

UNICEF ENGAGEMENT WITH YOUNG PEOPLE IN PEACEBUILDING

Formative Evaluation

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Formative Evaluation of UNICEF Engagement with Young People in Peacebuilding

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PREFACE

Sustainable Development Goal 16 calls for promoting peaceful and inclusive societies as a foundation for sustainable development. The United Nations officially recognized the crucial role of young people in building these peaceful societies when it unanimously adopted the landmark UN Security Council Resolution 2250 on Youth, Peace and Security in 2015 and the subsequent 'twin' resolutions on sustaining peace of 2016.

Today, however, inhabiting a peaceful society remains an unattainable dream to approximately 450 million children and young people who live in countries affected by armed conflict and organized violence. Because of its mandate for children and its strong field presence in humanitarian and transitional development contexts around the world, UNICEF is well positioned to enhance young people's capacity to be agents of change in their own societies – to, effectively, build peace. Yet the organization has not yet fully embraced its peacebuilding potential or capitalized on its own comparative advantages to further its agenda for young people through peacebuilding work.

To better understand this and to chart a course for UNICEF at a moment of revitalized global momentum for peacebuilding, UNICEF commissioned an evaluation to assess the organization's current peacebuilding programming. The evaluation explored young people's roles in UNICEF-supported peacebuilding programmes, including those funded through the Peacebuilding Fund (PBF), and examined the extent to which young people's capacities to participate in peacebuilding programmes and to contribute to lasting peace and prosperity in their societies were enhanced.

The evaluation found that, while UNICEF is well positioned at the global level to be a leader in peacebuilding, and even (on paper) at the country level, in most country offices peacebuilding programmes were affected by short funding cycles and high staff turnover, both of which hindered programme expansion and scale-up and kept them from capitalizing on experiences and early programme learning. Most programmes had as their primary goals strengthening capacities of individuals to promote resilience and fostering horizontal social cohesion and vertical social cohesion. However, despite clear direction from the corporate level, most peacebuilding programmes lacked the underlying conflict analysis that would have helped tailor them to address the local root drivers of conflict.

And while UNICEF reached a fairly diverse cohort of young people in terms of urban/rural, poor and otherwise marginalized young people, young women and girls were grossly underrepresented in some programmes – whether as programme implementers or programme beneficiaries. As a result, programmes did not address gendered causes of conflict, further exposing young women and girls to potential marginalization. Also, disarmament, demobilization and reintegration (DDR) was featured only in a small number of programmes, despite this being a component with greater utility for peacebuilding than most of the other approaches.

The initial review and analysis was executed by Regev Ben Jacob, then an independent consultant, while Taylor O'Connor was responsible for the field visit component that was developed to validate the findings of the review, and reporting. Both Regev and Taylor brought deep knowledge and understanding of the peacebuilding field and enhancing young people's participation; we acknowledge and celebrate their contribution. We also thank and acknowledge Dr Augustine Agu for the quality review support that he provided during the reporting phase.

I would also like to extend my gratitude to UNICEF colleagues in the Climate, Environment and Resilience Section (CERP in Programme Division) for their inputs, particularly Anna Azaryeva

Valente, who coordinated the consolidation of technical inputs from the section. Regev Ben Jacob subsequently contributed to the final reporting as a member of the CERP team. UNICEF country office teams Burundi, Guinea-Bissau and the Philippines (Cotabato Zonal Office) hosted field visits and assisted with setting up conversations with partners.

My colleagues in the Evaluation Office also deserve recognition for their work in seeing the evaluation through. Kathleen Letshabo conceptualized the evaluation approach and managed the evaluation, while Adrian Shikwe contributed research support. Dalma Rivero, Celeste Lebowitz and Geeta Dey provided strong administrative support for the different evaluation processes, as always. I commend the efforts of everyone involved and believe that colleagues throughout UNICEF and the vast network of partners in the peacebuilding field will find the findings, insights and recommendations herein useful and timely.

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Table of Contents

ACRONYMS.....	IX
EXECUTIVE SUMMARY	XI
GLOSSARY OF TERMS.....	XVII
SECTION I: INTRODUCTION.....	20
CHAPTER 1.....BACKGROUND: YOUNG PEOPLE AND PEACEBUILDING	
22	
1.1 Global trends in engaging young people in peacebuilding	22
1.2 UNICEF mandate for peacebuilding	24
CHAPTER 2.....EVALUATION DESIGN	
28	
2.1 Evaluation purpose, objectives and scope.....	28
2.2 Evaluation methodology	29
2.3 Limitations	30
SECTION II: EVALUATION FINDINGS	32
CHAPTER 3. UNICEF POSITIONING OF PEACEBUILDING PROGRAMMING AND ITS RELEVANCE	
33	
3.1 Positioning of UNICEF engagement with young people in peacebuilding	33
3.2 Programmatic approaches to engage young people in peacebuilding	35
3.4 Programme rationale	40
CHAPTER 4. YOUNG PEOPLE’S PARTICIPATION IN PEACEBUILDING	
45	
4.1 UNICEF approach to young people’s in participation.....	45
4.3 Constituencies of young people covered by programmes.....	48
4.4 Making young people’s participation meaningful.....	50
CHAPTER 5. PROGRAMME ACHIEVEMENTS; KEY MILESTONES AND GOOD PRACTICE	
53	
5.1 Targets and reach of UNICEF peacebuilding programmes.....	53
5.2 Key milestone for success	55
5.3 Efficiencies and comparative advantages in programme implementation	60
5.4 Implementation at-scale: challenges and opportunities.....	62
SECTION III: CONCLUSIONS AND RECOMMENDATIONS	65
CHAPTER 6. CONCLUSIONS AND KEY MESSAGES	
66	
6.1 Overview	66
6.2 Making the right programme choices for young people.....	66
6.3 Young people’s participation in peacebuilding	67
6.4 Programme achievements: targets and reach of UNICEF peacebuilding programmes	
68	

6.5	Programme achievements: key milestone for maximizing success.....	69
6.6	Programme achievements: comparative strengths and efficiencies.....	70
6.7	Evaluative assessment.....	71
CHAPTER 7..... RECOMMENDATIONS		73
7.1	Overview	73
7.2	A revitalized agenda for peace and security (6.2)	74
7.3	Leaving no young person behind (6.3)	75
7.4	Strengthening peacebuilding programmes and practice	75
7.5	Building efficiencies for peacebuilding	77
APPENDIX A: ABRIDGED TERMS OF REFERENCE		78
APPENDIX B: POLICY PAPERS AND HIGH-LEVEL REPORTS ON YOUNG PEOPLE AND PEACEBUILDING		84
APPENDIX C: UNICEF RESOURCES ON PEACEBUILDING & ADOLESCENT PARTICIPATION		85
APPENDIX D: EVALUATION MATRIX		87
APPENDIX E: LIST OF SAMPLED PROGRAMMES		90
APPENDIX F: HUMANITARIAN ACTION FOR CHILDREN APPEALS BY COUNTRY.....		92
APPENDIX G: CONFLICT ANALYSES IN SAMPLE COUNTRIES.....		93
APPENDIX H: DESK REVIEW DOCUMENTS LIST.....		95
APPENDIX I: RESPONDENT LIST		97
APPENDIX J: SELECTED EVALUATION TOOLS		101
APPENDIX K: SNAPSHOT OF PEACE/SECURITY CHALLENGES FOR THE 29 PROGRAMMES		103
APPENDIX L: RATING OF UNICEF ENGAGEMENT OF YOUNG PEOPLE IN PEACEBUILDING		104
APPENDIX M: APPROACHES TO PARTICIPATION BETWEEN YOUNG PEOPLE AND ADULTS		106

List of Tables

Table 1: Thematic areas of UNICEF projects supported by the UN Peacebuilding Fund (2016)	26
Table 2: Overview of key informant interviews in three countries	30
Table 3: Overview of focus group discussions in three countries	30
Table 4: Young people' participation in peacebuilding: CPDs and COARs (N=20 countries)....	34
Table 5: Scope of implementation of 20 sampled countries (N= 29 programmes).....	35
Table 6: Diversity of programme activities.....	36
Table 7: Types of activities included in the 20 sample countries (N=29 programmes).....	37

Table 8: Education approaches in the 20 sample countries (N=29 programmes)	37
Table 9: Beneficiary age groups in the 20 sample countries (N=29 programmes)	39
Table 10: Conflict-related issues in the 20 sample countries (N=29 programmes)	40
Table 11: Peacebuilding programmes goals in 20 sampled countries (N=29 programmes).....	41
Table 12: Approaches to participation between young people and adults	45
Table 13: UNICEF rating on guiding principles for participation in peacebuilding	46
Table 14: Profile of young people in the 20 sample countries (N=29 programmes)	48
Table 15: Programme approaches to promote young people’s participation (N = 29).....	51
Table 16: Estimated direct beneficiaries in sample countries, <i>No = 20</i>	53
Table 17: Summary of programmes reflecting best practices and milestones of success.....	57

List of Boxes

Box 1: The Global Coalition on Youth, Peace and Security (GCYPS)	24
Box 2: Snapshot of the UNICEF PBEA programme	25
Box 3: Evaluation questions	28
Box 4: Examples of CPDs that include engaging young people in peacebuilding.....	34
Box 5: UNICEF Mindanao Field Office: strategic engagement with young people in peacebuilding.....	35
Box 6: Curricular and policy engagement in Colombia	37
Box 7: Community-level approaches and DDR in Colombia.....	38
Box 8: C4D in peacebuilding programming in the Tajikistan-Kyrgyzstan cross border region....	38
Box 9: Economic empowerment and peacebuilding in Cote D’Ivoire	39
Box 10: UNICEF programme guidance on conflict sensitivity and peacebuilding	41
Box 11: Theory of change	43
Box 12: Conflict-informed programming: UNICEF Mindanao Field Office, Philippines.....	43
Box 13: UNICEF guidance and tools to support young people’s participation	47
Box 14: Iraq country office: key adolescent engagement and participation targets.....	54
Box 15: Examples of the use of U-Report in country offices.....	54
Box 16: Criteria for success & best practice (effectiveness and scalability)	55
Box 17: MENARO life skills and citizenship education conceptual framework.....	60

ACRONYMS

ACT	Adolescent Country Tracker
ADAP	Adolescent Development and Participation Section
AWP	Annual Work Plan
AYE	Adolescent and Youth Engagement
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
C4D	Communication for development
CAAC	Children and Armed Conflict
CERP	Climate, Environment and Resilience Section ¹
CPD	Country Program Document
COAR	Country Office Annual Report
CRC	Convention on the Rights of the Child
CSO	Civil society organizations
DDR	Disengagement, demobilization and reintegration
DFID	Department of International Development
DRC	Democratic Republic of the Congo
FAO	Food and Agriculture Organization
GBV	Gender-based violence
GCYPS	Global Coalition on Youth, Peace and Security
GenU	Generation Unlimited
HATIS	Humanitarian and Transition Support ²
IANYD	United Nations Inter-Agency Network on Youth Development
ICT	Information and Communications Technology
IDP	Internally Displaced Person
IOM	International Organization for Migration
M&E	Monitoring and Evaluation
MENARO	Middle East and North Africa Regional Office

¹ Formerly HATIS

² Now called CERP

MSC	Most Significant Change
NGO	Non-governmental organizations
OECD	Organization for Economic Co-operation and Development
OHCHR	Office of the United Nations High Commissioner for Human Rights
PBEA	Peacebuilding, Education and Advocacy
PBF	United Nations Peacebuilding Fund
PBSO	United Nations Peacebuilding Support Office
PM&E	Planning, Monitoring and Evaluation
SDG	Sustainable Development Goal
SFCG	Search for Common Ground
ToC	Theory of Change
ToT	Training of Trainers
U-Report	a social platform created by UNICEF
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOY Peacebuilders	United Network of Young Peacebuilders
UNSCR	United Nations Security Council
UNU	United Nations University
USD	United States Dollars
VET	Vocational and education and training
WFP	World Food Programme
YPS	Youth Peace and Security

EXECUTIVE SUMMARY

Background

E1. One in four of the world's 1.8 billion young people live in countries affected by armed conflict and organized violence. Peace and security issues deeply impact the lives of young people. Even as young people are typically identified as the most common victims of conflict and violence and frequently singled out as perpetrators, they have also been a vital agent for peace and security in their communities and societies. A landmark step in recognizing young people's centrality to peace and security came in 2015 with the unanimous adoption of UN Security Council Resolution 2250 on Youth, Peace and Security (UNSCR 2250). While the resolution applies to young people aged between 18-29 years, it has catalysed work by a number of development actors on a broader agenda on engaging the full spectrum of young people, including adolescents and youth, on peacebuilding.

E2. UNICEF is known for its work children and youth, mainly because of its mandate. It is also known for the work around adolescent development and participation, as guided by General Comment 20 of the Convention on the Rights of the Child. In peacebuilding, UNICEF is known for the contribution it made through the Peacebuilding, Education and Advocacy (PBEA) programme. PBEA sought to demonstrate, among others, the potential of the social sectors – and education in particular, in providing conflict-sensitive service delivery to promote peace, hence it used education-based approaches, including strengthening education policies, to support resilience, social cohesion and human security in conflict-affected or fragile settings in 14 countries. Presently, the new focus on the improving capacities of young people in the second decade of life and UNICEF participation in the Generation Unlimited partnership have created a unique opportunity to bring large numbers of young people into the agenda for peace and security and have them lead it.

E3. On the other hand, UNICEF is, historically the second largest implementer of programmes supported by the United Nations Peacebuilding Fund. This evaluation was an attempt to build the evidence-base to inform the choices that UNICEF needs to make to engage young people in peacebuilding, and to present concrete programmatic examples that might be scaled up or replicated as part of UNICEF's continued investment in the empowerment of young people. It examines the role of young people play and their participation in UNICEF-supported peacebuilding programmes. It also identifies promising practices for possible replication and scaling, showcasing their milestones and results where possible, and offers some considerations in the form of recommendations, on harnessing young people's agency for peacebuilding in their communities.

E4. The evaluation examined five questions, namely: (a) the extent to which UNICEF-supported peacebuilding programmes address the needs of young people; (b) the level/degree of young people's participation in UNICEF-supported peacebuilding programmes; (c) the extent to which peacebuilding programmes covered the youth constituencies and potential beneficiaries; (d) whether UNICEF-supported programmes have reached significant milestones for success and demonstrated potential for scaling-up of promising initiatives/innovations; and, (e) UNICEF strengths and comparative advantages on adolescent and youth-focused peacebuilding, and adjustments required to enhance participation of young people in peacebuilding programmes.

E5. The sample of the evaluation comprised of twenty-nine (29) peacebuilding initiatives implemented across twenty (20) UNICEF country offices.³ Data was extracted from a desk-based review and key informant interviews with sixty-four (103) peacebuilding practitioners - UNICEF staff, implementing partners, and staff from other organizations. Additional data collection and validation was conducted via field visits to The Philippines, Guinea Bissau, and Burundi, and exercise that covered a total of 44 key informant interviews and 13 focus group discussions with young people.

Evaluation findings

Patterns of UNICEF engagement of young people in peacebuilding

E6. The recent emphasis in UNICEF on children's needs in the second decade of their lives, and financial inputs from the Peacebuilding Fund (PBF) have had a clear influence on programming priorities in country offices. Peacebuilding is primarily operationalized and implemented as a project in most countries and is typically not visible as part of broader UNICEF policy or programming frameworks.

E7. Programmes engaging young people in peacebuilding are implemented in many conflict-affected and fragile settings where UNICEF is already delivering humanitarian aid and promoting sustainable development. Programmes engaging young people in peacebuilding address a wide variety of peace and security challenges, primarily where such challenges are rooted at least in part by inter-communal tensions, exclusion and/or marginalization of young people. Many programs address the targeting of young people for political mobilization or recruitment by armed groups.

E8. Almost all of the sampled initiatives engaging young people in peacebuilding were implementing several concurrent activities. Programmes tended to have multiple levels of engagement most commonly with local and sub-national engagement. National and regional level (including cross-border) engagement was less common. Most peacebuilding initiatives were implemented under education, child protection or communication for development (C4D) programmes, with peacebuilding-oriented life skills education commonly serving as the foundation of UNICEF engagement with young people. Many sampled programmes had child protection components embedded into broader school and community engagement initiatives. Few sampled programmes were implementing disarmament, demobilization and reintegration (DDR) activities or employment-related activities.

E9. Programmes were deliberately designed to engage young people who are being directly affected by conflict and violence, typically those who are considered to be marginalized, vulnerable, or 'hard to reach'. Target beneficiaries commonly include out of school youth, often times refugees or internally displaced by conflict, and sometimes migrant young people, if they get settled in host communities. In some cases, UNICEF also is presented with young people who are trying to extricate themselves from armed groups.

E10. Most programmes are designed to cover adolescents between the ages of 10 and 18, the subset of adolescents within the UNICEF mandate. Programmes are generally planned to cover both older and younger adolescents, and sometimes include young people over the age of 18.

³ Note: The funding cycles documented when at the on-set of the evaluation indicate that initial grant funding of 17 of the 20 initiatives was complete by the end of 2019. Grant funded project cycles of 8 of the initiatives continued into 2020. However, data was unavailable for only 4 of the initiatives. See Appendix E for details.

The reach of programmes varies significantly (between 500 and 500,000), though beneficiary numbers cited typically remain within 5,001 - 20,000.

E11. Most programmes have taken a collaborative approach⁴ to engage young people in peacebuilding, commonly via creating spaces for young people to plan their own initiatives at the end of the programme cycle. However, programs at policy level were mostly consultative.

Promising practices and comparative advantages

E12. Evidence generated from this evaluation indicates that UNICEF programmes engaging young people in peacebuilding are often making tangible contributions to peacebuilding outcomes. Many programme participants demonstrate a strong capacity to analyze, prevent, resolve, and transform conflict, critical evidence towards the achievement of sustainable outcomes. Young people who are programme beneficiaries (and many other key stakeholders) further demonstrate high motivation to support expanding coverage.

E13. A frequent challenge for development actors working with young people on peace and security has been reaching beyond elite groups typically living in capital cities, owing to its field presence, UNICEF is consistently in a strong position to engage with young people in fragile and conflict affected contexts who are typically considered hard to reach.

E14. Strong relationships with government officials and trust of diverse stakeholders in conflict contexts, along with the ability to mobilize resources quickly, to plan and to launch programmes at critical times in fast moving conflict contexts, across the humanitarian-development nexus are also comparative advantages for UNICEF.

E15. Within the programmes sampled for this review, among UN partners, UNICEF typically has unique experience and expertise in the following areas: (a) engaging young people (both in and out of school), to develop relevant peacebuilding-oriented life skills; (b) supporting adolescent-led initiatives that have peacebuilding implications both in schools and at the community level; (c) Integrating C4D approaches in peacebuilding programming and supporting adolescent and youth-led C4D initiatives; (d) planning and launching programmes at critical times in fast moving contexts, while working across the humanitarian-development nexus; (e) Fostering trust-based engagement with local communities and government partners; and, (f) engaging “hard-to-reach” young people in conflict-affected and fragile settings.

