacebuilders: micro-peacebuilding, educating local peace scouts and children's parliaments.

Key message: The results of these programs provide evidence that if the adequate measures to combat violence are implemented, it is possible to turn conflict-torn societies into peaceful ones; and these transitions can be led by empowered youths returning from war that previously were predicted as possible transition spoilers.

9. **Del Felice C. and Solheim, L. (2011)** Youth organizations as learning organizations, *Development in Practice*

Summary: Youth and youth organizations are becoming valuable development partners, but little knowledge about their characteristics as learning organizations exists. This article presents perceptions of youth workers on this topic. These were gathered via an online survey and through research done by a youth network. Knowledge, skills and attitudes for active citizenship are facilitated by youth organizations as emergent learning spaces where peer-to-peer learning

and experiential methods are central. Youth organizations adapt existing toolboxes and develop their own tools and knowledge that are more relevant to their needs. Support for youth organizations should take into account these special ways of learning.

Key message: Youth and youth organizations are becoming valuable development partners, yet their potential for peacebuilding and development has not been fully harnessed. Development actors need to understand their diversity and special characteristics as spaces of non-formal and informal citizenship education.

10. **Del Felice, C. and Wisler, A., (2007)** The Unexplored Power and Potential of Youth as Peacebuilders, *Journal of Peace, Conflict and Development*, Issue 11, www.peacestudiesjournal.org.uk (CASES FROM ISRAEL, SERBIA, SIERRA LEONE, GLOBAL)

Summary: Many young people are victims of cultural, direct, and structural violence and become carriers of that violence. There is a strong tendency among politicians and researchers to see youth as a problem. However, many youth are peaceful and peace-builders. Equally affected by various forms of violence, they decide to act constructively. Youth are underestimated as positive agents of change and key actors in peace-building, both by policy-makers and academics. This paper explores the role of youth as peace-builders, illustrating their unique power and potential to affect social change through a number of examples.

Key message: The role of youth as peacebuilders needs to be further recognised: youth play a key role in building peace. This role needs to be conceptualised, documented and strengthened.

11. **Drummond-Mundal, L. and Cave, G. (2007)** Young Peacebuilders: Exploring Youth Engagement with Conflict and Social Change, *Journal of Peacebuilding & Development*, Volume 3, Issue 3, January 2007, pages 63-76.

Summary: Changes in the nature of war in the course of the last century are thrusting young people inevitably into more intimate relationships with conflict: as the conflicts have moved from the battlefields to people's backyards, young people have come to be witnesses and directly involved in war-related violence. This article builds on a critical approach to the issues of young people living in conflict zones, which promotes their agency in conflict transformation and peacebuilding. 'Participation' is in this article explored in the context of conflict transformation theory and is linked with child rights-based approaches to development. Examples of young people's contributions to peacebuilding in several parts of the world are mentioned to demonstrate their political and social capacities. The article claims that there is a need to increase understanding of how young people perceive conflict and what drives some to become involved in violent conflict when others choose non-violence. It is also argued that it is necessary to seek non-violent ways for young people to impact conditions that lead to, and out of, conflict, but this will inevitably require young people's empowerment. Thus, development actors should look to models of

conflict transformation and peacebuilding to better understand how to promote inclusion of young people in peace processes.

Key message: The agency of young people must be considered, as they represent a large constituency that has the capacity to be a resource for promoting peaceful social change, and alternatively, the ability to exacerbate conflict; recognizing this is essential both in terms of improving the lives of young people, and in terms of achieving sustainable peace.

12. **Eslami-Somea, R. and Movassach, H. (2014)** Peace Education in Iran: Challenges and Prospects, *Journal of Peacebuilding and Development*, Volume 9, issue 2. (IRAN)

Summary: This article examines peace education in Iran at the primary and secondary levels and mentions youth organizations as potential partners in peace education efforts in Iran.

Key message: The article identifies women and youth organizations as key players to promote peace education in Iran.

13. **Ensor, M. O. (2013)** Youth, Climate Change, and Peace in South Sudan, *Peace, Review: A Journal of Social Justice*, 25:4, 526-533 (SOUTH SUDAN)

Summary: The youth of South Sudan have inherited a new country where decades of civil war and adverse climatic changes have created a legacy of violence and insecurity. In turn, these difficult circumstances are threatening the sustainability of the various livelihood strategies employed by the local population to provide for themselves, their families, and communities. Some scholars and policy makers have over-emphasized the link between young people's socioeconomic and political exclusion and various forms of disruptive, antisocial behavior—for example, cattle raiding, failed disarmament, gang membership, crime. While violent acts have often been committed by, and against youth, most South Sudanese youngsters have managed to successfully navigate challenging local conditions to advance their interests and contribute to the prosperity of their new country. The historical and ethnographic records show that young people have been the focal point of the multiple environmental and political processes that characterize the rapidly changing South Sudanese scene. South Sudanese youth also display remarkable resourcefulness and capacity for innovation. The very viability of South Sudan as a newly sovereign nation may well depend on its young population's positive contributions to climate change adaptation, human development, and sustainable peace.

Key message: Youth in South Sudan report there is a significant lower chance they will resort to violence and crime if given realistic prospects of employment or education. When given the necessary opportunities, tools and skills to resolve conflicts, such as youth committees, young Southern Sudanese have proved youth is no lost generation but a generation that can be empowered to support their communities' peacebuilding processes.

14. **Fischer, M. (2004)** Youth Development as a Potential and Challenge for the Peace Process in Bosnia and Herzegovina. Berghof Working Paper No.1 (BOSNIA AND HERZEGOVINA)

Summary: Young people offer potential for social innovation and are a promising target group for reconciliation work, especially in war-torn societies. Compared with the victim/perpetrator generations, younger age groups are generally more open to dialogue and more willing to set aside their stereotyped ways of thinking. At the same time, however, young people have a highly destructive potential which can be sparked off by society's neglect of this group. Young people who have no education or employment opportunities may resort to crime. Experience in many post-war societies has shown that if no social integration initiatives are available, male youths in particular form a willing pool of recruits for political leaders with a vested interest in perpetuating violent conflict. A further outcome is the migration of qualified young people.

Key message: Young people have both the potential for constructive social behavior and engagement in reconciliation, yet if excluded economically and politically, they tend to disengage, migrate and may even resort to crime.

15. **Fox, C. (2003)** Building Peaceful Tomorrows Today: Youth peacebuilding case studies from the Basque Country, Northern Ireland, and Chicago, M.A. Thesis in Peace and Development Studies. (SPAIN, NORTHERN IRELAND, USA)

Summary: This thesis examined peacebuilding activities targeting youth in three countries (Basque country/Spain, Northern Ireland and Chicago/US.). Community involvement and youth involvement (be it in the planning, execution, and/or evaluating phases), and collaborations with other organizations were aspects that peacebuilders found helpful to their work. Youth peacebuilding programs that take place in post-conflict zones integrate the various peacebuilding approaches; involve the community and other organizations; build in flexible mechanisms that allow young people to take an active role in all aspects; and create effective evaluation tools that allow the peacebuilders to fine tune their program may have the best chances at changing and improving the environment.

Key message: Youth play arguably the most important role in that long-term vision towards peace; they can be transformation agents. They can move polarized societies toward common ground or they can perpetuate divides. This is why it is important to invest in youth, creating and enabling youth involvement.

16. **Freddy, H. J. (2015)** Youth and peacebuilding in Sri Lanka, International Journal of Society Systems Science (Vol 7. Issue 3) (SRI LANKA)

Summary: Youth are often thought as perpetrators of violence and those who are easily coerced into participating in armed conflicts. This article argues that

youth can be positively engaged in post-conflict scenario by examining the Sri Lankan case. The aspirations of youth are not taken into account.

Key message: Author argues youth engagement in peacebuilding is key to prevent relapse into war and to consolidate peace.

17. **Gillard, S. (2001)** Winning the peace: youth, identity and peacebuilding in Bosnia and Herzegovina, *International Peacekeeping*, Volume 8, Number 1., pp. 77-98(22). (BOSNIA AND HERZEGOVINA)

Summary: While peacebuilding at a grassroots, non-governmental level is increasingly expected to play an important role in postwar peace settlements, the effectiveness of such projects can be inhibited by the lack of a sound theoretical basis. Conflict Resolution theory advocates particular theoretical understandings of the relationship between identity and conflict as informing peacebuilding, yet these are shown to be in disjunction with empirical observation: a case study of young people living in wartime Bosnia and Herzegovina. However, analysis of the qualities of experience and identification described by those young people is suggestive of alternative understandings of the identity/conflict relationship: that identifications are negotiated and renegotiated, intersubjectively, as people interact. That interviewees were also involved with a youth and reconciliation project — *Mladi Most* - was informative of the impact of such a project on identity, in a context of intercommunal conflict.

Key message: Identity formation is a key issue to take into consideration in peacebuilding work with young people. These insights provide an alternative possible theoretical basis for informing the practice of grassroots peacebuilding, or at least strategies for generating appropriate and effective theory

18. **Granström, S. (2016)** Crossing Borders and Building Bridges. Young Women in Peacebuilding. MA Thesis. Uppsala University. (KOSOVO, ALBANIA, SERBIA)

Summary: This study looked at the experiences of six young female Kosovar-Albanian and Serbian participants from a peacebuilding, dialogue and training program called Young Women's Peace Academy. It aims at answering what made the young women who participated so "successful" in breaking antagonism, in spite of the tensions that exist in the post-conflict society they live in. More specifically it looked at how ethnicity, gender and age interact in the process of peacebuilding to fine-grain theory. It sheds light at how young women build peace.

Key message: The study highlights the importance of activities that deal with identity de-construction ("us" vs. "them") and re-building positive identities. The author concludes: "alternative identity as feminist peacebuilders gave them agency and security in their own identities. In a very simplified way one could claim that their new identities no longer put them in an antagonistic situation but more of a collective one." The author also described the multiplication

effects of this program. "During my visit to Kosovo and Serbia and during the interviews it was clear to me how the young women were also able to influence people around them".

19. **Hoigilt, J. (2013)** The Palestinian Spring That Was Not: The Youth and Political Activism in the Occupied Palestinian Territories *Arab Studies Quarterly* Vol. 35, No. 4 (Fall 2013), pp. 343-359 (PALESTINE)

Summary: This article explains the current political role of the Palestinian youth by comparing the period shortly before the First and Second Intifadas with the current situation in the Occupied Palestinian Territories (OPT). It critically interrogates the oft-repeated assertion that the Palestinian youth are characterized by political anomie, showing that the political role of the youth in the OPT is constrained by three factors: Israeli occupation, oppression by Fatah and Hamas, and the political paralysis resulting from the split between these two dominant political organizations. However, the present youth activism challenges the policies of both Fatah and Hamas, and draws strength from its utilization of international cooperation and its popular practices. While it is still small, this youthful activism displays a determination, clear-headedness and independence that contrasts with the political culture in the dominant factions of Palestinian politics.

Key message: Youthful activism detaches itself from the paths of dominant political organizations, creating its own objectives.

20. **Izzi, V. and Kumar, C. (2013)** 'Do youth programmes contribute to post-conflict peacebuilding? Some reflections on existing practice'. *Escaping Victimhood: Children, Youth and Post-Conflict Peacebuilding*. Schnabel, Albrecht and Tabyshalieva, Anara (eds.). United Nations University Press. (GLOBAL)

Summary: Peacebuilding agendas have shown a new interest in youth, yet a critical reflection is needed to underpin the assumptions of this interest. This chapter analyses the new trend of youth programming from a peacebuilding perspective; it sets out to unpack the conceptual foundations and analytical assumptions in the 'youth and peacebuilding' paradigm, such as the youth-bulge theory assuming that an increased number of youths in the demographics will lead to more violence and the argument that unemployment is an evident and direct cause of violence.

Key message: Even though it is a welcome development that the interest for youth in peacebuilding is increasing, there are a number of challenges that requires closer attention in order to move beyond misconceptions of youth and violence, and increase the impact of youth programmes with a peacebuilding element.

21. **Jeffrey, C. (2013)** Geographies of children and youth III: Alchemists of the revolution? *Progress in Human Geography*, February 2013 37 (1) pp. 145-152

Summary: This report analyses recent geographical scholarship and young people's protest around the world in 2010 and 2011 in order to challenge two central themes in the literature on politics and civil society. First, it critically examines the idea that young people, especially unemployed youth, are engaged only in a type of romantic, ineffective politics. Second, it questions the notion that 'civil society' – in the sense of deliberative, non-violent politics that acts as a positive check on state power – occurs principally through formal organizations representing a generalized public interest. In making these points it argues for a new approach to analysis of civil society in human geography – one that allows for political mobilization that is informal, non-local, and based upon particularistic identities such as religion and caste.