Areas to address for strengthening UNICEF engagement with young people in peacebuilding

E16. Country offices are not always clear on how best to position peacebuilding efforts, or to articulate UNICEF comparative advantages in peacebuilding vis-a-vis that of other UN agencies and key actors engaging young people in peacebuilding. Consequently, at the country level, the efficacy of collaboration with other UN agencies and non-UN partners on advancing peacebuilding agendas was found to be inconsistent across country contexts. And while embedding peacebuilding in country programme documents and mainstreaming it across sectors would enhance the efficiency and effectiveness of peacebuilding more broadly, peacebuilding is seldom part of country strategy and efforts to mainstream peacebuilding have not been systematic, effective, or sustainable.

⁴ See Appendix M for clarification on approaches to participation (ie. collaborative, consultative, etc.)

E17. Many country teams struggled to develop a programme rationale that adequately links intended outcomes/goals with clear causes of conflict or articulates how programmes address gendered conflict causes. Reasons for this include both that up-to-date conflict analyses are not always available and programme teams do not always systematically use available conflict analyses to inform programme rationale. Programmes further struggled to outline a clear link between beneficiary targeting decisions and programme rationale and programmes are not always clear about what outcomes are intended for each unique beneficiary group. Also, the priorities of young people were not always apparent in programme design as young people's participation in programme planning, monitoring and decision-making are not regular or systematic. Sectoral patterns of thinking and operation further often inhibit creativity in programme design.

E19. Programmes often focus the majority of their energy and resources in providing young people peacebuilding-oriented life skills and young people-led initiatives at the local level while neglecting the broader institutional ecosystems which young people inhabit. While traditional norms are often cited as a barrier to young people's participation in peacebuilding, advocacy to government officials, community leaders, parents and other adults who enforce such norms have not been regular or systematic and there are few initiatives that create spaces for young people to regularly engage with decision-makers or embed young people's participation in systems, structures or institutions.

E20. Approaches taken to engage younger adolescents (age 10-14) in peacebuilding are not always age-appropriate, particularly when engaging younger adolescent in out-of-school settings. Additionally, few programmes integrate mechanisms that facilitate meaningful interaction amongst age groups.

E21. While the strongest peacebuilding efforts are driven by motivated individuals with peacebuilding experience and peacebuilding technical expertise (particularly in the planning and proposal writing process) is critical for the success of programmes, most country offices have no staff with relevant expertise in peacebuilding. The majority of staff responsible for implementation of peacebuilding programmes are unable to clearly articulate fundamental concepts of peacebuilding, or to explain the relationship between programme inputs, outputs and peacebuilding outcomes. Additionally, there was no discernable process for hiring or placement of staff with peacebuilding expertise within country offices or in regional offices.

E22. While evidence of peacebuilding outcomes is often readily available in country contexts, such evidence is seldom documented or reported because existing tools, mechanisms and practices across the spectrum of planning, monitoring, and reporting are not oriented to measure peacebuilding outcomes. Further, the global strategic plan indicator peacebuilding does not capture change in the causes of conflict or the extent that state-society or inter-group relations have been affected by programmes, and country offices independently are seldom successful at developing indicators to measure such changes.

E23. While engagement with youth organizations and networks, also formal and informal institutions are considered to enhance sustainability, engagement with such networks and institutions is uneven. There is a need to engage in partnerships with more youth organizations and networks to better enhance UNICEF ability to support young people's participation in peacebuilding at scale and within a broader peacebuilding ecosystem.

Conclusions and recommendations

Conclusion 1: The peacebuilding programmes reviewed in this formative evaluation were understood as a new generation of peacebuilding programmes. UNICEF has the experience, opportunity, and new tools to ensure that programmes are evidence-driven, responsive and effective. Taking on peacebuilding as a significant component of the agenda for young people is the right thing to do as UNICEF seeks to disrupt legacies of helplessness in young peoples' lives. It is also a reasonable and moral, choice - one that has to be acted upon immediately.

E24. In view of the conclusion above, ***the evaluation recommended the following:*** (a) *that UNICEF should articulate an organization-wide vision for peacebuilding and sustaining peace across a greater variety of social arenas, that is centered on harnessing young people's agency as the key proponents and the primary beneficiaries for peaceful societies and take the necessary steps to re-introduce the peacebuilding agenda into the consciousness those who work to empower young people (Recommendation 1); and, (b) that PD should develop a holistic strategy to shape a new generation of programmes for peacebuilding and sustaining peace that features young people's participation as a core pillar of its approach, leverages the organization's experience, expertise, and comparative advantages, and articulates the partnerships that the UNICEF should prioritize based on an assessment of the strengths of those partners relative to that of the organization (Recommendation 2).*

Conclusion 2: UNICEF has raised the profile of young people's participation and empowerment and the issues around it. This was evident in the commitments of the current strategic plan (UNICEF Strategic Plan 2018–2021), technical inputs in this area at the global level, its membership in various partnerships (such as Generation Unlimited) and in investments that the organization made on the empowerment of girls and young women. For most of the programmes reviewed, however, these elements were not connecting as they should at the country level, where opportunities offered by the programmes described in this evaluation and funding support from entities such as the Peacebuilding Fund could be catalytic in producing more tangible results in terms of peacebuilding, gender equality and the empowerment of girls and young women.

E25. In view of the conclusion above, and consistent with their dual focus on young people and on gender-transformative peacebuilding, ***the evaluation recommended that PD should lead a targeted, systematic and time bound effort to elevate the role of young women and girls in peacebuilding programmes with the goal to increase their access to peacebuilding programmes as beneficiaries and their participation in various roles, such as trainers, mentor, and leaders (Recommendation3).***

Conclusion 3: While programmes have demonstrated some progress in reaching young people with peacebuilding initiatives, tangible outcomes require multigenerational commitments to peacebuilding to be demonstrated by including of peacebuilding programmes in successive CPDs to expand the reach of programmes, and to ensure accountability for peacebuilding results.

E26. In view of the conclusion above, ***the evaluation recommended that:*** (a) *UNICEF should anchor its peacebuilding approach and participation of young people in the broader strategic planning and programming architecture of UNICEF country offices (CPDs, strategies, etc.) and advocate and/or lobby governments for long-term commitments to peacebuilding to be demonstrated by inclusion of peacebuilding programmes in successive CPDs to ensure accountability for peacebuilding results (Recommendation 4); and, (b) that PD should monitor the implementation of the requirement to conduct conflict analysis to inform programmes in all*

conflict-affected countries, support country teams to articulate clear and measurable peacebuilding outcomes in response to the drivers of conflict identified in the conflict analysis and develop monitoring framework that will enable effective tracking and reporting and learning from peacebuilding outcomes associated with certain drivers of conflict (Recommendation 5).

Conclusion 4: Adolescent and youth-led initiatives in schools or at the community level can be credited for their role in the acquisition of life skills and peacebuilding competencies. These initiatives were also relatively successful in engaging young people and eliciting productive, cooperative behaviours from them. However, the impact and scalability of these effects was constrained a lack of forethought and/or effort to connect young people to broader peacebuilding ecosystems, that promote participation in decision-making and institutionalization of peace and security in public policy.

E27. In view of the conclusion above, ***the evaluation recommended, that UNICEF should expand and strengthen peacebuilding expertise across the organization by increasing the number of conflict and peacebuilding experts in the organization to foster a strong organization-wide culture, as well as to build a new set of tools and methodologies to engage UNICEF staff as well as build the capacities of young people in peacebuilding (Recommendation 6).***

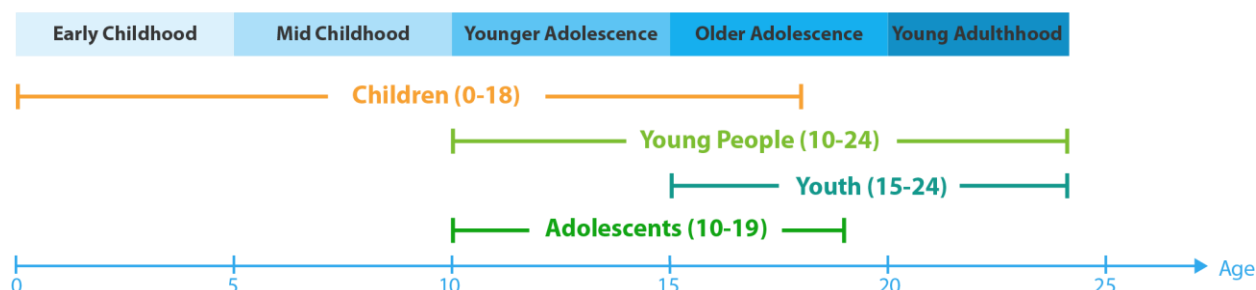
Conclusion 5: UNICEF strengths, acknowledged by UNICEF and non-UNICEF staff alike, were utilized in UNICEF peacebuilding initiatives as well as in joint PBF-supported programming. However, peacebuilding is not entrenched as a core programming strategy of the organization in conflict-affected countries, due partly to the view held by some that UNICEF is not a peacebuilding organization. There is a new opportunity for the organization to capitalize on the support received from the PBF and to re-engage with the experiences of the PBEA programme.

E28. In view of the conclusion above, ***the evaluation recommended, that PD should develop a holistic strategy to shape a new generation of programmes for peacebuilding and sustaining peace that features young people's participation as a core pillar of its approach, leverages the organization's experience, expertise, and comparative advantages, and articulates the partnerships that the UNICEF should prioritize based on an assessment of the strengths of those partners relative to that of the organization (Recommendation 2).***

GLOSSARY OF TERMS

Definitions of key age demographics

Term	Definition
Children	A human being below the age of 18 years, including adolescents. ⁵
Adolescents	Adolescence is a transitional period encompassing rapid physical growth and sexual maturation combined with emotional, social, and cognitive development. While UNICEF recognizes that individual diversity makes it difficult to define a universal age for the start or end of this critical period, defining a specific age span is essential for monitoring progress across contexts and across time. Therefore, UNICEF follows the WHO definition of ‘adolescents’ which is persons from 10 through 19 years of age.
Youth	The United Nations General Assembly defines youth as 15-24 years old.
Young people	A general term that encompasses both adolescents and youth (spanning roughly from the age of 15 to the age of 24). Given the age range defined for young people by the UN, there is an overlap between the sub-set of adolescents and young people. However, UNICEF often uses the term young people to refer only to adolescents, especially in relation to child participation. ⁶



Definitions on adolescent/youth participation and engagement

Term	Definition
Adolescent/youth participation	The ability of young people (individually and/or collectively) forming and expressing their views and influencing matters that concern them directly and indirectly. ⁷ This evaluation further recognizes four levels of youth participation in peacebuilding projects (outlined in Appendix L) based on existing participation frameworks ⁸ commonly used by UNICEF.
Adolescent and youth engagement	Within UNICEF adolescent and youth engagement is defined as “The rights-based inclusion of adolescents and youth in areas that affect their lives and their communities, including dialogue, decisions, mechanisms, processes, events, campaigns, actions and programmes – across all stages, from identification, analysis and design to implementation, monitoring and evaluation. ⁹ “Engagement” is also closely linked with “participation” characterized as the public-facing aspect of participation.

⁵ as outlined by the Convention on the Rights of the Child (CRC).

⁶ Cited in: UNICEF, Final Report: Evaluation of UNICEF’s Programme and Work in Relation to Adolescents and the Participation of Children and Young People, New York: UNICEF, 2010.

⁷ UNICEF, *Adolescent and Youth Engagement Strategic Framework*, p. 1.

⁸ The typology is modeled after the Toolkit to Monitor and Evaluate Children’s Participation (Booklet 3), which describes levels of participation.

⁹ UNICEF, *Adolescent and Youth Engagement Strategic Framework*, p. 1.

Definitions on peace and conflict

Term	Definition
Peacebuilding	UNICEF defines peacebuilding as a multidimensional range of measures that seek to reduce the risk of lapse or relapse into violent conflict by addressing the dynamics and underlying causes and consequences of conflict, and by strengthening national capacities at all levels to identify and address these factors to lay the foundations for sustainable peace and resilient development. ¹⁰ UNICEF contributes to peacebuilding specifically by supporting resilience and social cohesion.
Conflict	Conflict involves a clash or struggle between groups that perceive that their needs, goals or strategies are incompatible, mutually exclusive or antagonistic. Conflict can involve contestation around demands, interests, collective memory, emotions, perceptions, values, beliefs, history, culture, behaviors, actions, symbols and power. Conflict can manifest from micro interactions to macro systems. However, conflict itself is not necessarily negative. Conflict can lead to positive change. The expression, process and outcomes associated with conflict may be destructive, constructive, or both, in any given social context.
Conflict-sensitivity	Conflict sensitivity refers to the capacity of an organization to (i) understand the context in which it operates; (ii) understand the interaction between the organization's interventions and the context; and (iii) act upon these understandings to avoid negative impacts (do no harm) and maximize positive impacts. ¹¹
Social cohesion	UNICEF defines social cohesion as “the quality of bonds and dynamics that exist between the groups within a society. Groups can be distinguished in terms of regional, ethnic or socio-cultural identities, religious and political beliefs, social class or economic sector, or on the basis of characteristics such as gender and age.”
Resilience	UNICEF defines resilience as “the ability of children, communities and systems to withstand, anticipate, prevent, adapt and recover from stresses and shocks, advancing the rights of every child, with special attention to the most vulnerable and disadvantaged children.”
Conflict management	Activities undertaken to limit, mitigate and contain open conflict. In particular it refers to actions that aim to control and handle a conflict in order to limit its negative effects and bring it to an end and to prevent the vertical (i.e. intensification of violence) or horizontal (territorial spread) escalation of existing violent conflict. ¹²
Conflict transformation	Conflict transformation refers to a comprehensive set of actions and processes that seek to address the root causes of a particular conflict over the long term. It aims to transform negative destructive conflict into positive constructive conflict and deals with structural, behavioral and attitudinal aspects of conflict. While not mutually exclusive, as used here, conflict transformation is a more specific process/goal than social cohesion in that it aims at shifting relationship between groups in conflict by specifically addressing root causes of conflict. ¹³
Engaging young people in peacebuilding (working definition)	While UNICEF itself has no specific definition of “engagement with young people in peacebuilding” as noted in the title of this evaluation, recognizing aforementioned definitions of ‘peacebuilding’ and of ‘adolescent and youth engagement’, for practical purposes and for this evaluation ‘engaging young people in peacebuilding’ is understood as the inclusion of young people in any and all dimensions of measures that seek to address the dynamics and underlying causes and consequences of conflict, by strengthening their capacities to understand conflict and to lay the foundations for sustainable peace, involving them in all stages, from identification, analysis and design to implementation, monitoring and evaluation of efforts to address conflict or build peace.

¹⁰ *Contribution of social services to peacebuilding and resilience* (UNICEF 2015), 11

¹¹ <https://agora.unicef.org/course/info.php?id=1288>

¹² https://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/handbook_glossary.pdf

Adolescent/youth participation in peacebuilding (working definition)	While UNICEF itself has no specific definition of “adolescent and youth participation in peacebuilding”, within this report adolescent/youth participation in peacebuilding should be understood as active involvement of adolescents and youth in efforts aimed at addressing the causes and dynamics of conflict, including transformation of structures and cultures from the community level to the national level.
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SECTION I: INTRODUCTION

This section provides the context for UNICEF’s experiences in peacebuilding. It presents (a) global trends in engaging young people in peacebuilding; (b) the context for UNICEF engagement with young people in peacebuilding; and (c) the purpose of this evaluation, the methodology and processes.

¹³ https://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/handbook_glossary.pdf

Chapter 1. Background: young people and peacebuilding

1. This chapter provides an overview of global trends and important milestones for engaging young people in peacebuilding. It also presents a summary of the early efforts of UNICEF peacebuilding programming and how UNICEF is positioned for peacebuilding work at the global level.

1.1 Global trends in engaging young people in peacebuilding

2. **Violent conflict and young people:** In the past few decades, the world witnessed an increase in the number of people enduring the devastating effects of violent conflicts, which have increased by an estimated two thirds, from an average of 93 per year between 2006 and 2008 to an average of 154 in 2016/17.¹⁴ Globally, one in four young people (adolescents and youth aged 15–24), or 408 million young people, lives in settings affected by armed conflict and organized violence.¹⁵ Violent conflict has adverse impacts on young people’s health, education and psychosocial well-being. It destroys the infrastructure that guarantees access to livelihoods, health care, safe water and sanitation and education.¹⁶ The marginalization of young people makes a small but highly visible minority among them vulnerable to violent mobilization and recruitment into armed groups.

3. Young people in developed and developing contexts around the world face many forms of structural and cultural violence. *The Missing Peace: Independent progress study on youth, peace and security*, a study published by UNFPA and the UN’s Peacebuilding Support Office (PBSO), further highlights examples like gang violence in Central America’s Northern Triangle, police violence against African Americans in the United States and tensions between host communities and migrants/asylum-seekers in Europe.¹⁷ Furthermore, young women and men are affected differently by conflict. As the joint UN-World Bank report *Pathways for Peace* notes, “While men make up the majority of combatants during conflict and are more likely to die from the direct effects of violence, women also face a continuum of insecurity before, during, and after conflict.”¹⁸

4. **The imperative for promoting and sustaining peaceful societies: SDG 16** is a call to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”. An argument can be made that to ensure the successful implementation of the agenda for children, UNICEF should take a strong interest in SDG 16 and advocate for its integration into national development plans, strategies and budgets. Certain targets for SDG 16 (and their associated indicators) are highly relevant to fostering peace for young people:

- **Target 16.1:** Significantly reduce all forms of violence and related death rates everywhere;
- **Target 16.2:** End abuse, exploitation, trafficking and all forms of violence against and torture of children;
- **Target 16.3:** Promote the rule of law at the national and international levels and ensure equal access to justice for all; and
- **Target 16.7:** Ensure responsive, inclusive, participatory and representative decision-making at all levels.

5. UNICEF mandate requires action in many sectors and across sectors. However, the peacebuilding agenda requires that the organization support true multisectoral integration. Yet in

¹⁴ Samman, Emma, et. al., *SDG Progress: Fragility, crisis and leaving no one behind*, ODI, 2018.

¹⁵ Figures from the Institute for Economics and Peace cited in *The Missing Peace: Independent progress study on youth, peace and security*, 2018.

¹⁶ See, for example, <http://www.arab-hdr.org/reports/2016/english/Ch6.pdf>.

¹⁷ UNFPA and PBSO, *The Missing Peace: Independent progress study on youth, peace and security*, 2018, p. 26.

¹⁸ United Nations and World Bank, [Pathways for Peace: Inclusive approaches to preventing violent conflict](#), IBRD/World Bank, 2018, xx.

many countries it is difficult to overcome the bureaucracy associated with sectoral silos, partly due to national systems that reflect a donor-driven imperative for sectoral specialization. Peacebuilding programming cannot thrive under those conditions since it demands a more strategic focus on complexity. Programme management arrangements in country offices should be creative and dynamic, with staff from various sectoral teams providing their inputs at different stages of the programme cycle.