Key message: The article examines young people's protest movements and shows how political mobilization can happen through informal, non-local and particularistic identifies.

22. **Jeffrey, C. (2012).** Geographies of children and youth II: Global youth agency. *Progress in Human Geography*, 36(2), 245-253.

Summary: This report offers a comparative perspective on the nature of youth agency in different parts of the world, demonstrating how 'youth' can provide a window on subaltern responses to economic restructuring. The report outlines key points about the theorization of agency within human geography and then describes the importance of young people's resistance. It discusses young people's resourcefulness as a form of agency as well as 'negative agency': instances in which children and youth reproduce and deepen dominant structures of power. Finally, it identifies a need to reflect further on the social nature of young people's action and the importance of humour and irreverence in their actions.

Key message: The article shows how young people can reproduce dominant structures of power, but it also shows the importance of young people's resistance strategies to economic restructuring, and the role of humour and irreverence in youth practice.

23. **Jeffrey, C. (2010)** Geographies of children and youth I: eroding maps of life. *Progress in Human Geography*, 34 (1) pp. 145-152.

Summary: Global transformations are rapidly altering people's experiences of growing up. This report offers a comparative perspective on some of the challenges facing young children and youth across the world, focusing especially on young people's practices in the fields of education and employment. The paper discusses conceptual frameworks for analyzing young people and evaluates these theoretical ideas through attention to interdisciplinary writing on educational restructuring, the privatization of school curricula, children's work, and youth unemployment. The common predicaments or 'vital conjunctures' (Johnson-Hanks, 2002) of children and youth, for example, their inability to remain in formal schooling or experience of unemployment after leaving

education, offers a basis for a globally comparative human geography attuned to the relationship between structural change and socio-spatial marginalization.

Key message: This report describes how global transformations are affecting children's transitions to adulthood, especially in relation to education and employment.

24. **Juris, J. S. and Pleyers, G. H. (2009)** Alter-activism: emerging cultures of participation among young global justice activists, *Journal of Youth Studies*, Vol. 12, Nr1, 57-75 (SPAIN, FRANCE, MEXICO, USA)

Summary: Through ethnographic fieldwork among young global justice activists based in Barcelona, Paris, Mexico City, and San Francisco, this article examines an emerging political praxis we call alter-activism. We argue that alter-activism represents an alternative mode of (sub-) cultural practice and an emerging form of citizenship among young people that prefigures wider social changes related to political commitment, cultural expression, and collaborative practice. Alteractivism specifically involves an emphasis on lived experience and process; a commitment to horizontal, networked organisation; creative direct action; the use of new information and communication technologies (ICTs); and the organisation of physical spaces and action camps as laboratories for developing alternative values and practices. Although observers tend to associate these attributes with global justice movements generally, we contend they are more precisely linked to youthful movement sectors and are particularly visible among alter-activists. Moreover, rather than a complete break, alter-activism expands on many of the features associated with past youth movements, although it is more highly globalised, more profoundly networked, more open and collaborative, and more deeply shaped by new technologies than its predecessors.

Key message: Activist youth movements seem to be different from other activists' movements; they are globalized, networked, open, collaborative and more deeply shaped by new technologies.

25. **Kemper, Y. (2005)** Youth in Approaches of War-to-Peace Transitions International Organizations Berghof Report Nr. 10 Berghof Research Center for Constructive Conflict Management.

Summary: This study deals with youth in war-to-peace transitions and the response of international organizations to them. International organizations have been torn between a desire to protect them and allowing for their meaningful participation. The failure to (re)integrate youth into civil structures can not only put the peace-building process in jeopardy but also deprives these war-affected societies of a potential driving force for peace and development. This study developed three ideal typical approaches: (1) a rights-based approach, (2) an economic approach, and (3) a socio-political approach. The socio-political approach regards youth's self-perception and their relationship to civil society as crucial for the peace-building process. The socio-political approach fosters long-term reconciliation by countering the marginalization of young people

through their integration into societal structures; it can best account for youth's gender-related identity because it is based on their participation.

Key message: As a result of these different qualities, this study concludes that a holistic approach is needed in order for international organizations to profit from their distinct advantages.

26. **Kurtenbach, S. and Pawelz, J. (2015)** Voting is not enough: youth and political citizenship in post-war societies *Journal Peacebuilding* 3 (2 -Every Day Peace and Youth pp. 141-156 (GUATEMALA, TIMOR LESTE)

Summary: The role of children and young people in war has received much attention, though their political activism after war's end is rarely discussed. Political liberalisation generally widens participatory opportunities for youths 18 years and older. But citizenship is defined by more than the right to vote every few years; citizens must also be granted voice and agency. This paper analyses the relation between youth political citizenship and peacebuilding. After developing a framework for the analysis of youth political citizenship in post-war societies, we identify differences between the experiences of rural/urban and male/female youth, drawing on case studies of Guatemala and Timor-Leste. We argue that the neglect of young people's current needs and future livelihoods is a recipe for renewed conflict.

Key message: Authors argue that youth's voices need to be listened to and livelihoods need to be addressed if peace is to be consolidated.

27. **Kuzio, T. (2006)** 'Civil society, youth and societal mobilization in democratic revolutions', *Communist and Post-Communist Studies*, 39, pp. 365-386 (SERBIA, GEORGIA, UKRAINE)

Summary: Youth have played an important role in mobilizing support for democratic revolutions during elections that have facilitated regime change. In Serbia (2000), Georgia (2003) and Ukraine (2004) youth led the way in organizing democratic coalitions among hitherto warring opposition parties that the authorities had successfully divided and ruled over. In the three countries used as case studies, youth dominated civil society and election monitoring NGOs. The article outlines a fivefold framework and discusses the issues that help understand the role of youth in democratic revolutions as well as those essential conditions that lead to success. Regime change only proved successful during certain time periods, in our case electoral revolutions when the authorities were at their weakest. Organization of youth groups led to the creation of Otpor (Serbia), Kmara (Georgia) and Pora (Ukraine) and provided the youth movements with structure and purpose. The training of these organized youth NGOs became a third important condition for success and often was undertaken with Western technical and financial assistance.

Key message: Youth have played an important role in mobilizing support for democratic revolutions during elections that have facilitated regime change.

28. Leonard, M. (2013) Young people's perspectives on conflict, reconciliation and the reunification of Cyprus. *Children's Geographies* 11 (3) pp 326-339 (CYPRUS)

Summary: This paper explores the views of young people on conflict, reconciliation and reunification in Cyprus. The paper is based on focus group discussions with 20 Turkish Cypriot and 20 Greek Cypriot young people, aged between 14 and 16, drawn from two schools located in the divided capital city of Nicosia. While young people's discourses revealed underlying deep-seated hostilities in attitudes between the two groups, there was some evidence of cautious optimism. The paper explores what lessons can be learned from ascertaining young people's viewpoints and how these opinions need to be taken seriously in order to further our understanding of young people's experiences of divided societies.

Key message: Understanding young people's experiences and views is key when planning peacebuilding activities, and also to build on their "cautious optimism".

29. Lopes Cardozo, M.T.A., Higgins, S., Maber, E., Brandt, C.O., Kusmallah, N., Le Mat, M.L.J (2015) Literature Review: Youth Agency, Peacebuilding and Education, Research Consortium Education and Peacebuilding, University of Amsterdam.

Summary: The document aims to provide insights into youth agency and the dynamics of conflict and peace in conflict-affected contexts. It focuses on how educational interventions may contribute to enhancing the agency of youth as peacebuilders. The review draws on a theoretical framework which locates youth within peacebuilding processes of reconciliation, redistribution, recognition and representation (four R's). The review aims to communicate its findings to a broad audience, including academic researchers, professional practitioners, policy makers and interested young people.

Key messages: There is an urgent need to build up rigorous, longitudinal, evaluative data showing how educational interventions contribute to attitudes, behaviours and knowledges of young people linked to their (lack of) exercise of peacebuilding within specific contexts. There is frequently a disjunction between policy and programming aimed to enhance young people's agency as peacebuilders and the particular contexts and circumstances that condition and constrain this potential in conflict-affected contexts. There is a need for both policies and interventions – at their planning and implementation stages - to respond to and connect with processes of youth identity formation, the everyday realities, voices, experiences and needs of young people and to build on their pre-existing initiatives. More on: <http://learningforpeace.unicef.org/wp-content/uploads/2015/05/Youth-Literature-Review-Executive-Summary-May15.pdf>

30. Maharjan, S. L. (2013) Youth In Fragile Nations: Peacebuilders or spoilers? Paper presented at Conference on Children and Youth Affected by Armed Conflict 25-27 September 2013, Kampala, Uganda (pp 176-189). (NEPAL, TIMOR LESTE, SRI LANKA)

Summary: Youth focused research and the role of youth in conflict prevention and post conflict reconstruction is rare. There is a dearth of knowledge as to what are the chronological steps that help youth evolve as peace builders. This paper argues that over mobilization of youth in the post conflict stage has complicated the peacebuilding process. It has prolonged the post conflict transition period, posing a threat to economic recovery efforts. Politicization of young workers and students is fuelling recurring tensions between trade unions and investors. The never concluding tussles in the political arena of Nepal makes the neighbouring two giant economies, China and India, feel a threat to their security, and to question the capacity of Nepal in handling the peace process. On the other end of the spectrum is a positive view that concludes that youth are the bringers of change. Inviting youth into the post conflict peace process brings added values as experiences of young people are highly variable. Youth are not a single, homogenous entity either globally or locally therefore they represent diversity and range of needs and problems correspondingly. The paper shares living experiences of youth led peacebuilding initiatives at the national as well as at the community level. The paper borrows examples from post conflict country contexts such as Nepal, East Timor and Sri Lanka.

Key messages: This paper argues that an absence of youth friendly structures is a major hurdle in inviting youth participation in the peace process.

31. McEvoy-Levy, S. (2012) Youth Spaces in Haunted Places: Placemaking for Peacebuilding in Theory and Practice. *International Journal of Peace Studies*, 17(2), pp. 1-32. (NORTHERN IRELAND)

Summary: Drawing on theory and examples from several different conflict settings, this paper evaluates the potential for 'placemaking' as a post-conflict peacebuilding tool. Theorists of 'place-making' distinguish between a space which is a geographical location and a place which is 'space plus meaning' (Donofrio, 2010, 152). Spaces become places through rhetorical acts of attributing symbolic value to a particular terrain. Placemaking records and revises history and creates and mediates conflicts, shaping identities in the process. In Northern Ireland, many official projects including mural re-imaging, conflict museums, and historical, commercial enterprises, such the Titanic Quarter, reflect a policy of transforming 'contested spaces' and creating 'shared space'. These official interventions are affected by at least two dynamics related to youth: young people possess little official placemaking authority, but they nevertheless seek to colonize and create their own spaces and reinterpret places. While placemaking has significant potential as a peacebuilding strategy,

some post-conflict spatial interventions may be associated with old 'ghosts' of territoriality and exclusion, under the guise of liberal peacebuilding.

Key message: Within constraints, young people seek to create their own spaces and re-interpret places, and thus, create new social meanings.

32. McEvoy-Levy, S. (2001) "Youth as Social and Political Agents: Issues in Post-Settlement Peace Building", Kroc Institute Occasional Papers, 21: OP2. (SOUTH AFRICA, NORTHERN IRELAND)

Summary: There is a growing body of literature dealing with the roles of children and young people in armed conflict and the effects of such conflict on their development; yet, the role of youth in post-conflict developments is rather underexplored in the academic literature. With examples and case studies from mainly South Africa and Northern Ireland, this paper seeks to make the case for an academic focus on youth both as dependent and independent variables in peace processes and particularly in the post-agreement phase. The paper argues that there are clear patterns of youth responses to peace processes that do not sufficiently integrate their interests and do not utilize their skills and experiences. Contemporary demographics in many transitional situations underline the necessity of specific attention to youth issues in peacebuilding, but beyond this, the paper claims the importance of a focus on youth in post-conflict peacebuilding for the five following reasons: 1) Youth have in many cases been active agents during armed struggle and their agency creates special and diverse needs in the post-war period; 2) youth are often the primary producers of violence in the post-conflict period and they are intrinsic to the success of new law and order measures; 3) youth are the victims of much post-conflict violence; 4) youth are the primary actors in grassroots community development/relations work – they are at the frontlines of peacebuilding; and 5) youth have the right of participation. The paper also presents five youth-related dimensions of a successful peacebuilding process: 1) reintegration and socialization of youth who have been victims and perpetrators of violence; 2) integration of politically active and pro-peace youth into the peace process and to provide them with 'ownership' of the process; 3) bringing on board young people opposed to the peace process; 4) incorporate and engage in the process youth that are apathetic, socially alienated and distrustful of politics and authority; and 5) effect wider societal reconstruction – particularly in the areas of social and economic opportunity for youth, attention to education needs and protection of human rights.