6. **UNSCR 2250 and subsequent resolutions:** Large policy shifts over the past few years have opened the way for development actors to reorient their work towards engaging and collaborating with young people as key actors for peace and security. In 2015, the UN Security Council unanimously adopted Resolution 2250 on Youth, Peace and Security.¹⁹ This resolution recognized the positive contribution of young people's efforts to maintain and promote peace and security. It called on the international community to support young people's peacebuilding efforts. The resolution applies to young people aged 18–29, but it has catalysed work by many development actors on a broader agenda that engages the full spectrum of young people, including adolescents and youth, in peacebuilding.²⁰

7. Adopted in 2016, twin resolutions on sustaining peace (A/RES/70/262 and S/RES/2282) called on the international community to move past approaching peacebuilding as relevant only to post-conflict settings and work towards preventing the “outbreak, escalation, continuation and recurrence of conflict” by addressing root causes and potential drivers of conflict. In 2018, UNSCR 2419 reaffirmed the commitment to young people as agents of peace and called on the UN to continue to find ways to “increase the inclusive representation of youth for the prevention and resolution of conflict.”²¹

8. **Independent progress study on youth, peace and security:** UNSCR 2250 requested that the Secretary-General carry out a study with recommendations for promoting “effective responses at local, national, regional and international levels....”²² The study was undertaken with the support of UN agencies and 35 partners, including UNICEF, youth peacebuilding organizations, CSOs and NGOs, as well as Member States. In 2018, following a two-year research process, *The Missing Peace: Independent progress study on youth, peace and security* was published and presented to the Security Council.²³ Its findings constitute one of the most comprehensive and up-to-date syntheses of existing evidence on young people's needs and potential contributions to peace and security globally.

9. The core findings of the Progress Study include the need to promote youth inclusion in response to persistent patterns of exclusion and marginalization – reinforced by divisions related to identity, religion and ethnicity – and the need to foster early engagement and meaningful participation in peacebuilding, including by promoting education for peace among adolescents.

10. **Youth 2030:** On September 2018, to encourage the UN system to better support the role of young people as agents of change, the UN Secretary-General launched Youth 2030, a new youth strategy for the United Nations.²⁴ The Strategy enhances the UN work with and for young people

¹⁹ Go [here](#) for full text of UNSCR 2250.

²⁰ The primary aim of UNSCR 2250 was to highlight and enhance the positive role of youth in peacebuilding. However, some Member States incorporated linkages with the counter-terrorism agenda, a critical concern for UNICEF. Given these links with the counter-terrorism agenda, and concern with an overlap with the [Children and Armed Conflict \(CAAC\)](#) mandate for the protection of children affected by armed conflict, UNICEF influenced the resolution to exclude children under 18, and remove any references to CAAC, CRC as well as UNICEF as a partner. See UNICEF HATIS Briefing to the Executive Director on engaging young people for the promotion of peaceful and inclusive societies (2018).

²¹ Go [here](#) for full text of UNSCR 2419.

²² UNSCR 2250.

²³ UNFPA and PBSO, *The Missing Peace: Independent Progress Study on Youth, Peace and Security*, (2018).

²⁴ See: <https://www.un.org/development/desa/youth/news/2018/09/youth2030/>.

across its three pillars – peace and security, human rights and sustainable development. It calls on the UN to prioritize young people in its work and is meant to reinforce the UN support for young people’s inclusion and their participation in policy and programming. In line with UNSCR 2250 and the sustaining peace resolutions, one of the five priority areas in the strategy specifically centres on young people’s participation in humanitarian action and peacebuilding. The key global mechanisms for coordinating global efforts engaging young people in peacebuilding is the Global Coalition on Youth, Peace and Security (GCYPS). An overview of the GCYPS is provided in Box 1.

Box 1: The Global Coalition on Youth, Peace and Security (GCYPS)
<p>The Global Coalition on Youth, Peace and Security (GCYPS)²⁵ is the leading platform for shaping global policy and practice on youth, peace and security. The GCYPS facilitates exchange, coordination and collaboration among more than 70 organizations, including youth-led and youth-focused organizations, UN entities, donors, academia and inter-governmental bodies.</p> <p>The GCYPS was established in 2012 as part of the broader United Nations Inter-Agency Network on Youth Development and is co-chaired by the United Network of Young Peacebuilders, Search for Common Ground and the United Nations Peacebuilding Support Office (PBSO) and United Nations Population Fund (UNFPA). UNICEF is an active member.</p> <p>The objective of the GCYPS is to strengthen youth participation in peacebuilding policy and practice. The GCYPS is a platform for member organizations to:</p> <ul style="list-style-type: none">• Support policy and programming efforts in the field of youth, peace and security;• Enable partnerships between youth, multilateral, governmental and civil society actors;• Generate collective knowledge on youth, peace and security;• Monitor progress and measure the impact of the implementation of UN Security Council Resolutions 2250 (2015) and 2419 (2018); and,• Advocate for young people’s meaningful and inclusive participation in policymaking at the global, regional and national levels.

1.2 UNICEF mandate for peacebuilding

11. The role of UNICEF in peacebuilding is guided by its mandate and that of the broader United Nations system, the UNICEF strategic plan, the Convention on the Rights of the Child and UN Security Council resolutions delegating it responsibilities. According to its mission statement, the mandate of UNICEF is to “advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.” It is “committed to ensuring special protection for the most disadvantaged children – victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities.”

12. In current and past strategic planning documents, UNICEF has prioritized the design of conflict-sensitive programmes. Where feasible, programmes were encouraged to make explicit contributions to peacebuilding. In the common chapter of UNICEF Strategic Plan 2018 –2021, UNICEF and UNDP, UNFPA and UN Women identify peacebuilding and sustaining peace as one of six core areas for joint work and collective impact.²⁶

13. **Early moments of peacebuilding work at UNICEF:** As described in UNICEF Technical Note 12 on Conflict Sensitivity and Peacebuilding,²⁷ “conflict sensitivity and peacebuilding are not new to UNICEF. Helping children live in peace has been at the core of UNICEF’s work since its founding.” UNICEF has consistently committed to protecting the rights of children affected by conflict and violence. It was after the 1990s, when peacebuilding gained momentum within the UN, that UNICEF began recognizing its own efforts as part of the emerging field of peacebuilding.

²⁵ As described in the flyer on the GCYPS on the Youth for Peace website: https://www.youth4peace.info/system/files/2019-07/GCYPS_flyer_finaldraft02.pdf.

²⁶ UNICEF, *UNICEF Programme Guidance for the Second Decade: Programming with and for adolescents*, 2018, p. 24.

²⁷ UNICEF, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical note*, 2012.

14. While activities and programmes that could be considered peacebuilding were widespread,²⁸ such efforts tended to be driven by country offices. Following a Multilateral Aid Review on education and peacebuilding conducted by the UK Department for International Development (DFID) in 2010, UNICEF assessed its approach to peacebuilding. The peacebuilding function of UNICEF was originally located in the Office of Emergency Programmes (EMOPS) and was the work of four full-time professional staff. They focused primarily on policy engagement and had limited influence on programming. Until the publication of the Conflict Sensitivity and Peacebuilding Technical Note in 2012, UNICEF did not have a clear organizational approach or positioning on peacebuilding programming. The technical note provided a framework for peacebuilding and conflict sensitivity that supported country-level programming.

15. **The Peacebuilding, Education and Advocacy Programme (PBEA):** Implemented from 2012 to 2016, PBEA was a milestone in UNICEF in terms of engagement on peacebuilding. During its lifetime, PBEA developed and tested a number of innovative tools, methodologies and resources. A 2015 outcome evaluation noted that the programme was an unprecedented effort to go beyond conventional development and humanitarian approaches to try out solutions that interrupt cycles of violence by addressing the root causes of conflict. The evaluation concluded that “based on preliminary successes, the evidence demonstrates that UNICEF should scale up these types of interventions to build on the gains achieved.”²⁹

16. Despite its recognized successes, the PBEA effort was discontinued in most of the original PBEA countries in 2016 when the original funding ran out, while peacebuilding activities into existing programming in a few of the countries. This coincided with the adoption of new UN-wide priorities around sustaining peace and the Secretary General’s prevention agenda. Seemingly, UNICEF had de-emphasized its corporate commitment to peacebuilding at the very moment when the UN system was prioritizing cross-pillar collaboration for sustaining peace. The desk-review portion of this evaluation examined 11 out of the original 14 country offices that hosted PBEA projects between 2012 and 2016. Only a small portion of those country programmes have had substantial carry-over activities from the PBEA era,³⁰ and only two have scaled up PBEA-related programme interventions. A snapshot of the PBEA programme is provided in Box 2.

Box 2: Snapshot of the UNICEF PBEA programme

The UNICEF Peacebuilding, Education and Advocacy Programme (PBEA) (2012–2016), a \$US150 million³¹ initiative funded by the Government of the Netherlands, was a four-year programme aimed at strengthening resilience, social cohesion and human security in 14 countries recovering from conflict or at risk of experiencing conflict. The programme centred on using education-based approaches to support resilience, social cohesion and human security in conflict-affected or fragile settings.³² The 14 programme countries were: Burundi, Chad, Côte d’Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Myanmar, Pakistan, Sierra Leone, Somalia, South Sudan, State of Palestine, Uganda and Yemen.

17. After the PBEA programme closed, the UNICEF peacebuilding function was passed to the Climate, Environment and Resilience and Peacebuilding Section (CERP, formerly the Humanitarian Action and Transition Section, or HATIS). The peacebuilding team in CERP was recently provided with two fulltime professional staff tasked with peacebuilding policy engagement and peacebuilding technical support to country offices. In conjunction with CERP, the Adolescent

²⁸ An internal UNICEF mapping exercise in 2007 identified nearly 350 peacebuilding activities and projects implemented globally by 120 UNICEF country offices.

²⁹ UNICEF, Evaluation of UNICEF’s Peacebuilding, Education and Advocacy Programme (PBEA): Outcome evaluation, 2015, x.

³⁰ Though some after a gap in programming have re-engaged on peacebuilding, in part thanks to fresh funding from the Peacebuilding Fund (PBF).

³¹ All amounts in this report are in US dollars, unless otherwise indicated.

³² UNICEF, Evaluation of UNICEF’s Peacebuilding, Education and Advocacy Programme (PBEA): Outcome evaluation, 2015.

Development and Participation section (ADAP) further contributes to peacebuilding policy engagement and technical support to country offices carrying out peacebuilding programmes.

18. **The Peacebuilding Fund (PBF) and engaging young people in peacebuilding:** Since the PBEA era, UNICEF corporate engagement in peacebuilding was limited. Some guidance materials, toolkits and other resources have been developed in this area (see *Appendix C*), but the extent to which these approaches were mainstreamed throughout the organization is not clear.³³ In fact, it appears that the organization’s most recent engagement on peacebuilding has mainly been through isolated initiatives in country offices. The UN Secretary-General’s Peacebuilding Fund (PBF)³⁴ has acted as an important partner supporting UNICEF’s peacebuilding efforts. UNICEF is historically the second-largest recipient of PBF funds.³⁵ PBF projects are meant to be catalytic, typically have a lifecycle of 18–36 months and are usually implemented jointly by UN agencies.

19. Overall, between 2008 and 2016, 66 UNICEF projects received support from the PBF totalling just over \$49 million; 48 of these projects were implemented jointly with partners, mainly other UN agencies. A 2016 internal mapping shows that UNICEF most frequently implemented PBF projects on youth empowerment and inclusion, child protection and human rights, children associated with armed forces and on education and peacebuilding (Table 1).

Table 1: Thematic areas of UNICEF projects supported by the UN Secretary-General’s Peacebuilding Fund (2016)³⁶

Thematic area	No. of projects	% of total funding	Total \$US
Youth empowerment & inclusion	28	28%	13,847,005
Child protection and human rights	11	26%	12,711,703
Children associated with armed forces	9	17%	8,439,993
Education & peacebuilding	5	11%	5,370,076
Media capacity	2	8%	4,000,000
Mine action	1	4%	2,000,000
Sexual & gender-based violence	4	3%	1,615,369
Women’s rights & empowerment	3	3%	1,505,729
Social protection	1	.1%	189,390

**Some listed projects covered more than one thematic area*

20. Since 2016, UNICEF has received funding for 23 additional projects, bringing the total PBF support to UNICEF peacebuilding projects to approximately \$60 million. As of January 2019, UNICEF has 49 PBF-supported initiatives ongoing. According to a content analysis of Country Office Annual Reports conducted by the Climate, Environment and Resilience and Peacebuilding section (CERP)³⁷ there were approximately 127 programmes (PBF and others) in 2018 engaged in activities aimed at promoting peaceful and inclusive societies; approximately 70 country offices reported engaging young people in promoting peaceful and inclusive societies.

21. PBF has had a catalytic effect for peacebuilding programming in some countries. For example, in Guinea-Bissau, Cameroon, Tajikistan and the Philippines, PBF supported the first programmes that was explicitly aimed to engage young people in peacebuilding. Since receiving its original grants several years ago, UNICEF in Tajikistan was able to leverage successes to scale up

³³ In key informant interviews, many UNICEF staff at the country level mentioned that they either did not know or had not made use of these tools. Most of these tools also date back to the PBEA era (2012–2016).

³⁴ The PBF is managed by the Multi-Partner Trust Fund Office.

³⁵ UNDP receives the most funds from the PBF, with funding of approximately \$297 million

³⁶ ‘UNICEF and the Peacebuilding Fund’, internal document, UNICEF, 2016.

³⁷ Formerly called the Humanitarian Action and Transition section (HATIS).

work with additional funding from DFID. Similar arrangements obtained in the Philippines, with funding from the governments of Canada and Japan.

22. In other country offices, participating in a PBF programme did not alter the scope of peacebuilding work. This evaluation established, for instance, that in Myanmar and Sri Lanka, PBF funds were used to fund pre-existing lines of work. Also, the recent emphasis UNICEF has placed on the second decade has had a clear influence on country office priorities. The evidence shows that, across the board, UNICEF country offices gave increased attention to adolescents and to youth empowerment issues, including young people's civic engagement and participation in peacebuilding efforts. A small number of country offices deployed strategies that specifically look at the links between peacebuilding and young people.

23. **UNICEF guidance on peacebuilding:** *Conflict Sensitivity and Peacebuilding: Programming guide*, a UNICEF publication, encourages country offices to incorporate conflict sensitivity and peacebuilding approaches into all programming. The guide emphasizes that conflict sensitivity should be part of the minimum standards for all of the organization's work, especially in conflict-affected and fragile context.³⁸ It marks a distinct difference between conflict sensitivity (working 'in conflict') and peacebuilding (working 'on conflict').³⁹ The guidance outlines conflict-sensitive approaches to mitigate negative impacts of interventions and mitigate the potential to exacerbate potential conflicts. Peacebuilding approaches include the development of integrated peacebuilding goals that help programmes maximize their peace dividends by tailoring initiatives to address conflict drivers. Guidance materials on peacebuilding and young people's participation are listed in Appendix C.

24. **UNICEF guidance on adolescent and youth participation:** UNICEF *Adolescent and Youth Engagement Strategic Framework* notes the need to promote young people's formal role within institutions and emphasizes equity in engagement with young people.⁴⁰ Through the approach outlined in *UNICEF Programme Guidance for the Second Decade: Programming with and for adolescents*, UNICEF has since stepped up its efforts to support young people as agents of change.⁴¹ It notes that whether the world's large share of adolescents "has a positive or negative effect on a country's social and economic development depends on how well and how quickly governments respond to their needs and enable them to engage fully and meaningfully in civic and economic affairs."⁴² It also calls on UNICEF to respond specifically to young people's marginalization by promoting meaningful, systematic participation in all sectors, including peacebuilding.⁴³ Additionally, guidance on adolescent participation was under preparation at the time of the evaluation. To be available in 2020, a specific annex on how to enhance young people's participation in peacebuilding will be featured in this resource.

³⁸ UNICEF, *Conflict Sensitivity and Peacebuilding: Programming guide*, 2016, p. 3.

³⁹ UNICEF, *Conflict Sensitivity and Peacebuilding: Programming guide*, 2016, p. 3.

⁴⁰ UNICEF, [Adolescent and Youth Engagement Strategic Framework](#).

⁴¹ UNICEF, [UNICEF Programme Guidance for the Second Decade: Programming with and for adolescents](#), 2018.

⁴² UNICEF, [UNICEF Programme Guidance for the Second Decade: Programming with and for adolescents](#), 2018, p. 8.

⁴³ See *UNICEF Programme Guidance for the Second Decade*, pp. 24–37. For instance, UNICEF's Adolescent Country Tracker now has integrated adolescent participation and engagement in its five dimensions, which include health and well-being, protection, education and learning and transition to work. Participation indicators are divided into five outcome areas that range from personal sense of self-worth and efficacy to experience of public participation.

Chapter 2. Evaluation design

25. This chapter outlines the purpose, objectives and scope of the evaluation. It provides an overview of the evaluation approach, criteria, and an overview of the sample and methods used. It also outlines the limitations of the evaluation.

2.1 Evaluation purpose, objectives and scope

26. This evaluation assesses UNICEF-supported peacebuilding programmes, including those funded through the Peacebuilding Fund (PBF), and the extent to which they serve young people as a unique demographic dividend that can contribute to lasting peace and prosperity. The evaluation focuses on the objectives, approach, relevance, coverage and intended results of selected programmes. It explores young people's roles in UNICEF-supported peacebuilding programmes. The goal is to build evidence of effective programmes that are options for scaling up as part of UNICEF agenda around young people.

27. The evaluation pursued two objectives, namely:

- a. To describe the role of young people in peacebuilding programmes and projects that are supported by UNICEF and to determine the scope and coverage of these programmes.
- b. To assess the evidence about peacebuilding programmes and/or approaches that work well and are sustainable so that they can be considered for replication/scaling up as part of UNICEF agenda around young people.

28. The scope of this evaluation is outlined below:

- a. **Universe of programmes:** The universe of programmes to which the findings and conclusions of the evaluation mainly apply includes 54 programmes with peacebuilding objectives and/or outcomes currently being implemented by UNICEF country offices⁴⁴ and 89 PBF-supported programmes that, at least in part, address peacebuilding goals.
- b. **Sectoral coverage:** Recognizing the multidimensional, multi-sectoral nature of peacebuilding, the evaluation covers programmes whose primary focus is to achieve peacebuilding outcomes while also considering programmes that address peacebuilding as a secondary objective.⁴⁵
- c. **Geographic coverage:** The assessment is intended to sample activities from all UNICEF geographic regions. However, this was only possible to the degree that peacebuilding programmes are implemented in all regions.
- d. **Age coverage:** This assessment focuses primarily on programmes and activities working with adolescents aged 10–18 (the subset of adolescents within the UNICEF mandate) but also considers programmes and activities with young people between aged 19–24. Age group definitions are provided in the glossary.

29. **Evaluation questions and approach:** This evaluation sets out to answer five questions in line with evaluation criteria as outlined in Box 3.

Box 3: Evaluation questions

⁴⁴ According to the review of Country Office Annual Reports conducted by HATIS (now CERP) in 2018.

⁴⁵ These are typically programmes seeking primarily to fulfill development or humanitarian objectives, but which address peacebuilding as a secondary objective.

EQ 1: To what extent do UNICEF-supported peacebuilding programmes address the needs of young people? Are these programmes targeting the right results and/or outcomes, from the perspective of different groups/communities of young people?

EQ 2: What is the level/degree of young people's participation in UNICEF-supported peacebuilding programmes? What are the different roles that young people typically assume in these programmes, and why? What are the key impediments to their participation in UNICEF-supported peacebuilding programmes?

EQ 3: What youth constituencies are covered by UNICEF-supported peacebuilding programmes? To what extent do UNICEF-supported peacebuilding programmes reach the intended groups and/or communities of young people?

EQ 4: Which UNICEF-supported programmes have reached significant milestones for success compared with known good practice in peacebuilding programming for and with young people? What are the factors that are responsible for the success of programmes and potential for scaling them up? Which programmes, representing best practices, have the potential to be scaled up?

EQ 5: What adjustments (in terms of strategies, programme design and partnerships) are required to enhance participation of young people in peacebuilding programmes and achieve desired results/outcomes? What are UNICEF's strengths and comparative advantages on adolescent and youth-focused peacebuilding?

2.2 Evaluation methodology

30. **Sample of programmes/initiatives:** The sample consisted of 54 programmes with peacebuilding objectives or outcomes which were being implemented by UNICEF country offices and 89 PBF-supported programmes. A sample of 29 programmes/initiatives from 20 country offices was selected.⁴⁶ Some country offices were implementing more than one initiative, hence a total of 29 initiatives. The sample included 11 of the 14 country offices that hosted PBEA projects between 2012 and 2016. In addition, 13 of the 20 UNICEF country offices were receiving PBF support (with all PBF projects implemented jointly with other UN partners). A list of sampled countries and programmes is provided in Appendix E.

31. **Desk-based data collection:** The evaluation was mainly qualitative and involved the following: 1) a desk review of documentation from UNICEF; 2) key informant interviews with a broad range of stakeholders, and 3) in-country field visits which featured additional interviews with UNICEF country staff as well as focus group discussions (FGDs) with young people.

a. **Desk review:** The purpose of the desk review was to assess the degree to which UNICEF peacebuilding programmes are relevant to the needs of young people and to map their coverage. Key documents reviewed include position and conceptual papers, corporate planning documents, country programme documents and country reports, PBF reports, programme documents, progress and final reports and evaluations and programme guidance documents. A non-exhaustive list of these documents is provided in Appendix H.

b. **Key informant interviews:** The purpose of key informant interviews was to validate data from the desk review with staff at the global and regional levels and to generate data on the perspectives of diverse stakeholders at the country level. Overall, the evaluation team conducted 108 key informant interviews. Of these, 64 were carried out during the desk review phase: 10 UNICEF staff at headquarters; 8 country and regional peace and development advisors; 36 staff from the 20 sampled UNICEF country offices; and 10 youth, peace and security practitioners from key global partner organizations. In addition, 44

⁴⁶ 17 of the 29 initiatives were completed by the end of 2019. Funding for eight of the initiatives continued into 2020. Appendix E provides a summary of programmes as well as additional details.

interviews were conducted during field-based data collection: 14 with UNICEF staff;⁴⁷ 11 with implementing partners; and 19 with external stakeholders.⁴⁸

32. **Field-based data collection:** The evaluation team conducted field visits in three countries: Burundi, Guinea-Bissau and the Philippines. The selection criteria used to identify potential field visits included achieving a mix of programmes with strong design, strong implementation, thematic diversity and innovative practice. The number of interviews conducted during field visits is in Table 2 below and a list of respondents is provided in Appendix I. Semi-structured interview guides used during data collection are available in Appendix J.

Table 2: Overview of key informant interviews in three countries

	Philippines	Guinea-Bissau	Burundi	Total
UNICEF staff	6	4	4	14
Partners	6	2	3	11
External	4	6	9	19
Total	16	12	16	44

33. Focus group discussions generated data on the perspectives of programme participants, to compare with perspectives of young people not reached by programmes, and to gain insight into why some groups of young people are not covered by UNICEF programmes. A total of 13 focus group discussions were conducted during field visits for young people who are participants of UNICEF-supported peacebuilding programmes and with young people who are *not* participants in UNICEF programmes. The number of focus group discussions conducted during field visits is in Table 3 below and an outline of participatory activities conducted during focus group discussions.

Table 3: Overview of focus group discussions in three countries

	Philippines	Guinea-Bissau	Burundi	Total
Programme participants	2	3	4	9
Non-participants	2	2	0	4
Total	4	5	4	13

2.3 Limitations

34. This evaluation was limited to ongoing peacebuilding programmes implemented by UNICEF country offices, often in partnership with other UN organizations. This evaluation provides an overview of UNICEF engagement with young people in peacebuilding and is an assessment of the best available data and information. The original evaluation approach included an extensive desk review, key informant interviews to inform initial findings, field visits and an online survey of UNICEF offices engaging young people in peacebuilding. Due to time constraints, the online survey was put on hold. To the extent possible, findings from the desk review were validated through field interviews and observations.

35. While the sample includes a balanced group of programmes engaging young people in peacebuilding in schools (14 countries) and outside of schools (14 countries), field visit sites did not include countries that engage young people in school settings. Data drawn from field visits reflect programming in out-of-school settings. In Burundi, focus group discussions with young people not participating in UNICEF programming were not permitted due to political sensitivities, while travel to many geographic areas was not permitted due to security concerns in the Philippines.

⁴⁷ Includes one staff member from the Philippines country office who was interviewed twice, once during initial key informant interviews and again while triangulating findings during a field visit.

⁴⁸ External stakeholders were interviewed during field visits, included people from governments, other UN agencies and NGOs, youth leaders, community leaders and PBF representatives.

SECTION II: EVALUATION FINDINGS

This section presents the findings of the evaluation, based on the evaluation questions. Each chapter begins with an overview that situates the evaluation within relevant criteria, followed by a presentation of the findings.

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Chapter 3. UNICEF positioning of peacebuilding programming and its relevance

36. This chapter describes how UNICEF peacebuilding is positioned globally and within country offices to tackle peacebuilding (and social cohesion). The chapter offers programmatic approaches to engaging young people in peacebuilding as well as the constituencies of young people commonly covered by programmes. The chapter contains an analysis of whether programmes target the right results and/or outcomes and whether the rationale for programme design aligns well with the needs of the young people meant to benefit from the programmes.

3.1 Positioning of UNICEF engagement with young people in peacebuilding

37. Programming for adolescents had been part of UNICEF work to fulfil its mandate for all children aged 0–18 years old. Participation is one of UNICEF’s programmes strategies. However, the current strategic plan (UNICEF Strategic Plan 2018–2021) positions adolescents as more central to the organization’s programming by including adolescent development and participation in every sector, or ‘goal area’. Adolescent empowerment is also stated as implicit in achieving Goal 5, for every child to have an equitable chance in life. The strategic plan lays out change strategies for how UNICEF will achieve results for adolescents, with a crucial one being to “support children and young people as agents of change”. This builds on the positive development approach UNICEF applied in earlier programmes; this approach designated adolescents as community and national assets as opposed to liabilities.

38. UNICEF implemented the Peacebuilding, Education and Advocacy Programme (PBEA) from 2012 to 2016.⁴⁹ The end of PBEA in 2016 coincided with the adoption of new UN-wide priorities around sustaining peace, and the onset of the UN Secretary-General’s prevention agenda in 2015. In UNICEF, only a small portion of the 14 country offices that had PBEA programmes have had substantial carry-over activities from the PBEA era,⁵⁰ and only two have scaled up PBEA-related programmatic interventions. Yet the need to strengthen resilience, social cohesion and human security has intensified, and UNICEF’s accountability to children who are affected by violent conflict remains unchanged. UNICEF therefore partnered with the United Nations Peacebuilding Fund (PBF). The PBF provides catalytic funding for peacebuilding activities and programmes that are implemented jointly by UN agencies, in partnership with governments.

Finding 1: The recent push in UNICEF for a robust agenda on children’s well-being in the second decade of their lives and the injection of financial resources from the Peacebuilding Fund (PBF) contributed positively to the progress made in implementing peacebuilding programmes in UNICEF country offices.

39. This evaluation found that adolescent and youth-focused peacebuilding programmes vary in how they fit into the policy and programmatic architecture of UNICEF country offices. In some country offices, PBF initiatives implemented with other UN agencies were the only existing peacebuilding initiative. In other country offices, there were numerous peacebuilding initiatives. In some offices, young people’s participation and/or peacebuilding was embedded in Country Programme Documents

⁴⁹ PBEA was a US \$150 million programme funded by the Netherlands; the four-year programme aimed to strengthen resilience, social cohesion and human security and was implemented by UNICEF in 14 countries recovering from conflict or at risk of experiencing conflict.

⁵⁰ Some country offices, however, after a gap in programming have re-engaged on peacebuilding, in part thanks to fresh funding from the Peacebuilding Fund (PBF).

(CPDs). As a result, young people’s participation in peacebuilding is a visible as part of Country Office Annual Reports (COARs), as indicated in Table 4.

Table 4: Young people’ participation in peacebuilding: CPDs and COARs (N=20 countries)

	CPD	COA R
Adolescents/youth acknowledged in context analysis as an emerging issue	18	17
Results specify adolescents and/or youth as unique beneficiary group	16	20
Results for adolescent/youth participation	7	16
Results for adolescent/youth peacebuilding	8	12
Results for adolescent/youth participation in peacebuilding ⁵¹	6	11

40. Eleven of the 2018 Country Office Annual Reports (COARs) in the sample mention substantive engagement and results on young people and peacebuilding, indicating it is a larger priority in practice. Four of the programmes that featured engagement of young people in peacebuilding in their CPDs are described in Box 4.

Box 4: Examples of CPDs that include engaging young people in peacebuilding

- Iraq CPD 2016–2019 (outcome):** “UNICEF will support the development of gender-sensitive and culturally acceptable networking and learning opportunities, allowing adolescents to engage with their peers in different settings [...] *Outcome 5.5* – By 2019, more adolescents (aged 10–18) access positive development opportunities, which enhance social cohesion in their communities. Indicator 1: Number of adolescents participating in new initiatives promoting social cohesion and change at community level. Indicator 2: Number of districts with newly developed community-based inclusiveness programmes for adolescents.”
- Libya CPD 2019–2020 (outcome):** “*Outcome 1.5* – Vulnerable adolescents and youth have increased social and economic inclusion in their communities and engage in dialogue and peacebuilding in targeted municipalities.”
- Tajikistan CPD 2016–2020 (priority area):** “The third component aims to unlock the potential of adolescents, by empowering them to participate fully in all aspects of life. It will involve adolescents in their becoming change makers, promoting an inclusive, tolerant and peaceful society, and will promote the right to a ‘second chance’ for children in the second decade of their lives. This programme will enable the Government and civil society to involve adolescents in promoting social norms for a peaceful, tolerant and inclusive society...Adolescents, including the most marginalized, are recognized as equal members of society and empowered to participate meaningfully in all aspects of life.”
- Sri Lanka CPD 2016–2020 (priority area):** “Adolescents receive quality education, have access to adolescent-sensitive and protective services and reliable information; essential interventions to empower them to make informed decisions about their lives, realize their full potential for social and economic participation and maximize over time their contribution to sustainable development...The education system is strengthened to promote peace, reconciliation and resilience among adolescents.”

Finding 2: Efforts to mainstream peacebuilding have not been systematic, effective or sustainable; peacebuilding is primarily operationalized and implemented as a project in most countries.

41. Extensive effort to mainstream peacebuilding into the work of other sectors in UNICEF was undertaken during the PBEA era. However, mainstreaming was not sustained after PBEA programmes were completed. For example, in Burundi a small portion of programmes had substantial carry-over from the PBEA work. However, these efforts were weakened because the country office struggled to maintain quality and innovation in the absence of the PBEA funding stream. So,

⁵¹ See Glossary.

depending on their purpose or their maturity in the programming cycle, UNICEF initiatives that were reviewed could be operationalized either as a stand-alone project (e.g., a pilot), a programme or as a crosscutting theme that runs through a number of programmes (e.g., gender).

42. This evaluation found, by and large, that peacebuilding was primarily understood and implemented as a stand-alone project in most UNICEF country offices, especially those projects that were implemented with support from the PBF. However, efforts to mainstream peacebuilding across programmes were found only in a few isolated instances; they were not regular or systematic. Box 5 provides an example of embedding young people in the strategy of the UNICEF Mindanao Field Office in the Philippines. And while such strategic engagement has shown positive results in Mindanao and other offices, these efforts appear to be driven by individuals in decision-making positions – not by peacebuilding mainstreaming within common and/or mandated country office planning processes or in other long-standing processes for engagement in humanitarian programming. This means that their longevity is not assured.

Box 5: UNICEF Mindanao Field Office: strategic engagement with young people in peacebuilding

In the Philippines, significant mainstreaming efforts have been initiated by the UNICEF Mindanao Field Office. Field office leadership applied peacebuilding programme guidance and integrated peacebuilding programming into different sectors, with some degree of success.

Engaging young people in peacebuilding is embedded in the Mindanao Field Office strategy. Implementation strategies of the Mindanao Field Office’s ‘Peacebuilding and Normalization Strategy Note’ include (but are not limited to) the following:

- Apply conflict sensitivity in programming;
- Apply peacebuilding principles and global lessons;
- Focus on ‘normalization’ (by restoring the situation of conflict-affected populations to a level comparable to non-conflict-affected populations); and
- Focus on the most vulnerable and those most at risk by ensuring centrality of ‘equity’ and risk-informed planning.

3.2 Programmatic approaches to engage young people in peacebuilding

Finding 3: Programmes tended to implement several concurrent, mostly unrelated activities, mostly at the subnational or community levels. National and regional-level (including cross-border) engagement was less common.

43. Almost all sampled initiatives were implementing several concurrent peacebuilding activities that in most cases were not linked coherently to each other. Additionally, education components were often linked with non-education-related activities. For example, a holistic package of multi-sectoral services and opportunities to encourage the development and participation of young people was implemented in Iraq. Activities included provision of life skills and citizenship education, employability training and community-level engagement initiatives.

44. Similarly, peacebuilding-focused learning and community engagement activities for both in-school and out-of-school adolescents and youth are being implemented in Colombia, along with a landmine protection initiative and a peace leadership initiative for a small group of older youth. Engagement at the local level frequently takes place in schools and youth centres. Furthermore, engagement in school settings operates through school clubs. A plurality of programmes that were sampled were implemented at the subnational level, while about half of the programmes engaged young people at the national level, typically involving government partners on policy issues, or national media campaigns for young people. Two PBF programmes in which UNICEF is a partner (Kyrgyzstan-Tajikistan and Cameroon-Chad) are in cross-border areas affected by violence (see *Table 5*).

Table 5: Scope of implementation of 20 sampled countries (N= 29 programmes)

Scope	Number of programmes	Percent
Local	19	65.5
Subnational	13	44.8
National	9	31.0
Regional (including cross-border)	2	6.9

45. In most cases, initiatives featured two separate activities providing young people (both in school and out of school) with peacebuilding-oriented life skills. In Libya, for example, UNICEF is involved in peacebuilding-oriented life skills programming both in formal education and non-formal spaces. This work targets approximately 1,400 young people. Table 6 provide examples of the diversity of activities.

Table 6: Diversity of programme activities

	Côte D'Ivoire	Philippines	Mali	Kyrgyzstan-Tajikistan
Initiative	Country programme outcome - ECD and basic education - peace clubs	Building capacities for sustaining peace in Mindanao	Jeunes Acteurs pour la Paix et la Réconciliation National	Empowered youth and adolescents for peaceful and fair communities
Peacebuilding challenge	Schools are regularly attacked by conflict, with young people frequently targeted for mobilization	Young people susceptible to being recruited by armed groups allied to ISIS, due to feeling of exclusion	A rise in political tensions and young people's recruitment into armed groups and repeated episodes of collective violence	Inter-communal tensions from a border demarcation dispute
Role of young people	Targets young people aged 6–18 years old, tasked with promoting a culture of peace in schools	Active involvement of young people and youth networks in peacebuilding and decision making.	Young people promote social cohesion and a culture of peace through a C4D campaign	Young people lead community projects for social cohesion and conflict mitigation
Selected activities implement by and/or through UNICEF	<ul style="list-style-type: none"> Life skills training in preparation to lead peacebuilding initiatives in their schools Teacher-facilitated, youth-led clubs allow young people to pursue peace-related topics, such as identity and political conflict 	<ul style="list-style-type: none"> Training youth master trainers belonging to region's largest youth network Community dialogue between youth and local government officials on priorities for youth and children in 18 high-conflict municipalities 	<ul style="list-style-type: none"> Young people trained as 'peace ambassadors' to conduct online and offline advocacy, inter-communal dialogues, radio listening clubs and sports and cultural activities on peace 	<ul style="list-style-type: none"> Training in peacebuilding competencies to enable young people to create their own initiatives Participation in local government
Level of engagement	Local-level engagement in schools	Subnational	Community/national	Cross-border

Finding 4: Peacebuilding initiatives were implemented in different programmatic sectors – the majority in education, child protection and communication for development. However, peacebuilding-oriented life skills education served as the primary source of UNICEF engagement with young people.

46. All programmes reviewed for this evaluation integrated education and child protection components, typically supporting young people to develop peacebuilding-oriented life skills and often including a component of community engagement or communication for development (C4D). Health and WASH components were less often framed in programme and strategy documents as intended to make direct contributions to peacebuilding outcomes. Table 7 provides an overview of the types of activities included in sampled programmes.

Table 7: Types of activities included in the 20 sample countries (N=29 programmes)

Type of activity	Number of programmes	Percent
Education	20	69.1
Community engagement	16	55.2
Communication for development (C4D)	15	51.7
Protection and response to needs stemming from conflict and violence	13	44.8
Protection from recruitment into armed conflict	9	31.0
Disarmament, demobilization and reintegration (DDR)	6	20.7
Protection related to inter-personal violence	5	17.2
Employment	5	17.2

47. **Peacebuilding and life skills:** Peacebuilding-oriented life skills was a common theme in UNICEF programmes, as indicated in Table 8. Typically offered through school clubs, programmes responded to real-life challenges that participating adolescents and youth encountered, and they modelled peaceful solutions. Some of the programmes integrated sport, play and art-based activities.

Table 8: Education approaches in the 20 sample countries (N=29 programmes)

Education approach	Number of programmes	Percent
Peacebuilding-oriented life skills training	18	62.1
Curricular development	6	20.7
Teacher training	5	17.2
Education institutional reform	4	13.8
Policy and legislation	3	10.3

48. An example of peacebuilding-oriented life-skills programming engagement in schools in Côte D'Ivoire is described in Table 6. Here, 1,039 in-school adolescents and youth (33 percent of girls) participated in school clubs. An additional 582 out-of-school youth participated in a similar initiative. Sports, play and art-based activities in schools were also implemented to promote resilience and social cohesion among adolescents in schools. For instance, the Right to Play programme trained teachers on play-based methodologies for resolving conflict between host and refugee communities in Ethiopia. One programme in Colombia aimed to embed peace education through policy-level engagement – that is, teacher training and curricular reform (see Box 6).