Key message: Youth are crucial actors in peacebuilding as a peace agreement's endurance depends on whether the next generations accept or reject it, how they are socialized during the peace process, and their perceptions of what that peace process has achieved. Therefore, young people should to a larger extent

be examined and recognized for their positive role as peacemakers and not only as victims or perpetrators.

33. **McEvoy, S. (2000)** *Communities and Peace: Catholic Youth in Northern Ireland (NORTHERN IRELAND)*

Summary: The long-term success of any political settlement in Northern Ireland will rely not only on the willingness of young people to transcend their inheritance but also on the degree to which they are empowered to do so. This article focuses on the 'next generation' in Northern Ireland, young people between the ages of 13 and 18 years, and in particular on young Catholics. The article explores the ways in which these young Catholics imagine and define community and peace. It examines the degrees to which they consider themselves to be part of a sectarian community, their perceptions of the ultimate attainability of peace, and of their own roles in peacebuilding. The study finds that young people's peacebuilding potential is hampered by the institutionalized bipolarity of the political system and by the continued existence of a system of communal deterrence. The varied exposures to the conflict of young people in different parts of Northern Ireland influences their conceptualizations of peace and recognition of this should be operationalized in the peace process.

Key message: The varied exposure of young people to conflict, related to their educational and job prospects, influences their conceptualizations of peace, and recognition of this should be operationalized in the peace process. Young people already contribute to stability and reconciliation across communal divides, but continued militarized street environments, economic and employment inequalities, and a lack of involvement of young people in community-building research programs and the work of peace at a decision-making level hamper such peacebuilding potentials and initiatives.

34. **McIntyre, A. and Thusi, T. (2003)** *Children and Youth in Sierra Leone's peacebuilding process, African Security Review, 12:2, 73-80 (SIERRA LEONE)*

Summary: The article first provides a background on the involvement of children and youth in the politics of violence in Sierra Leone. This is done in order to illustrate how children and youth occupy a very important political space during conflicts and how such space inevitably narrows during the peace process. In this narrow space, some youth organizations aimed to articulate the needs of youth and channel youth energies in a constructive way (e.g. MOCKY in Kono region). MOCKY has been credited with playing a very positive role in consolidating the peace in the area through mediation of disputes. Other organizations such as YOSUPA (Youth for Sustainable Development), another local youth NGO involved with peace projects immediately after the end of the

war, reflect the dynamism and potential energy of young people to take responsibility for the future of Sierra Leone. It is this energy that needs to be nurtured and resources provided for the development of the young people of Sierra Leone in order for peace to be sustainable. Despite these civil society initiatives, youth form part of a grey definitional and legal area that consequently results in them not being adequately protected during all phases of the peace process.

Key message: Youth organizations have been credited with playing a very positive role in consolidating peace through mediation of disputes and social activities.

35. **Micinski, N. R. (2016)** NGO Frequent Flyers: Youth Organizations and the Undermining of Reconciliation in Bosnia and Herzegovina, *Journal of Peacebuilding and Development*, 11 (1) pp.99-104.

Summary: This paper examines the funding to and impact of youth organizations in Bosnia to promote peacebuilding and reconciliation. The author argues that their role has undermined this process. Using the rhetoric of a “neutral” and “safe space” they masked a liberal peacebuilding agenda and did not manage to engage more nationalistic-oriented youth. Donors should avoid recruiting only some professionalised NGOs, without links to the communities. Youth initiatives should challenge genocide denial, biased curricula and prejudices of their communities.

Key message: Youth peacebuilding initiatives should be rooted in local initiatives and improve their strategies at the level of outreach, representativeness and approach.

36. **Musarurwa, H. J. (2016)** The Rise of Youth Activism and Non-violent Action in Addressing Zimbabwe's Crisis, *Conflict Trends* 2016/3, Accord.

Summary: According to the author, most – if not all – political parties in Zimbabwe are guilty of closing out the political space for youth. Politicians in Zimbabwe prefer to provide limited political space to the youth, and restrict them to their youth league formations. The modus operandi is to deprive the youth socio-economically and render them susceptible to exploitation and control by the “empowered” few in the political hierarchy who have the political and financial muscle to purchase the energy of the youth. It therefore follows that being able to address the social inequality challenges faced by the youth limits the ability of politicians to convince the youth to participate in violent acts. The year 2016 has seen unprecedented historic events unfold in Zimbabwe as young people begin to find their voices and speak out against injustices in the country. Citizens have started to speak out against their government amid rising calls for socio-economic and political transformation.

Key message: Youth have started to organise to make their voices heard.

37. **Mutisi, M. (2012)** Interrogating traditional youth theory: Youth peacebuilding and engagement in post-conflict Liberia 87-120 in *Africa Dialogue Opportunity or Threat: the Engagement of Youth in African Societies*, Maina, G. (ed) Durban: ACCORD. (LIBERIA).

Summary: Building on qualitative field research in Liberia, this chapter connects its primary case study with secondary data and theory, to analyse how Liberia's youth population is engaged in post-conflict reconstruction and peacebuilding following the end of a 14-year civil war in 2003. Disregarding the 'youth bulge thesis', this chapter focuses instead on the several cases where youth energies have been positively expended in Liberia. The argument is that young people's re-engagement in post-conflict Liberia has been characterised by individual and group agency. Organic initiatives by young people in transforming their reality are central to Liberia's post-conflict reconstruction process.

Key message: Although youth participation in socio-economic and political processes in Liberia is far from ideal, this chapter asserts that the existing pockets of youth engagement in the country are enough evidence to dilute the 'youth bulge' and 'youth crisis' theses which have tended to vilify youths in West Africa.