Box 6: Curricular and policy engagement in Colombia

In Colombia, Escuelas en Paz is working in conflict-affected, rural areas to help schools promote peacebuilding, local reconciliation and resilience among adolescents aged 11–17. The programme supports adolescent- and youth-led initiatives in targeted schools. This includes community-level initiatives in arts, music and sports. Additionally, 782 teachers were trained in 'peace pedagogies', while 16,592 students received training in peacebuilding-oriented life skills, including non-violent conflict resolution, empathy and critical thinking. For the next phase of the programmes, UNICEF is working with the Ministry of Education to integrate peacebuilding into the national education strategy and into the standard curriculum.

49. **Community engagement approaches:** Community-based approaches were among the most common ways UNICEF engaged young people in peacebuilding. Implemented in youth centres, these approaches focus on conflict prevention – addressing incidents before they became a source of deep-rooted conflict, including community clean-up, conflict mediation, livelihoods and economic development, interfaith activities and events and working with disabled community members, to mention a few. Unlike the initiatives implemented in schools, these initiatives attracted out-of-school youth in the upper age ranges (aged 14–20). Box 7 illustrates a community engagement programme that runs parallel to other initiatives in schools in Colombia.

Box 7: Community-level approaches and DDR in Colombia

In Colombia, Somos Paz is a community-based engagement initiative that promotes peacebuilding-oriented life skills for adolescents aged 11–17 and supports adolescent-led projects that foster reconciliation in conflict-affected areas (4,000 adolescents in 2018). One of these initiatives was led by adolescents belonging to the indigenous Awá Community in the department of Nariño. After being trained in photography, participants organized a photo exhibition portraying how community traditions and customs contribute to peace. The exhibition involved the participation of adults and local authorities and was presented in many municipalities of the department with the support of the governor's office.

The Somos Paz initiative is also reinforcing the capacity of communities to welcome demobilized adolescents to better identify those adolescents who have not yet benefitted from formal demobilization processes. At the same time, the programme is deliberately implementing activities that bring together demobilized and local young people to build social cohesion and empathy and promote reconciliation.

50. Communication for development (C4D): C4D is a long-standing methodology applied in UNICEF to address negative social norms.⁵² As part of peacebuilding initiatives, C4D aims to create safe spaces for discussion of the causes and consequences of conflict and foster ways to address it. Using C4D to engage young people in peacebuilding encompasses organizing intergenerational and community dialogues featuring young people, media approaches (e.g., TV, video, radio, interactive theater) and ICT tools (e.g., U-Report). While C4D elements were implemented in 15 of 29 programmes covered in this evaluation (Table 7), the degree to which C4D methodologies were applied varied by context. Some programmes included C4D as a central component of the programme, while others included young people-led activities that used C4D methods. This approach was a central component of initiatives in the Cameroon-Chad and Kyrgyzstan-Tajikistan border regions and in Burundi, Madagascar and Mali. Many programmes commonly use several C4D approaches. An example is provided in Box 8 below.

Box 8: C4D in peacebuilding programming in the Tajikistan-Kyrgyzstan cross border region

This is a component of the PBF-supported programme implemented in collaboration with UNDP, WFP, FAO and UN Women. In the Kyrgyzstan-Tajikistan cross-border region, UNICEF supported young people in producing one-minute videos on tolerance that have been aired on local media. Other components of the programme were youth-led radio programming on tolerance run by adolescents and the production of a school newspaper distributed in both Tajik and Kyrgyz schools.

Finding 5: While child protection components were featured in many of the programmes, disarmament, demobilization and reintegration (DDR) was identified as an innovative programme with greater potential for peacebuilding than child protection approaches.

51. Peacebuilding and child protection: Embedded into broader school and community engagement initiatives, 13 programmes included elements of protection and response to needs stemming from conflict and violence, while 9 programmes offered adolescents protection from recruitment by armed groups, as indicated in Table 7. Key informants observed in many cases, that child protection programmes had limited scope and relevance in terms of their peacebuilding contributions and noted that the child protection approach alone could not always answer the holistic peace and security needs of young people.

52. A small number of programmes (6 of 29) had peacebuilding programmes that included disarmament, demobilization and reintegration (DDR) activities. DDR interventions included some type of reintegration support package typically made up of psychosocial support, vocational skills training and, in some instances, placement with foster families. In Cameroon, the programme was

⁵² Communication for development (C4D) is defined in UNICEF as “an evidence-based process that is an integral part of programmes and utilizes a mix of communication tools, channels and approaches to facilitate dialogue, participation and engagement with children, families, communities, networks for positive social and behaviour change in both development and humanitarian contexts.” (UNICEF Communication for Development Programme Guidance, 2018.)

implemented in youth centres and reached approximately 1,400 young people, 140 of whom received reintegration support. In the Democratic Republic of the Congo, the target was to reach 2,000 children through peace clubs and 1,500 adolescents with reintegration packages. Programme staff noted that stigmatization often led to isolation of young people formerly associated with armed groups and emphasized the need to promote more DDR opportunities for young people to enable them to transition to the role of peacebuilders and positive actors in their communities. Though engagement in DDR was identified as a promising and potentially impactful approach, it was implemented only in a limited number of programmes.

53. Economic empowerment initiatives incorporated employability skills and linked young people to employment opportunities, such as apprenticeships. In some cases, the economic activities were implemented as a component to a holistic package of support to shore up disarmament, demobilization and reintegration of children formerly associated with armed groups. Box 9 (below) provides an example of one such initiative.

Box 9: Economic empowerment and peacebuilding in Côte D'Ivoire

In Côte D'Ivoire, UNICEF provided vocational education and training (VET) together with income-generating opportunities for young people who are out of school. These activities provided vulnerable young people with a way to find livelihoods and gain a sense of empowerment. At the same time, these activities were coupled with peacebuilding-oriented life skills learning, which includes critical thinking, tolerance and solidarity.

54. Only 5 of the 29 programmes included in this evaluation implemented programmes with economic empowerment components. This area of work represents a relatively small part of UNICEF engagement with young people in peacebuilding.

Finding 6: Approaches to engage younger adolescents (aged 10–14) in peacebuilding are not always age-appropriate, particularly in out-of-school settings.

55. The UNICEF mandate covers children and young people up to 18 years old, so the adolescent age group (10–18) was the target for most of the peacebuilding programmes included in this evaluation, as indicated in Table 9.⁵³ Programmes in the majority of sites in countries that received a field visit covered both older and younger adolescents. In two of the field sites, participation of younger adolescents was lower, presumably because activities were not appropriate for younger adolescents.

Table 9: Beneficiary age groups* in the 20 sample countries (N=29 programmes)

Age group	Number	Percent
10–14 years old ⁵⁴	17	58.6
15–18 years old	19	65.5
19–24 years old	8	27.6
25 and older	2	6.9

* As indicated in programme documents and preliminary interviews

56. During site visits, key informants noted that while they were able to determine the ages of the young people through other means, official reporting templates did not capture the age of children. Though further confirmation may be needed, it appears that data on adolescents do not distinguish between older and younger adolescents in all programmes. For example, in one of the field visit countries evaluation respondents described a training of trainers that included older and younger

⁵³ Note: The adolescent age range is defined as age 10–19. UNICEF mandate covers children of aged 0–18.

⁵⁴ Programmes that included beneficiaries between aged 10–14 were included in this row. This row does not indicate that coverage started at 10 years old. Programmes where peacebuilding programming began at age 12 or 14 were included here.

adolescents but where few, if any, of the younger cohort were able to understand or apply the training concepts. As a result, the programme was not rolled out as intended.

3.4 Programme rationale

57. One of the key questions of this evaluation was whether programmes are targeting the right results and/or outcomes, hence the evaluation examined the rationale of programmes.

Finding 7: Promoting resilience, horizontal cohesion and vertical social cohesion were the most prevalent programme/projects goals. Half of the programmes covered in the evaluation worked with young people on managing existing conflicts, while slightly fewer than half explicitly aimed to transform conflict.

58. UNICEF engagement with young people in peacebuilding addressed security challenges rooted in inter-communal tensions; exclusion and/or marginalization of young people; and targeting of young people for recruitment by armed groups (see Table 10). In many programmes, inter-ethnic tensions were rooted in or exacerbated by inequitable access to basic services and by low economic opportunities and/or poor governance.

Table 10: Conflict-related issues* in the 20 sample countries (N=29 programmes)

Conflict issue	Number of programmes	Percent
Inter-communal tensions and violence	17	58.6
Young people's social exclusion and marginalization (general)	17	58.6
Inadequate and/or inequitable educational opportunities	17	58.6
Exclusion from decision making	16	55.2
Low and/or inequitable economic opportunities	16	55.2
Mistrust between young people and authorities	11	38.0
Mobilization and incitement of young people	11	38.0
Gender-based violence	9	31.0
Recruitment into armed groups	9	31.0
Reintegration challenges of young people associated with armed groups	6	20.6
Other forms of interpersonal violence	5	17.2
Divisive education identified as a conflict driver	4	13.8

* As identified by context assessments and key informants

59. Peacebuilding was the primary objective for all 29 programmes sampled for this review.⁵⁵ The three most prevalent programmes goals or outcomes that these programmes sought to achieve were promoting resilience, horizontal cohesion and vertical social cohesion. The primary means used was strengthening capacities of individuals – mostly young people. About half of the programmes worked with young people to manage existing conflicts and slightly fewer than half explicitly aimed to transform conflict. Many programmes (e.g., in Cameroon-Chad, Libya and Mali) were designed as responses to localized violence, including violence perpetrated by militias and other non-state armed groups.⁵⁶ Other programmes (e.g., in Bosnia and Herzegovina, Colombia and Sri Lanka) were

⁵⁵ According to the UNICEF Conflict Sensitivity and Peacebuilding Programming Guide, in 'primary objective' peacebuilding interventions peacebuilding outcomes are the main objective and the programming logic focuses on peacebuilding. In 'secondary objective' peacebuilding interventions, programming seeks mainly to fulfil development or humanitarian objectives while secondarily fulfilling peacebuilding objectives. Such programming aims to meet both development or humanitarian and peacebuilding objectives.

⁵⁶ The term violent extremism is deliberately avoided here. As the United Nations University report [Cradled by Conflict: Child involvement with armed groups in contemporary conflict](#) notes, the narrative often superimposed on today's conflicts (at least from outside the conflict theatres) is one of 'violent extremism', ideology or 'radicalization'. Simplifying conflicts – and children's involvement in them – down to a single dimension inevitably distorts their driving factors, which are multifaceted, complex and often intertwined.

designed to consolidate existing peace agreements and foster post-conflict reconciliation.⁵⁷ Table 11 shows a summary of common goals of UNICEF programmes, indicating the number of programmes that pursued each of the goals.

Table 11: Peacebuilding programmes goals* in 20 sampled countries (N=29 programmes)

Youth resilience (20)
1. Countering in-school violence through peace and peer-to-peer clubs (Côte D'Ivoire/Sierra Leone) 2. Countering narratives and recruitment of children and adolescents by armed groups (Cameroon-Chad) 3. Providing support to reintegration (the Democratic Republic of the Congo/Colombia)
Vertical social cohesion (18)
1. Responding to youth exclusion decision making and disaffection (Bosnia and Herzegovina/Guinea-Bissau) 2. Responding to mistrust of security sector actors (Madagascar) 3. Expanding access to basic services through young people-led birth registration (Côte D'Ivoire)
Horizontal social cohesion (17)
1. Internally displaced/refugee and host community tensions (Ethiopia/Somalia) 2. Responding to cross-border community tensions (Kyrgyzstan-Tajikistan)
Conflict management and resolution (10)
1. Young people mediating and resolving local conflicts (Niger) 2. Through school peace clubs, young people are helping manage violence and conflicts in schools (the Democratic Republic of the Congo)
Conflict transformation (9)
1. Transforming narratives of the past at the root of conflict (Burundi) 2. Consolidating peace agreements and/or promoting a culture of peace (Mali/Colombia/Philippines) 3. Transforming a negative peace to a positive peace through dialogues on the future (Bosnia and Herzegovina)

**As Identified in programme documents*

60. An important avenue that UNICEF has used to reach these goals is by providing young people with relevant peacebuilding-oriented life skills. Initiatives that foster vertical social cohesion have typically focused on fostering dialogue and generating trust between young people and adults in positions of authority (e.g., traditional leaders, security personnel and local government officials).

Finding 8: Conflict analysis was not systematically used to inform programme rationale and/or design.

61. Conflict analysis has been a key feature of UNICEF programming theory for the past 10 years or so. UNICEF's *Guide To: Conflict analysis*⁵⁸ describes conflict analysis as "the systematic study of the profile, causes, actors and dynamics of conflict". It explains that a conflict analysis "should capture the multidimensionality (political, social, economic, security, etc.) of a conflict, and can be tailored to specific geographic areas, programmatic levels, and sectoral themes and issues". The guidance that was issued through a key technical note in June 2012 advised that all programmes and strategies in countries affected by conflict be informed by up-to-date and robust conflict analyses and be conflict-sensitive, and that countries must seek opportunities to advance peacebuilding goals (see *Box 10, below*).⁵⁹ UNICEF has since reiterated this message in the directive Procedure for Linking Humanitarian and Development Programming (May 2019), while CERP has gone further to emphasize strengthening linkages between humanitarian, development and **peacebuilding** programmes – known as the triple nexus.

Box 10: UNICEF programme guidance on conflict sensitivity and peacebuilding

⁵⁷ This does not mean, however, that recruitment and use of children in armed conflict does not continue to be challenges in these places. For example, the [Secretary-General's annual report on children in armed conflict \(2018\)](#) notes that in 2017, in terms of grave violations in Colombia, a "total of 57 incidents of the recruitment and use of children, affecting 169 children, were verified." It also does not mean that children formerly associated with conflict do not still need vital support. See pp. 8–9.

⁵⁸ UNICEF, *Guide To: Conflict analysis*, 2016.

⁵⁹ UNICEF, [Conflict Sensitivity and Peacebuilding in UNICEF: Technical note](#), 2012.

The UNICEF Strategic Plan 2014–2017 states that

“UNICEF is committed to strengthening its involvement in systematic reduction of vulnerability to disaster and conflicts through risk-informed country programmes that help build resilience.... systematic attention to risk analysis and mitigation is particularly important to effectively addressing the specific needs of children living in fragile and conflict-affected contexts.”

The technical note on Conflict Sensitivity and Peacebuilding (2012)⁶⁰ developed through a consultative process and endorsed by senior management, identifies three principal directions for the organization when it comes to conflict-affected countries:

1. **All UNICEF strategies and programmes in these countries should be informed by a robust conflict analysis;**
2. **All UNICEF strategies and programmes in these countries should be conflict-sensitive; and**
3. **UNICEF should take a more explicit and systematic approach to peacebuilding, where appropriate.**

Source: UNICEF, Conflict Sensitivity and Peacebuilding: Programming Guide, 2016

62. This evaluation found inconsistent application of conflict analysis in the peacebuilding programmes that were reviewed. Conflict analysis was part of programme design in some programmes, while others relied on out-of-date conflict assessments, sometimes conducted during the PBEA era (so, between 2012 and 2016), or on conflict analyses from other agencies. A few respondents also reported that even when conflict analyses were available, they were not applied explicitly or effectively in the planning process.

63. Half of the countries in the sample (10 of 20) had recent conflict analyses that conducted within a few months of the implementation of programmes reviewed in this evaluation. For 4 of the 20 countries, the most recent conflict analyses were conducted during the PBEA programme in 2013 and 2014, while in 5 countries there was no evidence that conflict analyses were used at all for programming. However, some of the countries that did not have a recent conflict analysis used topical or thematic assessment(s) to inform programming. These included assessments of the situation of young people, or of another aspect of the context that was relevant to young people, but which was not specifically an analysis of conflict dynamics. Additionally, three country offices were engaged in organized quarterly or periodic conflict monitoring activities that they used to promote conflict-sensitivity in their operations and to inform peacebuilding initiatives. One country office was found to have a recent conflict analysis, topical assessments and ongoing conflict monitoring activities.

Finding 9: Where they were offered, theories of change did not indicate coherent links between intended outcomes/goals and causes of conflict; neither did they articulate how programmes intended to address gendered causes of conflict.

64. UNICEF programme guidance on conflict sensitivity and peacebuilding⁶¹ asserts that conflict-sensitive programmes work most effectively **IN** conflict while peacebuilding programmes work explicitly **ON** conflict. Relatedly, a critical approach of peacebuilding programming is reducing the risk of lapse or relapse into violent conflict by directly addressing root causes and consequences of conflict, which begins by identifying the causes of conflict explicitly and building a rationale for how planned activities contribute to transforming the root causes of conflict. There was an expectation that all programmes would articulating a theory of change linking programme activities to intended results.

⁶⁰ UNICEF, [Conflict Sensitivity and Peacebuilding in UNICEF: Technical note](#), 2012.

⁶¹ UNICEF, [Conflict Sensitivity and Peacebuilding: Programming Guide](#), 2016.

65. During field visits, programme staff provided clearer perspectives on the root causes of conflict and desired programme outcomes than was offered in programme documents. For example, in one of the field visits all stakeholders (programme staff, implementing partners, community leaders, government officials and young people) identified political manipulation of young people and their instrumentalization in committing acts of violence; they described how the programme sought to build resilience among young people to resist such instrumentalization. However, the theory of change made no reference to political manipulation or instrumentalization of young people. Instead, it focused on intergenerational dialogue, self-esteem and tolerance, and on young people generally playing a more effective role in peacebuilding.

66. The PBF project in UNICEF Nigeria aims to strengthen the role of girls and young women (15–24 years old) in decision-making bodies by educating them on conflict prevention and management and placing them in mediation networks at district, commune and village levels. The mediation networks serve as early warning and conflict management mechanisms. The intent is that, by involving girls and young women (alongside boys) the mediation networks, these networks will be able to provide more gender- and youth-sensitive responses. Box 11 presents the theory of change for the Nigerian programme – an example of a well rationalized theory of change statement.

Box 11: Theory of change

Young Nigerian girls, with leaders, pledge for peaceful and inclusive participation

If girls' leadership is strengthened to contribute constructively to peacebuilding processes;

If the cultural, social and religious prejudices against girls and women are deconstructed;

If the attitudes and behaviours of community actors, particularly young boys, are favourable to [inclusion of girls] and the elimination of violence and discrimination; and

If the authorities are aware of and integrate specific needs of young people, particularly girls, in their decisions, and put in place mechanisms for the prevention and management of inclusive conflicts;

Then girls and boys will use their potential to become catalysts for peace and use peaceful means to prevent and resolve conflict, and communities will be more stable and resilient.

67. While many programmes attempted to address gender issues – typically gender-based violence, early marriage or discriminatory social norms – only a few (e.g., the Nigeria programme mentioned above) rationalized how such gender issues were associated with conflict dynamics. Often, needs assessments, situation analyses or conflict analyses that identified the effects of conflict on young women did not outline how gender intersected with causes of conflict (roots or drivers of conflict) in the programme rationale or theory of change. Most programmes focused on the specific needs of young women; yet they neglected to specify structures of exclusion that produce such needs or analyse how exclusion of women is connected to conflict drivers. An overview of peace and security challenges cited in sample programmes along with their associated goals is available in Appendix K, while an example of good practice for maintaining up-to-date information on conflict dynamics and applying these to inform programming in Mindanao is described in Box 12 (below).