38. **Narula, S. (2016)** Role of Youth in Peace Building via New Media: A Study on Use of New Media by Youth for Peace Building Tasks, *Journal of Mass Communication and Journalism*, 6: 311.

Summary: The present paper discusses how new media is put to use by the youth. The focal area is how youth is using or not using the variety of new media available, for peacebuilding tasks.

Key message: It was rare that they would use new media for activities to enhance peaceful coordination and associations in the society, unless they belonged to such a social group or organisation that works for peace building.

39. **Nkurunziza, N. (2015)** Youth Peacebuilding in Burundi in Andrea Ó Súilleabháin, ed., "Leveraging Local Knowledge for Peacebuilding and Statebuilding in Africa," New York: International Peace Institute, March 2015 (pp. 15-23) (BURUNDI)

Summary: Focusing on post conflict Burundi, this chapter examines youth-targeted projects that aim to increase the involvement of young people in peacebuilding and facilitate their political participation. It analyses the work of the National Youth Council, a number of civil society initiatives and youth-led activism.

Key message: Youth concerns need to be at the centre of peacebuilding programs. This study identified initiatives in this direction, though much more needs to be done.

40. **Peters, K. (2007)** From weapons to wheels: young Sierra Leonean ex-combatants become motorbike taxi drivers, *Journal of Peace, Conflict and Development*, volume 10 (March 2007) (SIERRA LEONE)

Summary: The disarmament and reintegration process of the more than 70,000 ex-combatants who participated in the decade long armed conflict in Sierra Leone has come to a close. Most ex-combatants have drifted back to the rural and mining areas, working as (semi-)subsistence farmers or low-paid diamond diggers respectively. There is however a small group of urban-based former fighters making their living by riding motorbikes as a local taxi. This is an interesting phenomenon for two reasons; it is a totally new economic development in Sierra Leone, and the bike riders have organised themselves as a membership-based trade association drawing some inspiration from modalities associated with former fighting groups. The basis of this - much needed - modern and organic solidarity, so it is argued, lies in recognition of the general applicability of the law of contract to social life. It suggests that whatever the roots of the war in Sierra Leone - rural oppression, ghetto life, greed-not-grievance - the way forward lies through building not only employment opportunities for young people but also the institutional capital to protect and advance those opportunities.

Key message: Ex-combatants have organised themselves in a trade association of taxi-drivers in Sierra Leone. They built on their past organic solidarity, institutional capital and created employment opportunities as a basis to consolidate their transition to civil life.

41. **Pruitt, L. J. (2016)** Multiculturalism at play: Young people and citizenship in Australia, *Journal of Youth Studies*, 19 (2) pp. 269.285.

Summary: This article analyzes an Australian theatre program that engaged diverse youth in (re)envisioning citizenship and multiculturalism by creating new notions of belonging and altering perceptions of Aboriginal culture and its value in Australia. This kind of work - where young people's understandings of inclusion and diversity can be unsettled, critiqued, and developed - is crucial because current approaches to Australian multiculturalism tend to rely on Anglo-centric norms and fail to account for indigeneity.

Key message: The article argues that youth theatre based on reflexive practices and cross-cultural sharing may offer a useful tool for young people's education for inclusive citizenship in a multicultural, super-diverse context. When practiced

thoughtfully, such programs can offer space for rethinking citizenship and belonging in ways that recognize the centrality of Indigenous culture and critically reflect on the limitations of the dominant culture's reliance on Anglo cultural norms and ideas.

42. **Pruitt, L. J. (2013)** Youth peacebuilding: music, gender and change. New York: Suny Press. (SIERRA LEONE, NORTHERN IRELAND)

Summary: This study shows how music-as expression, as creation, as inspiration-can provide many unique insights into transforming conflicts with young people, altering understandings, and achieving change.

Key message: Music is a powerful means to engage young people in peacebuilding.

43. **Pruitt, L.J. (2013)** "Fixing the girls": Neoliberal discourse and girl's participation in peacebuilding. *International Feminist Journal of Politics*, 15, 58-76. (AUSTRALIA, NORTHERN IRELAND)

Summary: Does gender matter when planning youth peacebuilding projects? This article presents research findings from two youth peacebuilding projects – in Australia and Northern Ireland – and identifies several barriers to participation girls faced. It sheds light on reasons why girls participate in some peacebuilding activities but not others, highlighting the role of neoliberal discourse – placing the burden of responsibility for equal participation on individuals rather than program design or other factors. It concludes by proposing important questions for future research and identifying the conditions under which peacebuilding projects might benefit from including some gender-segregated activities.

Key message: The author shows the importance of having a gender lens in planning and implementing peacebuilding activities with youth.

44. **Pruitt, L. J. (2013)** A girl's place is on the agenda. Incorporating youth in peace and security efforts. *Proceedings APSA Conference*, 30 Sept-2 Oct 2013.

Summary: Girls can and should play significant roles in implementing the Women, Peace, and Security (WPS) agenda. Yet they remain the most marginalized group when it comes to peace and security efforts. This article calls attention to some key factors contributing to girls' exclusion through assessing the ways gender and age influence their experiences of peace and conflict. Despite obstacles to their participation and little recognition of their efforts, girls are active in a number of ways. A series of cases are presented and analysed, including individual and collective efforts by young women at the grassroots and global level, to highlight the various ways in which girls demonstrate their role as key stakeholders in peace and security efforts. Better incorporating girls into the WPS agenda requires not only applying a gender-sensitive approach to youth initiatives, but also applying an age-sensitive approach to initiatives aimed at

gender-inclusion. The article proposes a number of actions Australian policymakers might take to ensure girls' views and needs are included in advancing the WPS agenda through global efforts. This includes for example, Security Council initiatives, and local efforts, such as actions supporting young Australians' input into peace and security in ways that advance gender-inclusiveness. Doing so will require broadening our understandings of political participation to include the ways that many young people, especially girls, are already involved, and altering existing frameworks for action to make them more inviting for young women who might not have previously considered participation.

Key message: Girls can and should play significant roles in peacebuilding. Yet, less visible barriers to their meaningful participation need to be addressed. Participation needs to take a gender-sensitive and age-sensitive approach.

45. **Pruitt, L. J. (2008)** They drop beats, not Bombs. Music and Dance in Youth Peacebuilding, *Australian Journal of Peace Studies*, vol. 3, pp. 14-32.

Summary: This article focuses on how young people can use music and dance for peacebuilding. Respondents noted the possibilities for deploying music and dance as alternative modes of engaging in dialogue and thus resolving conflict. They also discussed how participation in these artistic forums aided in the construction of new identities for themselves and others; and space emerged as an important factor intricately related to identity and dialogue (p. 32).

Key message: The music and dance program examined made significant contributions to the peacebuilding capacities of the young people involved.

46. **Sacipa, N. S., Ballesteros, B.P., Cardozo, J. Novoa, M.M. and Tovar, C. (2006)** Understanding Peace Through the Lens of Colombian Youth and Adults, *Peace and Conflict: Journal of Peace Psychology*, Volume 12, Issue 2, pages 157-174 (COLOMBIA)

Related article in Spanish: Tovar, C. C., & Sacipa, S. (2011). Significados e interacciones de paz de jóvenes integrantes del grupo "Juventud Activa" de Soacha, Colombia. *Universitas Psychologica*, 10(1), 35-46.

Summary: This study sought to understand how youth and adult men and women in different social groups in the city of Bogotá express their understanding of peace. The specific objectives of the research included (a) the identification of values related to peace, (b) the analysis of dispositions toward the construction of peace cultures, and (c) the comparative analysis of the meanings of peace by gender and generation. Eight focus groups with 4 to 10 participants each were conducted with people in pre-existing projects or organizations. Findings were organized and analysed through intragroup and intertextual matrices based on 6 analytic categories: reconciliation, leadership, personal well-being, social peace, new global ethics, and negative peace. Findings showed that the participants' multiple and varied understandings of the meanings of peace are related to personal and social well-being. Some

differences by gender and generation are consistent with developmental literature and contextual conditions.

Key message: Young people, especially those taking part in youth groups, relate peace to values like respect, union, solidarity and mutual care, in contrast to understandings of other groups which associated peace with tranquillity and good manners.

47. **Simon, T. (2009)** A New Window of Normalisation: Young People as Peace Builders in Northern Uganda, Research paper. The Hague: Institute of Social Studies.

Summary: This paper analyses the ways in which young people participate in peacebuilding and explains the Acholi cultural perspective on peacebuilding. The author held focus group discussions with different categories of young people that included FAP's, primary school pupils and those who were not abducted; the views of some Acholi elders was sought in understanding cultural perspectives on peacebuilding. Young people actively participate in various peacebuilding activities, either through their own agency or through the existing structures set by other peace actors such as the government, international and local NGO's and cultural institutions. However, young people face challenges in participation in peacebuilding due to generational rift as a result of the changing Acholi culture as a result of the emergence of youth culture, inadequate support from development actors and the challenge of return and resettlement into their original homesteads.

Key message: Youth participate actively in peacebuilding activities, yet they face several constraints related to the resistance to the emerging youth culture, inadequate support and challenges of post-war transition to peace.

48. **Tekpor, S.D. (2016)** Music, Youth and Post-Election Peace Initiatives: A Study of the Musicians Union of Ghana MA Thesis in Peace and Conflict Transformation. The Arctic University of Norway

Summary: This study examines the role of civil society in post-election peacebuilding in Ghana in 2012. MUSIGA, an association of musicians promoted peace through music with youth.

Key message: The study highlights the importance of the supportive role of civil society activities engaging youth to peacebuilding processes.

49. **Thorpe, H. (2016)** 'Look at what we can do with all the broken stuff!' Youth agency and sporting creativity in sites of war, conflict and disaster. Journal Qualitative Research in Sport, Exercise and Health 8 pp.1-17. (NEW ZEALAND, USA, PALESTINE)

Summary: Too often youth are considered 'victims' in sites of war, conflict and disaster, with little consideration for their perspectives and ability to develop

culturally specific responses to such conditions and events. Thus, unique forms of youth agency, creativity and resourcefulness continue to be overlooked. This paper reveals examples of youth agency and sporting creativity within local contexts of conflict and post-disaster, and signals important considerations for Sport for Development and Peace organizations working in such locations. Examining the different scales at which youth are engaging with informal, non-competitive action sports (i.e. skateboarding, parkour) in sites of conflict and disaster, this paper consists of three parts: (1) youth agency in sites of conflict, (2) youth agency in sites of post-disaster, and (3) transnational corporations use of action sports for 'cause marketing' in contexts of 'disaster capitalism'. The study examines activities in Christchurch, New Orleans, and Palestine.

Key message: This paper offers a critical examination of the fluid and dynamic nature of youth agency and everyday politics in disrupted and dangerous geographies, but ultimately advocates the need to locate such initiatives within the broader flows of power.

50. **Thorpe, H. (2016)** Action sports for youth development: critical insights for the SDP community, *International Journal of Sport Policy and Politics* 8. Issue 1 *Youth Sport Policy*, pp. 91-116.

Summary: This article identifies new trends in youth sport participation, particularly the growing popularity of non-competitive, informal, non-institutionalized 'action sports' (e.g., skateboarding, surfing, snowboarding, parkour). Drawing upon an array of international examples and qualitative research including interviews and media analysis, it considers the potential of action sports for making a valuable contribution to the sport for development and peace (SDP) movement. More specifically, the author argues that those working in the field of sport for youth development would do well to critically consider the alternative value systems in action sports and to recognize youth agency and creativity in both developed and (re)developing nations. It concludes by offering policy implications and encouraging youth-focused SDP initiatives to move beyond the 'deficit model' and towards more collaborative projects that provide space for local voices and acknowledge youth agency.

Key message: The article recommends creating spaces for the voices of grassroots groups, to understand and respect action sports cultures and to work with youth to co-produce programmes of value.

51. **Turner, R. L. (2015)** Youth, 'tradition' and peace building: mobilising for just governance in rural South Africa, *Journal Peacebuilding*, 3. Issue Every day peace and youth, pp. 126-140. (SOUTH AFRICA)

Summary: Structural violence remains widespread in post-apartheid South Africa as governance, opportunity and well-being are still sharply inflected by place, by race and by class. Most rural black South Africans are subject to state-recognised traditional leaders and institutions imbricated in past violence, suffer from inadequate and inequitable basic service provision, and have little access to economic opportunity. This article enriches our understanding of the everyday politics of peace by examining a youth-led mobilisation in the rural traditional community of Supingstad. Modelling new ways of interacting and confronting the fears that prevented many from participating in public life, youth activists sought to build a better, more democratic, collective life; to improve public service provision; to generate economic development and to practice the open and accountable governance they desired. This local initiative to address the multiple forms of violence to which South Africans are still subject exemplifies youth peace praxis.