Box 12: Conflict-informed programming: UNICEF Mindanao Field Office, the Philippines

Operating in a context affected by protracted conflict, the UNICEF Mindanao Field Office demonstrated good practice in conducting conflict and context analyses and using findings to inform programming. To inform its current strategy, the office contracted four targeted pieces of conflict research in 2016 and 2017. Research reports examined gaps in service delivery for the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), and the extent to which they contributed to the radicalization and recruitment of young people into armed groups.

The office has introduced a periodic review of the situation and changing conflict dynamics to adjust UNICEF peacebuilding programming and ensure the best contribution in a rapidly changing context. Such efforts represent good practice in developing conflict-sensitive peacebuilding programmes. The office has identified the need to ensure that the priorities of young people are considered in conflict analysis. Staff discussed ways to incorporate the participation of young people into periodic conflict analysis integrated into future programming.

These efforts were driven by individuals in decision-making positions and not necessarily embedded in any formal UNICEF systems or procedures for programming in conflict-affected contexts. Underscoring the importance of such systems and procedures, one respondent in the field office noted, “we should have a very clear process for how we do conflict analysis that involves young people.”

Chapter 4. Young people’s participation in peacebuilding

68. Adolescent and youth participation in peacebuilding is the active involvement of adolescents and youth in efforts to address the causes and dynamics of conflict and influence the transformation of values, structures and societal culture. This section offers a description of the character of young people’s participation in sampled programmes by examining various participation frameworks (detailed in Appendix L). It also provides a description of the key barriers and impediments young people face in participating in UNICEF programmes. The section concludes with an assessment of the extent to which UNICEF promotes young people’s meaningful participation in peacebuilding.

4.1 UNICEF’s approach to young people’s in participation

69. Young people face many challenges to meaningful participation in decision making within the systems they inhabit and in the societies where they live.⁶² A ‘participation deficit’ arising from reciprocal mistrust between young people, adults and authorities was flagged as a challenge in many of the peacebuilding programmes reviewed in this evaluation. Indeed, one of the core findings of *The Missing Peace: Independent progress study on youth, peace and security* was the pervasiveness of young people’s lack of meaningful participation in peacebuilding.

70. Most of the programmes sampled for this evaluation aimed to promote young people’s participation as a means to youth development, to achieve peacebuilding goals (resilience, social cohesion or conflict transformation). One way to understand the type of participation was to examine the relationship between young people and adults, and their respective roles. Table 12 provides an abbreviated conceptualization of young people’s participation in UNICEF programming. The organization aims for adolescent-led participation (which includes consultation and collaboration) as the ultimate expression of young people’s empowerment.

Table 12: Approaches to participation and the roles of young people and adults

	Adults roles	Young people roles
Non-participative approach	Adult-initiated and adult-led processes	Young people do not directly input into these processes
Consultative approach	Adult-initiated and adult-led processes; solicit views for possible input into programming	Young people contribute their views and perspectives as possible input into programming
Collaborative approach	Adult-initiated processes; shared accountabilities for leadership of programmes	Young people contribute to setting priorities and determining results; significant levels of self-directed action by young people
Adolescent and youth-led	Adults provide oversight; they defer to young people for programme implementation decisions	Young people set objective, priorities, and organize their own projects; they are in control of the decisions, but consult and collaborate as needed

Finding 10: While there were only a few examples of isolated activities that were led by young people, many initiatives engaged young people in a collaborative manner during project implementation. However, programme design and policy-level work were largely only consultative.

71. Most programmes set out to equip young people with skills for participation and provide them with the means to implement their own initiatives, at the community level or within schools. Programmes created spaces for beneficiaries to determine the priorities of their initiatives (gender-

⁶² UNICEF, *Adolescent and Youth Engagement Strategic Framework*, p. 4.

based violence, environmental concerns, reconciliation, etc.). To varying degrees adults (teachers, implementing partners or UNICEF staff) provided the overall framework under which young people planned their initiatives, and in a few programmes older youth filled the role of programme facilitators for the younger age groups. This increased collaboration and enhanced the young people-led nature of UNICEF programming.

72. However, when it comes to conceptualizing and designing the broader peacebuilding programmes, UNICEF engagement with young people was mainly consultative. Similarly, decisions to select young participants for UNICEF programmes were made by adults, typically UNICEF staff in consultation with teachers or community members. There were a few notable exceptions, such as Bosnia and Herzegovina and Guinea-Bissau, where young people (often belonging to young people’s organizations) were involved as part of programme design and also participated in the selection committees for beneficiaries.

73. Another area where UNICEF initiatives assumed the consultative approach was in promoting young people’s engagement at the policy level. UNICEF initiatives rarely engaged young people in policy processes related to peacebuilding. Where they did, they tended to rely on consultative platforms only, such as U-Report, to ‘bring’ the views of young people to policy makers. A truly collaborative approach for engaging young people at the policy level requires stronger efforts to promote representation and direct engagement of young people themselves in decision-making forums. Similarly, U-Report polls could be made more collaborative by having young people contribute the questions that are most pressing to them and using the results to advocate for strengthening peacebuilding initiatives.

74. Another way to examine commitment to participation was to judge programmes on their commitment to the guiding principles for participation in peacebuilding, as articulated by the peacebuilding community. Table 13 (below) offers a qualitative rating of the extent to which UNICEF-supported peacebuilding programmes sampled in this evaluation prioritized each of the principles.

Table 13: UNICEF rating on guiding principles for participation in peacebuilding⁶³

Principle	Summary	Rating
Participation	<ul style="list-style-type: none"> ▪ Prioritize young people’s participation for peacebuilding ▪ Promote the idea that most youth strive for peace and only a minority engages in violence ▪ Link youth participation to all sectors (social, economic, cultural and political) and to all levels 	Medium
Diversity	<ul style="list-style-type: none"> ▪ Value young people’s diversity and marginalized voices ▪ Develop targeted strategies to involve young people from different backgrounds ▪ Respect the experiences of all, including those associated with conflict 	High
Gender	<ul style="list-style-type: none"> ▪ Be sensitive to gender dynamics ▪ Avoid stereotypical assumptions about the roles and aspirations of girls, boys, young women, men and transgender people ▪ Identify strategies to seek young women’s engagement 	Medium
Leadership	<ul style="list-style-type: none"> ▪ Enable young people’s ownership, leadership and accountability ▪ Find them, learn from them and support them ▪ Facilitate mechanisms for communication to enable young leaders to be accountable to their peers and communities 	Medium
Safety	<ul style="list-style-type: none"> ▪ Always aim to ‘do no harm’ and provide a safe environment for young people to participate ▪ Ensure that facilitators are trained to handle difficult situations ▪ Be cautious not to incentivize violence ▪ Be sensitive to inequalities 	High
Involvement	<ul style="list-style-type: none"> ▪ Involve young people in all stages of programming ▪ Have decision makers, institutions and organizations commit to accountability to youth ▪ Offer alternative sources of power to youth who have attained power using violent means 	Medium

⁶³ Adapted from *The Missing Peace: Independent progress study on youth, peace and security*. The ratings indicate an assessment of the degree to which the sampled UNICEF initiatives were an area of priority for young people in peacebuilding.

Competence	<ul style="list-style-type: none"> ▪ Enhance the knowledge, attitudes, skills and competencies of youth ▪ Identify young people who can serve as positive role models ▪ Develop violence-prevention strategies beyond security responses that nurture skills in mediation and conflict resolution 	High
Partnership	<ul style="list-style-type: none"> ▪ Invest in intergenerational partnerships in young people's communities ▪ Increase dialogue and opportunities for cooperation among children, young people, parents and elders, in order to resolve violence 	Medium/ Low
Policy	<ul style="list-style-type: none"> ▪ Support policies that address the full needs of young people ▪ Contribute to establishment of local, regional and national forums that can enhance young people's participation in the development of public policies 	Medium/ Low

Legend: **High** = core priority for UNICEF; **Medium** = secondary priority for UNICEF; **Low** = minor area of engagement for UNICEF

75. The evidence suggested that UNICEF programmes gave high priority to assembling diverse groups of young people and implemented strategies to accommodate their diverse backgrounds. They also gave high priority to safety and competence (to developing a skilled cadre of peacebuilders). On the other hand, programmes were judged to have engaged only minimally in policy work and in building partnerships for peacebuilding and.

76. While consultation was the most common modality for engaging young people in programme implementation in the projects studied, there were few examples of programmes where young people were involved in key programmatic inputs and decisions, such as facilitating peacebuilding trainings with larger cohorts of younger adolescents. In one programme, young people were involved in committees to select programme participants and grantees for seed funding. In Bosnia and Herzegovina and Guinea-Bissau, young people were included in steering committees to select and approve small grants for youth organizations to implement peacebuilding projects.

77. In Iraq and Libya, young people were involved in participatory action research (PAR) to study the challenges they and their communities faced. Participatory action research offered an opportunity to contribute to the design and impact of young people's initiatives locally. A group of young people received training on the PAR approach, with the understanding that they would then train a larger group of data collectors. Twelve young people in four municipalities were trained to research and monitor youth-led initiatives in Libya.

78. Participation in monitoring and evaluating programmes: Only a few of the sampled programmes made provisions for young people's participation in monitoring and evaluating programmes. However, some programmes integrated periodic consultations with young people into the design as a way to monitor progress on programme implementation. For example, Myanmar's PBF programme utilized U-Report (along with UNFPA's mobile app) to provide ongoing feedback. UNICEF has invested in a variety of tools that are available to all stakeholders, and as indicated in Box 13 (below).

Box 13: UNICEF guidance and tools to support young people's participation
<p>UNICEF Guidance Note: Adolescent participation in UNICEF monitoring and evaluation (2019) – This guide outlines an approach for enabling adolescent participation in monitoring and evaluation as part of UNICEF programming. The guide has useful examples of successful experiences that can be adapted to peacebuilding programming.</p> <p>Engaging Adolescents in Conflict Analysis: Guidance note (UNICEF, 2013) – This guide presents tools and methods UNICEF country offices can use to ensure the safe and meaningful participation of adolescents in conflict analysis. Conflict analysis is a systematic study of the political, social, economic and security dimensions of a conflict. Its aim is to provide a better understanding of the proximate and structural causes of conflict and to identify the main 'stakeholders' in the conflict. It includes an example of adolescent-inclusive context assessments conducted in Liberia, Sierra Leone and Uganda.</p>

79. The guidance note on adolescent participation in monitoring and evaluation advocates for conventional activities such as involving young people as data sources in evaluations of programmes

they benefit from. The aim is to solicit their input in validating evaluation findings. The guidance note also advocates for bolder actions, such as bringing young people into the evaluation process as evaluators, to represent their perspectives on whether the organization is delivering for them, and to build their capacities.

4.3 Constituencies of young people covered by programmes

80. A common challenge for development actors working with young people on peace and security is reaching beyond visible groups of youth living in capital cities.⁶⁴ Participation in development programmes tends to benefit a certain demographic – usually young people with prior knowledge or experience about development work, in UN agencies and/or UNICEF in particular, who are connected in terms of having access to information and opportunities for advancement. Indeed, key informants observed that in their contexts the main beneficiaries of programmes such as U-Report tended to be more privileged: “The ones reached are not the most vulnerable. You see a lot of students from universities and entrepreneurs...” Inclusion of these ‘elite’ participants came at the expense of marginalized and vulnerable children for whom these programmes could be the only lifeline they have. However, all UNICEF programmes sampled for this evaluation were successful in targeting young people who lived in conditions where their peace and security were threatened.

Finding 11: UNICEF programmes were deliberately designed to engage a cross-section of young people who were considered hard to reach, mostly young people in rural areas who were marginalized and faced multiple vulnerabilities, as well as poor young people in urban centres.

81. Even though patterns of marginalization varied, UNICEF programmes were predominantly designed for young people affected by violent conflict and those who were most marginalized within their contexts, especially rural, out-of-school, internally displaced, refugee and migrant young people, as well as young women and girls. In a few programmes, UNICEF engaged with former combatants, young people who were trying to extricate themselves from armed groups (e.g., in the Democratic Republic of Congo and the Cameroon-Chad border region), as indicated in Table 14.

Table 14: Profile* of young people in the 20 sample countries (N=29 programmes)

Youth profile	Number	%
Rural	20	69.0
Out-of-school	14	48.3
In school	14	48.3
Urban	8	27.6
Internally displaced/refugee	8	27.6
Specific focus on young women and girls	7	24.1
Associated with armed groups	4	13.8

* As indicated in programme documents and preliminary interviews

82. UNICEF’s field presence and its work at the centre of both humanitarian aid and development, especially in rural areas, puts it in a strong position to engage with young people who are typically considered hard to reach. For instance, the majority of programmes (20 of 29) targeted young people living in rural areas, where youth marginalization and peace and security challenges were most acute. The focus of these programmes was building horizontal and vertical social cohesion and young people’s resilience through skills development and civic engagement initiatives.

83. Eight of the 29 programmes were implemented in camps for internally displaced people or refugees; tensions between displaced people/refugees and host communities were cited by key

⁶⁴ See, for example, *The Missing Peace*, p. 43.

informants and programme assessments as common challenges in these contexts. The goal of these programmes was to foster horizontal social cohesion through joint activities between groups of young people belonging to both the displaced/refugee and host communities. For example, Ethiopia is host to 905,831 refugees, one of the largest refugee populations in Africa. UNICEF Ethiopia has implemented refugee education programmes for social cohesion, and in some areas, play and sport engagement.

84. Another example of the way UNICEF country offices approached engagement with marginalized young people is was the PBF-supported Guinea-Bissau joint project which deliberately seeks to engage with Bancadas, informal networks used by young people to cope with idleness and the lack of economic opportunities. The Bancadas in the past have been instrumentalized by adults for political crime and religious intolerance. The project seeks to help transform these networks into platforms for peacebuilding, social entrepreneurship and community safety.

85. Eight of the 29 programmes targeted young people living in urban areas. Some had a national focus (such as in Bosnia and Herzegovina, Mali and Sri Lanka) or were being implemented in countries with comparably high rates of urbanization (such as Iraq and Libya). Three of the programmes targeted young people living in cities in Africa. These young people were displaced or affected by conflict or were just pursuing better livelihoods. Either way, young people living in urban areas were themselves marginalized, poorly educated and poor and in many cases lacked access to services and youth development opportunities available to their counterparts in rural areas.⁶⁵ With Africa having the fastest rate of urbanization in the world,⁶⁶ UNICEF peacebuilding programmes should explore the intersection between urbanization, young people and peace and security.

86. Numerous implementing partners and community stakeholders in all field visit countries expressed clear opinions on which young people they perceived should be included in peacebuilding programmes. This exposed a disconnect in beneficiary targeting decisions made by UNICEF. In Mindanao, for example, some respondents described how orphaned children of Moro Islamic Liberation Front (MILF) fighters should be explicitly targeted for inclusion in programming because they were at risk of being recruited by armed groups. In Burundi, implementing partners were more directly involved in local participant recruitment decisions, while in Guinea-Bissau local community associations recruited and selected participants. By involving partners and local stakeholders in beneficiary targeting decisions and allowing them to contextualize participant recruitment, some programmes were more effectively able link beneficiary targeting decisions to local conflict dynamics.

87. Informants also reported that where adults (e.g., teachers and principals) were given the opportunity influence selection procedures for young people to participate in peacebuilding programmes, they tended to bias the select criteria towards more active and seemingly 'well-behaved' young people. This made it more difficult to engage more marginalized young people, such as those with behavioural challenges. A counter-argument is that there are reputational risks to UNICEF and a high likelihood that programmes will not succeed if they do not include the most inquisitive and motivated students, or if they were seen as predominantly attracting participation of low-performing students.

88. In addition to bias towards 'elite youth', existing literature on young people's participation in development programming typically notes a number of challenges, key among them the perception that programmes are not relevant to the needs of young people.⁶⁷ A review of programme documents

⁶⁵ Sommers, Mark, '[Creating Programs for Africa's Urban Youth: The challenge of marginalization](#)', *Journal of International Cooperation in Education*, vol. 10, no. 1, 2007, pp. 19–31.

⁶⁶ Starkey, Marian, '[African Urbanization](#)', web post, Population Connection, 28 January 2015.

⁶⁷ <https://www.saferworld.org.uk/downloads/pubdocs/five-barriers-to-youth-engagement.pdf>; see also *The Missing Peace*.

and key informant interviews pointed to a number of challenges that young people faced in participating in UNICEF programming. Though these could vary significantly depending on context, challenges frequently involved promoting meaningful youth participation in UNICEF initiatives. There were also lack of financial incentives, perceived tokenism and negative social norms about youth participation, along with barriers to the participation of young women and girls.

Finding 12: Lack of financial incentives, opportunity cost, perceptions of tokenism, negative social norms about youth participation and barriers to the participation of young women and girls prevented marginalized young people from participating in significantly large numbers.

89. Except for a few isolated cases, youth participation in UNICEF programmes was typically voluntary (non-compensated). It often came at a direct cost to young people (for example, in cases where participants must incur transportation fees) or had an opportunity cost. Financial barriers were cited by key informants as reasons why young people had difficulty participating. For example, a key informant mentioned that many of the young people that UNICEF targets lived in extreme poverty to begin with, and that it was unreasonable to expect them to participate when they did not have their basic needs fulfilled. One way around this barrier would be to incorporate income-generating activities into peacebuilding initiatives. Unfortunately, programmes that included economic incentives were grossly under-represented in the sample (5 of 29 as indicated in Table 7), and presumably in the greater universe of UNICEF peacebuilding programmes.

90. Key informants indicated a significant number of young people, in particular older adolescents, perceived programmes run by international development actors as tokenistic and incapable of achieving meaningful participation. Similarly, some key informants worried that predominantly consultative forms of participation without follow-up would dissuade young people from participating. One key informant from a youth-led peacebuilding organization explained that "...there is a lot of extraction of information by consultations, but it is not clear what young people are gaining from these consultations. Ideas are being extracted, but it is unclear what the benefits are...."

Negative social norms about youth participation and barriers to the participation of young women and girls are still pervasive. Many key informants cited environments that are characterized by social norms of deference to elders as a serious barrier to participation in many contexts. These expectations inhibit the receptivity of adults to young people's participation and undermine the sense of self-efficacy in many young people. Furthermore, traditional gender norms that require women to work in the home and prevent interaction between women and men in public spaces were cited as responsible for the low participation rates of young women and girls in UNICEF initiatives. For instance, only 33 percent and 40 percent of peacebuilding programme participants were female in Côte d'Ivoire and Iraq, respectively. These barriers notwithstanding, there was a strong desire to promote young people's participation.

4.4 Making young people's participation meaningful

91. One way to assess UNICEF support for young people's participation in peacebuilding is by analyzing whether the context and programming environment supports their meaningful engagement. UNICEF guidance on programming for adolescents asserts that "for participation to be meaningful, adolescents require access to safe spaces, the ability to voice their views, opportunities to exert their influence and a receptive audience".⁶⁸ The components of an enabling environment here are: (1) having the right skills to participate; (2) having opportunities to do so; (3) ensuring that participation will have broader influence (by having relevant adult audiences); (4) ensuring that adult audiences are open to collaborating with young people; and (5) ensuring that engagement is regular and predictable

⁶⁸ UNICEF, *UNICEF Programme Guidance for the Second Decade: Programming with and for adolescents*, 2018, p. 17.

and feeds into larger decision-making processes. UNICEF programme were assessed against this simple framework, as outline Table 15.