Key message: This youth-led mobilisation in the rural community of Supingstad, South Africa, shows how youth can be pro-active peacebuilders by promoting better governance and economic development.

52. **Ungerleider, J. (2012)** Structured Youth Dialogue to Empower Peacebuilding and Leadership, *Conflict Resolution Quarterly* 29 (4) pp.381-402.

Summary: Through structured dialogue during Youth Peacebuilding and Leadership Programs, high school and college students from Cyprus, Iraq, Serbia, Armenia, Azerbaijan, Denmark, the U.K., and the United States developed expressive, relational, intercultural, and analytical skills, plus a sense of personal transformation. Well-facilitated peer dialogue promotes self-awareness, compassion, diverse perspectives on current issues, and capacities for social action. Facilitators structure process and content for sessions, creating a mood of safety and openness, focusing topics for appropriate risk and relevance, reconciliation, and empowerment. Participants practice communication skills essential for shared leadership: listening and speaking effectively, recognizing cross-cultural difference, analyzing issues cooperatively, and making decisions collaboratively.

Key message: This paper describes how well-facilitated activities for youth can develop their knowledge, skills and attitudes for peacebuilding.

53. **Williams, M. (2016)** Youth, Peace and Security: A New Agenda for the Middle East and North Africa, *Journal of International Affairs*, Spring/Summer 2016 69: 2.

Summary: The important role of young people in building peace and challenging violent extremism is gaining recognition within the international community. The United Nations Security Resolution on Youth, Peace, and Security (SCR 2250), passed in December 2015, is evidence of this trend. It represents a shift from the dichotomy of youth as either perpetrators or victims of violence to a perspective in which youth are viewed as agents of positive change and peace. In moving forward with this resolution and similarly reflective

and supportive policy, one of the greatest challenges for the Middle East and North Africa will be the current geopolitical context and obstacles to opportunity. In a region fraught with conflict, stemming from domestic and foreign policies, as well as a history of unrepresentative and repressive governance systems, leaders have often sought to maintain the status quo. This is a problem in a region where more than 30 percent of the population is between 15 and 29 years of age, and are increasingly frustrated with and stymied by a lack of meaningful political space—leading to lost faith in political systems.

Key message: Regional policymakers must be challenged to meaningfully incorporate young people into decision-making processes, to ensure that peacebuilding programs target young people early on in their development, to avoid the securitization of youth in the development and implementation of national and local policies, and to address the underlying social, economic, and political grievances that often drive extremism and impact young people’s relationships with their communities and states.

Overview sorted per country

Countries	Authors´ last names
Albania	Granström, S. (2016)
Australia	Bishop, E.C. and Willis, K. (2014) Pruitt, L.J. (2016) Pruitt, L.J. (2013)
Bosnia and Herzegovina	Fischer, M. (2004) Gillard, S. (2001) Micinski, N.R. (2016)
Burundi	Nkurunziza, N. (2015)
Colombia	Sacipa, N.S. et al (2006)
Cyprus	Leonard, M. (2013)
France	Juris, J.S. and Pleyers, G.H. (2009)
Georgia	Kuzio, T. (2006)
Ghana	Tekpor, S.D. (2016)
Guatemala	Kurtenbach, S. and Pawelz, J. (2015)
Iran	Eslami-Somea, R. and Movassach, H. (2014)
Israel	Del Felice, C. and Wisler, A. (2007)
Liberia	Mutisi, M. (2012)
Mali	Affaa Mindzie, M. (2015) Agbiboa, E.E. (2015)
Mexico	Juris, J.S. and Pleyers, G.H. (2009)
Nepal	Maharjan, S. L. (2013)
New Zeland	Thorpe, H. (2016)

Niger	Affaa Mindzie, M. (2015)
Nigeria	Agbiboa, E.E. (2015)
Northern Ireland	McEvoy (2000, 2001) Fox, C. (2003) Pruitt, L.J. (2013)
Palestine	Høigilt, J. (2013) Thorpe, H. (2016)
Senegal	Affaa Mindzie, M. (2015)
Serbia	Del Felice, C. and Wisler, A. (2007) Granström, S. (2016) Kuzio, T. (2006)
Sierra Leone	Bangura, I. (2016) Cubitt, C. (2012) Del Felice, C. and Wisler, A. (2007) McIntyre, A. and Thusi, T. (2003) Peters, K. (2007) Pruitt, L.J. (2013)
Spain	Fox, C. (2003) Juris, J.S. and Pleyers, G.H. (2009)
Sri Lanka	Maharjan, S. L. (2013) Freddy, H.J. (2015)
South Africa	McEvoy (2001) Turner, R.L. (2015)
South Sudan	Ensor, M.O. (2013)
Timor Leste	Maharjan, S. L. (2013) Kurtenbach, S. and Pawelz, J. (2015)
Turkey	Baser, Z. & Çelik, A.B. (2014)
Uganda	Davis, D. (2013) Simon, T. (2009)
Ukraine	Kuzio, T. (2006)
United States	Ardizzone (2003) Fox, C. (2003) Juris, J.S. and Pleyers, G.H. (2009) Thorpe, H. (2016)
Zimbabwe	Musarurwa, H.J. (2016)
Global	Del Felice C. and Solheim, L. (2011) Drummond-Mundal, L. and Cave, G. (2007) Izzi, V. and Kumar, C. (2013) Jeffrey, C. (2013, 2012, 2010) Kemper, Y. (2005) Lopes Cardozo, M. (2015) Narula, S. (2016) Pruitt, L.J. (2013) Thorpe, H. (2016b) Ungerleider, J. (2012)
Middle East and North Africa	Williams, M. (2016)

Overview sorted per year of publication

2016	Bangura, I.
	Granström, S.
	Hester,
	Micinski, N.R.
	Narula
	Musarwa, H.J.
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2004	Fischer, M.
2003	Ardizzone, L.
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2001	Gillard, S.
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