Table 15: Programme approaches to promote young people’s participation (N = 29)

Programme approaches	Number	Percent
Young people’s participation skills enhanced	18	62.1
Occasions/spaces for participation made available	18	62.1
Opportunities for influence created	12	41.4
Adult receptivity towards young people demonstrated	8	27.6
Institutional participation in broader decision-making processes fostered	5	17.2

92. The two most prevalent activities that UNICEF implemented in its peacebuilding programmes were providing life skills (which equip young people for participation) and facilitating spaces for young people to participate in peacebuilding, often by designing and implementing their own initiatives. And indeed, 18 out of the 20 country programmes examined for this evaluation supported participation skills and set up occasions and spaces for participation. As noted above, these were typically implemented in schools or at the community level. However, this evaluation finds that programmes focused too much on the development of participation skills while providing too few opportunities for young people to apply these skills.

93. About half of the programmes (12 of 29) integrated components to give young people a measure of influence in the systems they inhabit, mainly by creating opportunities for young people to engage with decision makers in their communities. Establishing intergenerational dialogues (e.g., as done in the Cameroon-Chad border project) or encouraging positive interactions between young people and security authorities are examples of this component. UNICEF has also created opportunities for young people to present their own initiatives for their communities and decision makers. However, this evaluation also found that this component was much less prevalent in UNICEF stand-alone programmes – it was more prevalent in joint programmes implemented with funding from the PBF, and more likely to be organized by the other partners in the project than by UNICEF.

94. Ensuring that the participation is meaningful also requires educating adults (and decision makers) about the importance of collaborating with young people. A good example of adult sensitization comes from a Search for Common Ground project in Burundi called ‘Rebuilding trust between youth and the police in Bujumbura Mairie’. This project brought together local leaders and stakeholders to bridge misunderstandings and tension between youth and security forces in the most volatile neighborhoods. Not only did Search for Common Ground help young people find constructive ways to articulate their grievances, the organization also taught police how to communicate in a non-violent manner and approach law enforcement actions from a rights-based perspective. Evaluation evidence indicated that a majority of youth participants (58 per cent) subsequently reported more open dialogue and less confrontational conflict management and communication.

95. A small number of programmes (5 of 29) engaged in institutionalizing young people’s participation. In PBF-supported projects, it was typical for other partner agencies to implement these types of initiatives. Ensuring that participation is regular, predictable and sustainable helps ensure that young people can clearly articulate their priorities and generate legitimacy among themselves for these priorities. It also helped young people advocate for these in decision-making processes.

96. For instance, the UN-Habitat and UNFPA initiative implemented in Somalia illustrates how promoting an enabling environment within institutions can foster young people’s roles in decision making. The PBF-supported project ‘Youth political empowerment’ aimed to institutionalize youth forums in Baidoa, Dollow and Kismayo and to articulate young people’s priorities for district and state

authorities. Young people belonging to youth organizations participating in these forums were trained to engage effectively on decision making and advocacy. Relatedly, capacities developed at the district and state level to engage with young people included: (1) formal training for government officials on youth inclusion; (2) placing youth experts and 'youth fellows' within government ministries to serve as institutional focal points to engage and support youth organizations; (3) media advocacy campaigns targeting adults on the importance of youth inclusion in decision making. In PBF projects other partners (UNDP and UNFPA in particular) actively promoted young people's engagement in peace structures and decision making through seed funding and grants.

Finding 13: Young women were under-represented in some UNICEF-supported peacebuilding programmes, while UNICEF support for leadership of adolescent girls and young women peacebuilding was inadequate.

97. Many of the sampled UNICEF initiatives attempted to respond to challenges faced by young women, and they aimed to achieve gender parity within their activities. However, stand-alone activities centred on empowering young women and girls as leaders were found in only 8 of 29 sampled programmes. This was due partly to the fact that women were often required to invest more time and resources to make themselves visible in the peacebuilding arena – without any assurance of success. Also, the ability and potential for women to participate in peacebuilding was heavily restricted by traditional gender norms.⁶⁹ One way UNICEF can contribute meaningfully to peacebuilding knowledge would be to make significant investments in the analysis and better understanding of the challenges faced by young women, and by designing initiatives that respond to these challenges and nurture and empower young women as peacebuilders.

98. To strengthen the quality of UNICEF's peacebuilding engagement with young people, it will be important for the organization to encourage more systematic and regular forms of young people's participation throughout the programme cycle. This should include engaging in more regular conflict analyses that solicit the input of young people and reflect their challenges and needs accurately. The next level of participation is for UNICEF to strengthen the involvement of young people in designing, implementing and monitoring community-level initiatives. It is also important to transition towards supporting their participation in setting the agenda and forums and processes – CPD processes at the country level, and strategic planning processes where major decisions are taken about programmes and policies that the organization will prioritize over a period time.

⁶⁹ UNFPA and PBSO, *The Missing Peace: Independent progress study on youth, peace and security*, 2018, p. 96.

Chapter 5. Programme achievements; key milestones and good practice

99. This chapter begins with a discussion of the reach of programmes. It provides an analysis of initiatives that represent the most promising and innovative examples relevant to peacebuilding and those that reflect known best practice in engaging young people in peacebuilding and which have reached significant milestones. Both types of initiatives are programmatic approaches that could be considered for scaling up. The analysis of these selected initiatives includes a look at the factors that have, at least in part, enhanced their likelihood of success. The chapter also summarizes UNICEF’s comparative strengths from the global/regional perspective, in terms of opportunities to advance peacebuilding programming for young people.

5.1 Targets and reach of UNICEF peacebuilding programmes

100. While most programmes provided data on the number of young people targeted by the UNICEF peacebuilding programmes, no data were provided (from any of the 20 programmes in the evaluation) on the total size of the relevant population. For that reason, the number of potential beneficiaries and/or participants of the programmes could only be characterized in absolute numbers. This ‘lack of scale’ in itself is a major impediment to scaling up programmes (for peacebuilding programmes reviewed in this evaluation, and for UNICEF programmes in general). Despite this, the evaluation provided a sense of reach for individual initiatives by indicating the number of young people that accessed the programmes. Estimated from country reporting documents, Table 16 provides a picture of the size of the group of youth (shown by a range) that were direct beneficiaries of UNICEF peacebuilding programmes, and the number programmes in each range.

Table 16: Estimated direct beneficiaries in sample countries, N=20

Direct beneficiaries (range)	Number of programmes
501-1,000	1
1,001-5,000	2
5,001-20,000	9
20,001-100,000	2
100,001-500,000	2
N/A	4

Finding 14: The number of young people reached by peacebuilding programmes varied significantly (between 500 and 500,000), though direct beneficiaries were estimated in the ranges of 5,001 - 20,000. Official validated figures for both targets and results were not available in some cases.

101. Direct beneficiaries ranged from fewer than 1,000 young people for the UNICEF component in the PBF project in Myanmar to 250,000 in the Iraq programme that was featured in the CPD. Most programmes for which information was available reached between 1,000 and 10,000 direct beneficiaries. The number of beneficiaries reached depended on the types of interventions implemented, the maturity of programmes (measured by the length of time that the programmes had been running) and programme budgets. The difference between *targeted* reach of programmes and their *actual* reach typically reflected the investments required in individual activities as well as actual budget expended. For example, intensive engagement with young people over longer periods of time, such as a 6-month reintegration programme, required greater outlays for a smaller number of young people than, say, media-related C4D initiatives.

102. One way individual initiatives reached high numbers of participants or beneficiaries (above 1,000) was by engaging young people’s organizations or young leaders via the training-of-trainers approach. For example, UNICEF Philippines worked through 46 networks under a total PBF budget of approximately \$821,040 and was able to reach approximately 15,000 young people. Similarly, Our UNICEF in Colombia worked through 27 young leaders (aged 18–27) and used the training-of-trainers approach to engage approximately 1,300 adolescents with peacebuilding activities. School-based programmes also reached higher numbers of young adolescents. For instance, UNICEF Sri Lanka, through its PBF programme with its budget of only \$700,000, managed to reach approximately 11,2500 principals and teachers and 41,245 students (of whom 15,489 were adolescents and youth).

Finding 15: Countries that reached a significant number of beneficiaries were those that included young people’s participation in the CPD with clear targets to be achieved over multiple years.

103. Countries reaching the greatest numbers of direct beneficiaries were those for whom young people’s participation was a priority in the UNICEF programme as laid out in the CPD. For instance, Colombia is currently implementing three different peacebuilding initiatives, including Somos Paz, which works with young people outside of schools, Escuelas en Paz, which works in schools, and Our UNICEF. Similarly, Iraq, had a CPD component around adolescent participation; the programme had an annual budget of \$1,350,000. Programme targets and some indicative results of this work in Iraq are presented in Box 14(below).

Box 14: Iraq country office: key adolescent engagement and participation targets
Number of adolescents participating in new initiatives promoting social cohesion and change at the community level: <ul style="list-style-type: none"> • 2017 baseline = 124,312 • 2019 target = 250,000 Number of civic, social and economic initiatives undertaken by adolescents and youth: <ul style="list-style-type: none"> • 2017 baseline = 2,300 adolescents [9 districts] • 2018 results = 4,450 adolescents (1,781 girls) led civic engagement in 1,800 initiatives; reached 21,150 (10,530 girls) • 2019 target = 8,000 initiatives in 18/24 districts

104. Programmes using media tools, such as U-Report, reported reaching a much higher number of adolescents and youth. U-Report is a dedicated interactive UNICEF mobile and social media platform that has been used to raise awareness among young people about peace and security issues and to solicit feedback on policy and programming. In several places, U-Report is being used as a tool to engage young people at a national level to raise their awareness of peacebuilding-relevant issues and to bring young people’s voices and priorities to decision makers. Some examples of how UNICEF offices are using U-Report for peacebuilding efforts are described in Box 15.

Box 15: Examples of the use of U-Report in country offices
<ul style="list-style-type: none"> • In Sierra Leone, UNICEF use U-Report to disseminate messages on peace to young people (approximately 10,000 intended beneficiaries). As part of an initiative to enhance young people’s resilience to violence and mobilization into armed groups, UNICEF will use polls to test the adolescents’ knowledge of what they’ve learned from mentoring sessions and their perceptions of peace. The U-Report polls can also gauge the situation in their communities in terms of conflict and violence. • In Côte D’Ivoire, a U-Report poll implemented in 2017 and shared with the government asked young people whether they thought their opinions were taken into account. This question was answered by 18,000 people across the country, with 60 per cent answering ‘no’.

- As part of a larger PBF programme in Bosnia and Herzegovina U-Report poll results will be used to bring young people's priorities to decision makers and to inform national policy (the target is 10,000 U-Reporters by 2019).
- As part of Myanmar's PBF project, U-Report polls have been used to solicit young people's views on peace and security and feed findings to decision makers in the peace process. Four polls were conducted in 2019; these engaged about 20,000 U-Reporters.

105. While U-Report is limited in how it engages audiences, many UNICEF key informants recognized its added value in complementing broader peacebuilding work and expanding coverage. For instance, Côte D'Ivoire reported more than 300,000 U-Reporters, 11,000 of whom participated in live chats on social cohesion. Similarly, Mali's 'back to school' child ambassadors used radio programmes and community dialogues to enroll approximately 22,025 children in school and to spread awareness messages on the value of school to 214 800 others. UNICEF Philippines aims to engage 100,000 young people through U-Report by 2023, while UNICEF Cameroon hopes to ultimately expand its reach to more than 1 million young people on education for peace via C4D methods (including radio).

106. While mass communication methods can significantly expand reach and can act as important complements to programming, it is not always clear whether they are effective with large audiences, especially on complex issues such as peacebuilding. And even though mass media or social media approaches have demonstrated significant utility as entry points for engagement, recent studies show that they should be complemented by direct forms of engagement to reach the desired levels of effectiveness.⁷⁰ Furthermore, the level and quality of engagement found in mass media campaigns is qualitatively different from that offered by more direct modes of engagement, hence these data includes beneficiaries who were reached via awareness media approaches only in instances where the numbers could be corroborated through another source.

107. A major challenge in assessing and comparing the reach of programmes was that, for most programmes, official data were not available for both targets and results, so the estimated reach of programmes must still be validated with end-of-programme reporting. Another challenge was that because participant data were not age-disaggregated, it is possible that adult beneficiaries were counted, at least in programmes that were adult-led or where adults were collaborators.

5.2 Key milestone for success

108. A significant number of UNICEF programmes reviewed for this evaluation reached important milestones and reflect existing best practices. For the purposes of this review, the criteria for success were generated from the goals, objectives and targets that the programmes set out to achieve, existing frameworks and guidance reflecting best practice in engaging young people in peacebuilding, and from common metrics for programmatic success, such as sustainability. Those criteria are summarized in Box 16 (below).

Box 16: Criteria for success & best practice (effectiveness and scalability)

- Critical gaps for young people in peacebuilding addressed
- Substantive peacebuilding outcomes achieved
- Systems and/or structural barriers of exclusion transformed

⁷⁰ Hemmingsen, S. and Ingrid, K. The trouble with counter-narratives. DIIS Report 2017: 1: http://pure.diis.dk/ws/files/784884/DIIS_RP_2017_1.pdf

- Systems, structures or processes enabling meaningful adolescent and youth participation established or strengthened
- Leadership of young women and/or inclusion of marginalized and hard-to-reach constituencies achieved
- Substantial numerical reach achieved
- Partnerships, collaboration and capacities of young leaders initiated and/or strengthened
- UNICEF strengths and comparative advantage on peacebuilding reflected

109. Several initiatives have been discussed as examples of promising practices in different parts of the report. Table 17 is a summary of some of the initiatives that have either reached milestones of success and/or represent known best practice, as seen in promoting meaningful participation, tangible results and sustainability. While some of these initiatives are still in their first phases of implementation, all of them addressed critical peacebuilding gaps for young people. A few appear to have already achieved substantive peacebuilding outcomes. The table highlights why these initiatives represents a best practice (which includes a view to their possible sustainability) and, if already demonstrating results, the factors that have contributed to them. All demonstrate UNICEF's comparative advantages or possible advantages in engaging young people in peacebuilding.

Table 17: Summary of programmes reflecting best practices and milestones of success

Initiative	Key actions	Best practice & conditions of success	Selected results
<p>Burundi</p> <p>Support to the resilience of young people to socio-political conflicts in Burundi (PBF)</p>	<ul style="list-style-type: none"> • Support young people supported with life skills, including additional skills on forgiveness, mediation and non-violent communication (youth centres). • Conduct specialized modules on engaging critically and constructively with the country's divisive past. Interactive theater methodology also taught. • Collaborate with and do skills building with young people's networks and organizations to support advocacy. • Train 84 child and adolescent journalists engage in peer-to-peer campaigns via television and radio. • Involve local and national authorities in intergenerational dialogue sessions around constructively engaging the past with young people. • Create institutional development plans at the commune level to promote young people's initiatives on peace. 	<ul style="list-style-type: none"> • Building on what already exists, the initiative is engaging young people as trainers of trainers to place them in leadership roles and to expand reach. The programme has a deliberate focus on ensuring that there is a 'continuum of engagement' across age groups – thus supporting the participation of younger adolescents and the leadership (and ownership) of older young people. • The initiative is attempting to engage young people to help address the root causes of conflict by addressing their relationship to the past and putting them at the forefront of reshaping the narrative. • Although this is an inter-agency PBF project, the approach is integrated. All young people participating in the project receive the same training package and skills modules to ensure coherence. • The project illustrates one of UNICEF's key comparative advantages – using the full array of C4D approaches to support multiple entry points for engaging young people in peacebuilding. 	<p>Project is in the initial stages of implementation.</p>
<p>Guinea-Bissau</p> <p>Mobilizing rural youth and adolescents to serve as peacebuilding leaders (PBF)</p>	<ul style="list-style-type: none"> • Support community spaces for young people of different ages. • Engage Bancadas in skills development so that they can contribute to their communities. • Youth facilitators implement 6-month life skills and peacebuilding programme; provide functional literacy support for those in need. • Promote adolescent-led community action projects – including those on improving and monitoring basic services, such as health care centres, schools or water facilities. • Adolescents participate in village management committees. • Hold national-level conferences and seminars and carry out media advocacy campaigns on SDGs and peacebuilding. 	<ul style="list-style-type: none"> • Working with existing structures and institutions is important. By engaging the Bancadas, the initiative is building on resilience structures that have legitimacy among young people. By working through them, the initiative will be able to engage marginalized young people while giving them the skills to contribute to their communities. • The initiative is deliberately designed to use a 'continuity of engagement' approach, where older young people act as facilitators for younger adolescents to create an inter-connected ecosystem for young people's engagement. • A focus on engaging young people in improving access and delivery of basic services (vertical and horizontal social cohesion) demonstrates the possibility of leveraging young people's participation for a multi-sectoral approach to peacebuilding. 	<p>Project is in the initial stage of implementation.</p>

<p>Niger</p> <p>Youth peace brigades</p>	<ul style="list-style-type: none"> • Networks of young people receive specialized skills on conflict prevention, management, leadership and peace culture. • They work at the community level to prevent and manage conflicts. • They collaborate with administrative and traditional authorities to resolve conflicts. • They monitor their locality for potential conflicts. 	<ul style="list-style-type: none"> • The methodology employed by this initiative puts young people (especially young girls) at the forefront of peacebuilding. Supports their leadership by placing them in key positions as conflict mediators. • New PBF project goes beyond parity to address specific barriers to participation that young women face and gives them visibility as actors in their community. • It transforms stereotypes of young people as troublemakers while promoting their inclusion. • The young people participating in the Niger's initiatives are showcasing the impact of their inclusion on peacebuilding by resolving community conflicts. 	<p>44 peace brigades were active in 26 communes in 2018 – with a total of 650 adolescent and youth participants.</p> <p>Young people are trusted to help resolve local community conflicts.</p> <p>The peace brigades have resolved more than 100 community conflicts since 2016 and have organized their own events around peace.</p> <p>The successful methodology was replicated for a PBF project engaging young women. The methodology is a good candidate for scaling up in the Niger and its successes might also make it a good candidate for replication elsewhere.</p>
<p>Colombia</p> <p>1. Somos Paz</p> <p>2. Escuelas en Paz</p> <p>3. Our UNICEF</p>	<ul style="list-style-type: none"> • Support skills building for adolescents and young people in and out of schools, including on peacebuilding. • Create safe spaces inside and out of schools for adolescents and youth. • Adolescents and youth (through community centres or in schools) implement their own initiatives aimed at promoting a culture of peace in schools and communities). • Give an older cohort of young people advanced training and leadership skills to help mobilize their peers for peace. 	<ul style="list-style-type: none"> • Its multiple initiatives – all with strong participatory components – have also allowed the country office to respond to the full age spectrum of young people in a way that takes into account their needs and evolving capacities. • The projects supports a continuity of engagement between adolescents and older youth (as represented by Our UNICEF) and in cases when its initiatives overlap – between young people in and out of school. Our UNICEF, in particular, as a branded initiative that taps into the peacebuilding potential of young leaders, might be a good candidate for replication. • The young people participating in Our UNICEF have come up with innovative and relevant peacebuilding projects. For instance, a Museum of Memory was established to tell the story of what happened to adolescents during the war, the population most affected by its violence. 	<p>In 2018, nearly 4,000 children and adolescents were reached through Somos Paz, and new entities were created in transitional justice systems that include adolescent participation.</p> <p>Escuelas en Paz: 782 teachers participated in training in pedagogies for peace; 16,592 children and adolescents participated in the various components of the programme.</p> <p>Our UNICEF: 27 training of trainers youth volunteers have reached almost 1,300 adolescents through their activities.</p>
<p>Philippines</p> <p>Building Capacities for Sustaining Peace in Mindanao (PBF) + country programme activities</p>	<ul style="list-style-type: none"> • Train of 46 local networks of young people in peacebuilding that have approximately 15,000 members. • Organize a training of trainers for young people belonging to the 25 largest networks – via the Mindanao Peacebuilding Institute. • Include in training capacity development for networks on peacebuilding competencies, social media and communications advocacy approaches. • Support to new Bangsamoro youth member of parliament – connecting to youth networks and financial support. • Foster community dialogues with young people and government units and increase representation of young people in local government team committees. 	<ul style="list-style-type: none"> • Supporting youth networks through master trainer courses has the allowed the initiative to significantly expand its reach while encouraging young people's leadership in their communities. • Institutionalizing representation of young people at the local level is an important pathway for promoting sustainable participation. 	<p>Since its inception, this initiative helped increase the number of young people participating in local government teams by 65% (as of 2018). These municipal teams set priorities for local health budgets, education budgets, youth activities, etc. Participation of adolescents and youth in these teams increases the likelihood they will include priority activities for adolescents and youth in their plans.</p> <p>Young people's networks are currently being trained.</p>

<p>Democratic Republic of the Congo</p> <p>PEAR + III</p>	<ul style="list-style-type: none"> • Establish peace clubs established in schools to engage students aged 6–12 years. • Develop training materials, including child-friendly tools on peace skills (such as comics) (this activity occurred during the PBEA era). • The clubs are teacher facilitated. The children and adolescents decide on their priorities. • Representatives of peace clubs participate in local peacebuilding committees. • Provide basic numeracy and literacy to at-risk adolescents and youth through youth centres. 	<ul style="list-style-type: none"> • The project showcases UNICEF’s comparative advantage of promoting a life skills/peacebuilding approach starting at an early age in conflict-affected settings and enhancing child and adolescent resilience. • Children themselves act as peacebuilders in their schools by fostering a culture of peace and helping reduce conflict and violence. • The peace club’s representation within village structures supports children and adolescent’s inclusion not only in schools, but also outside of them. 	<p>The PEAR +III programme has engaged around 2,000 children and adolescents through its peace clubs.</p>
<p>Iraq</p> <p>CPD Outcome 5: adolescent/youth engagement components</p>	<ul style="list-style-type: none"> • Provide life skills through youth centres. • Carry out trainings of trainers on media engagement for adolescents. • Support young people-led social engagement initiatives that promote social cohesion at the community level. 	<ul style="list-style-type: none"> • A deliberate prioritization on young people’s participation within UNICEF’s policies at the country level has allowed the programme to significantly scale up its engagement with young people. • The initiative is promoting a positive development approach by supporting a large number of adolescent- and youth-led initiatives. Its approach can offer lessons for other UNICEF country offices on how to successfully scale up participation. 	<p>The country office’s prioritization of young people’s participation and support to their community initiatives has led to the significant reach of this program.</p> <p>2018 results show that 4,450 young people led 1,800 civic and social initiatives that engaged 21,150 of their peers.</p>
<p>Bosnia and Herzegovina</p> <p>A more equitable society promoting social cohesion and diversity in BiH – Dialogue for the future II – (PBF)</p>	<ul style="list-style-type: none"> • Provide skills development in schools around dialogue tailored to young people’s evolving capacities. • Establish local dialogue platforms at the municipality level to institutionalize young people’s participation. • Institute a small grants facility to promote youth-led initiatives at the municipality level on challenges identified by dialogue platforms. • Support national-level networking and dialogues for young leaders with decision makers and education ministers. • Promote engagement and dialogue among young leaders in belonging to different countries in the region. • Use U-Report as a platform for feeding young people’s inputs into policy. 	<ul style="list-style-type: none"> • The project has learned from its earlier phase the importance of institutionalizing participation, including at the local level. Now it is firmly promoting this approach, which is likely to significantly enhance this initiative’s sustainability. • Small grants activity within the programme helps young people’s organizations contribute to peacebuilding. The participation of young people within the selection committee can enhance transparency and ownership of the grants process. • The project attempts to address root causes of conflict by ultimately allowing young people to shape decisions around the country’s future, including by addressing the divided nature of its education system. 	<p>Starting with its first phase (Dialogue for the Future I), the project has worked to strengthen a culture of dialogue in Bosnia and Herzegovina. Key informants noted that the concept, given large visibility in the first initiative, is already deepening across the country.</p> <p>UNICEF and its partners have already managed to achieve significant success by creating local dialogue platforms in 28 municipalities. The next steps are to ensure that these platforms have influence.</p> <p>While the initiative’s credibility has taken a long and concerted effort to build, working at scale and over a longer term in this way is a model for how the UN might invest in inclusive infrastructures that can lead to broad transformation.</p>

110. The promising practices and conditions of success highlighted by the examples above, as well as throughout this report, are integrated into the section below on how, going forward, UNICEF can strengthen its engagement with young people on peacebuilding.

5.3 Efficiencies and comparative advantages in programme implementation

111. UNICEF comparative advantages were examined previously from the global/regional perspective (see Section 3.1). This section summarizes UNICEF comparative strengths, in terms of its opportunity to advance peacebuilding programmes for young people at the country level.

Finding 16: UNICEF expertise and capacities in life skills education, including various life skills competency frameworks, were applied to the design of peacebuilding-oriented life skills training.

112. UNICEF peacebuilding-oriented life skills and civic education frameworks focus on competencies that holistically equip children, adolescents and youth with the knowledge, skills and attitudes they need to reach their full potential and contribute positively to their societies.⁷¹ In addition, UNICEF has developed a number of frameworks for the skills young people need to develop to flourish and to actively participate in their communities. These can be adapted and applied in a range of contexts. The Nashatati initiative in Jordan used sports and games to foster peacebuilding-oriented life skills. It was based on a framework developed by UNICEF Middle East and North Africa Regional Office (see Box 17, below).

Box 17: MENARO life skills and citizenship education conceptual framework

The peacebuilding-oriented life skills and citizenship education conceptual framework is articulated as 12 core skills oriented around four dimensions of learning. The skills cut across different dimensions of learning, including 'learning to know' (cognitive dimension); 'learning to do' (instrumental dimension); 'learning to be' (individual dimension); and 'learning to live together' (social dimension).

The framework integrates critical social competencies that enable adolescents and young people to 'learn to live together', making it highly relevant for young people's engagement in peacebuilding.

Source: UNICEF, *Reimagining Life Skills and Citizenship Education in the Middle East and North Africa: A Four-Dimensional and Systems Approach to 21st Century Skills – Conceptual and programmatic framework*, 2017.

113. Nashatati (which means 'my activities' in Arabic) was implemented in 12 governorates in Jordan to promote social cohesion among school-age children and adolescents. When compared with a baseline measure, there was a 20 per cent increase in programme beneficiaries who reported that "they would deal calmly with a confrontation and not resort to violence" and a 21 per cent increase in those who said they were "are willing to play and work with other students of different ages and nationalities".⁷² Also, prior experience from the PBEA era suggests that when contextualized and applied well such frameworks have a potential to be transformative.

114. While there are multiple peacebuilding-oriented life skills frameworks that can be applied to peacebuilding programming, field-level staff reported that they lacked the technical skills required to reinterpret these frameworks for peacebuilding programming and tailor them to the needs of young people in their operating contexts. They also reported that they were unable to articulate how life skills competencies contributed to peacebuilding outcomes.

⁷¹ UNICEF, *Reimagining Life Skills and Citizenship Education in the Middle East and North Africa: A Four-Dimensional and Systems Approach to 21st Century Skills – Conceptual and programmatic framework*, 2017, p. 31.

⁷² UNICEF, *Life Skills, Social Cohesion and After-School Activities Programme*, 2018, pp. 2–3.

Finding 17: Both peacebuilding-oriented life skills and communication for development (C4D) approaches were featured in most programmes that reached important milestones of success; mass media approaches were an entry point for positioning programmes for implementation at scale.

115. Like peacebuilding-oriented life skills programming, communication for development (C4D) is a long-standing methodology⁷³ that engages young people (and members of the wider community) in imparting messages about important development issues. When applied to peacebuilding, C4D creates safe spaces to discuss the causes and consequence of conflict and foster ways to address it. UNICEF's use of C4D to engage young people in peacebuilding was often organized around intergenerational and community dialogues.

116. C4D approaches were an important pathway for UNICEF to engage young people in peacebuilding at the national level. For example, in a PBF project in partnership with UNDP, IOM, OHCHR and UNFPA in Madagascar, UNICEF developed a national C4D strategy that targets young people with the goal of building their resilience to violent behaviour. About 100 young people (aged 14–19) were consulted prior to crafting the strategy, which contains key messages for decision makers (listen to the needs of the people), security forces (work to build trust in communities) and young people (participate constructively in your communities).

117. Providing opportunities for young people to apply peacebuilding-oriented life skills is critical for programme success. Young people-led community initiatives are the most common approach to providing opportunities for young people to apply peacebuilding-oriented life skills. This was the case for the programme implemented in the Kyrgyzstan-Tajikistan border region. Such initiatives were either integrated as shorter activities throughout the programme cycle or introduced as pilot initiatives at the end of the programme cycle. Use of TV, video, radio, interactive theater and information and communications technology (ICT) tools (e.g., U-Report) were also featured in peacebuilding initiatives. These approaches were used in the Cameroon-Chad and Tajikistan-Kyrgyzstan border regions and in Burundi, Madagascar and Mali. Use of mass media tools such as television raises awareness of important societal issues and can position programmes for implementation at scale.

Finding 18: UNICEF comparative advantages include strong relationships with government officials, trust of diverse stakeholders in conflict contexts, the ability to mobilize resources quickly in humanitarian crises, and the capacity to work along the humanitarian-development continuum.

118. In all field visit countries, UNICEF had strong relationships and trust with government officials at all levels. In sensitive contexts, UNICEF was able to garner widespread support of government officials. In Burundi, for example, where there were suspicions that politicians were manipulating young people for their own gain and where engagement with young people is often viewed with suspicion, UNICEF has garnered support from government officials at all levels, who as a result requested UNICEF to expand coverage of the programmes. Many of them inquired about plans for the next phase of programming and offered their support for any efforts to scale up.

119. Peacebuilding programmes are often launched in the later stages of humanitarian response in fragile and conflict-affected countries. Field-based UNICEF staff as well as non-UNICEF respondents noted that UNICEF's ability to mobilize resources quickly and plan and launch peacebuilding

⁷³ Communication for development refers to the use of communication tools and methods (both face-to-face and through media systems) to promote understanding, collaboration and development.

programmes at critical times in complex conflict contexts – where opportunity to advance peace can often pass quickly – were instrumental.

120. For instance, the passage of the Bangsamoro Organic Law in Mindanao, the Philippines in 2018, its subsequent ratification in January 2019 and the creation of a new politically and fiscally autonomous Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in February 2019 all happened in quick succession. Not only were these significant milestones; they also represented an opportunity to achieve a lasting peace. The UNICEF Mindanao Field Office was able to capitalize on established relationships with diverse conflict actors to expand programming. In a few cases, non-UNICEF respondents indicated that their agencies had initiated processes to launch their response, but because the context was evolving at a fast pace, they were unable to get programming approved and allocate funding before emerging opportunities were gone. At the same time, respondents from other organizations indicated that UNICEF needed to streamline some of its business processes, which can sometimes disrupt the ability of partners to plan and launch programmes that capitalize on emerging opportunities for peace.

5.4 Implementation at scale: challenges and opportunities

121. Poor coordination or lack of strategic alignment of peacebuilding efforts with other agencies can undermine peace processes and broader peacebuilding efforts. Joint planning and coordination mechanisms are necessary for determining shared goals and clarifying roles and responsibilities of the various agencies. An analysis and understanding of UNICEF's comparative advantages in peacebuilding are necessary to enhance the efficiency of coordination of peacebuilding efforts and the effectiveness of UNICEF contributions to wider peacebuilding efforts.

Finding 19: Most country offices have not determined how best to position UNICEF peacebuilding efforts, or how to articulate the organization's comparative advantage in engaging young people in peacebuilding vis-à-vis that of other UN agencies and key actors.

122. An independent review by ODI conducted in 2018 underscored the ability of UNICEF to play a key strategic role in sustaining peace. The review,⁷⁴ which analysed the capacities of UN agencies, funds and programmes to contribute to the sustaining peace agenda,⁷⁵ indicated that UNICEF is among the best-placed agencies to do so. This is due to UNICEF's field presence, focus on service delivery and capacity to address societal drivers of conflict.

123. While UNICEF has significant comparative advantages that can be harnessed for peacebuilding programming (a clear mandate for children and adolescents, relationships with governments and communities, and extensive country presence (including subnational presence) in fragile contexts, programmes have primarily been built around the current funding cycle and associated reporting mechanisms (in the case of PBF-supported projects). Many peacebuilding interventions have been driven by sector-based approaches (education, child protection or C4D). In some places, several peacebuilding initiatives engaging young people were housed in different parts of the same office, with limited coherence among them. Sectoral approaches taken by UNICEF obfuscated the links to broader peacebuilding work being done by other partners.

124. For example, in Guatemala UNICEF set up a network of 3,000 adolescents (aged 12–17) in indigenous rural communities to implement activities related to young people's safety and well-being. Adolescents host radio programmes addressing child protection issues and collaborate with

⁷⁴ Pantuliano, Sara, et al., *The Capacities of UN Agencies, Funds and Programmes to Sustain Peace: An independent review*, ODI, 2018.

⁷⁵ As outlined in the U.N. General Assembly and Security Council 'peacebuilding resolutions' (A/RES/70/262 and S/RES/2282).

authorities to incorporate their priorities into municipal plans. This is quite a strong initiative, with strong participation elements and with peacebuilding relevance. At the same time, though, other UN agencies in the country were promoting national-level peacebuilding initiatives centred on dialogues with young leaders on the future of the country. While evaluation respondents agreed that peacebuilding was highly relevant in the context, the conceptual differences among implementing agencies appear to explain why these agencies did not establish links between the various programme approaches. Overall, there was broad agreement among UNICEF respondents on the need to better conceptualize and promote the comparative advantages of UNICEF in engaging young people in peacebuilding.

Finding 20: Country offices that implemented peacebuilding or adolescent initiatives as a part of their CPD commitments tended to have more coherence; they also demonstrated more preparedness and planning for working at scale.

125. UNICEF initiatives were mostly a collection of activities, some of which were being implemented through project funding with no assurance of continued support. Also, because many of the initiatives were funded under the 'project modality, the point at which they began to reach some level of maturity and to provide new learning was most often at the end of the project cycle. The evaluation observed that a just a few countries (4 of 20)⁷⁶ implemented programmes based on one or more CPD outcomes addressing youth participation, or a CPD component on peacebuilding/social cohesion.

126. In a subset of PBF programmes that were implemented jointly with other UN agencies, UNFPA and UNDP had a strong culture and practice of working with young people's organizations and networks. Working in partnership with youth organizations is a more promising way to scale up interventions led by young people. For UNICEF, young people who were engaged in peacebuilding initiatives did so as individuals, rather than as part of a youth organization or network. And while UNICEF is generally strong on partnerships, this evaluation finds that the organization has not directed much effort into cultivating relationships with youth-led organizations; neither has it collaborated systematically with peacebuilding or youth-led organizations/networks for young people.

127. Several explanations were provided. One is that UNICEF country offices were hesitant to engage with organized groups of young people since a significant portion of the membership in young peoples' networks fall outside UNICEF's mandate. However, informants indicated that failure to engage with youth networks has often created a disconnect between UNICEF-supported adolescent and youth activities and the broader peacebuilding ecosystems. Thus, while UNICEF has promoted adolescent and youth activities related to peacebuilding at the local level, these activities are not necessarily being linked to the work being done by other partners or with young people's organizations.

Finding 21: High staff turnover often prevented programmes from moving from pilot phase to implementation at scale. Peacebuilding programmes were largely supported through project funding, resulting in a lack of continuity in programming and/or staff positions.

128. Respondents noted that high staff turnover is one of the key factors undermining scale-up of peacebuilding initiatives. Peacebuilding programmes are found in conflict-affected countries with humanitarian programming. A significant proportion of those countries are either non-family duty stations (with staff tenures of two years, as compared to four or five years at regular duty stations) or 'difficult' duty stations (with hardship ratings of C, D, or E). High staff turnover in these countries makes it difficult for staff to witness complete cycles of programming for new initiatives.

⁷⁶ See Box 4 for the countries countries with CPD results

129. Relatedly, challenges in staff turnover have resulted in poor knowledge management and loss of institutional memory. For instance, during field-based data collection, current programme staff had no record of important information about the planning phase the programme in one country, while information that was provided by a current staff member was incomplete and later contradicted by accounts from a former staff member in a second country. In both places the evaluators resorted to remote interviews with individuals who had rotated to other duty stations. These examples illustrate the need for new approaches to knowledge management and human resource management in conflict-affected countries.

130. While the focus was rightly placed on implementing programmes, considerations for scaling up were, in most cases, left to the end of the pilot programme funding cycle, or were not at all part of programme design. Lack of planning for scaling up, in a context of high staff turnover, meant that new staff almost always pursued new pilot projects. As a result, country offices were caught in perpetual cycles of piloting new projects instead of moving successful and promising programmes to scale.

Finding 22: Most country office staff with accountabilities for peacebuilding had no relevant expertise and or experience in peacebuilding.

131. In almost all country offices, peacebuilding initiatives were relatively small compared with other cross-cutting programme areas (gender, C4D, adolescent participation, ECD, social policy, etc.). They were often implemented by staff with only a secondary, and sometimes even tertiary responsibility for peacebuilding. Only a few staff had any relevant expertise that could be applied to peacebuilding. In some places, there was confusion around what 'counts' as peacebuilding-relevant work. Some key informants at the country level noted that they did not 'work on peacebuilding', even though they were implementing programmes that had the goal of promoting social cohesion. And while there were a few staff who had participated in the PBEA programme and carried over this work into new positions and contexts, former PBEA countries no longer housed technical experts in peacebuilding either.

SECTION III: CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions from this Formative Evaluation of UNICEF Engagement of Young People in Peacebuilding and presents recommendations arising from the evaluation.

Chapter 6. Conclusions and key messages

6.1 Overview

132. This chapter presents conclusions based on the evidence and a summary of the findings. Conclusions are presented in line with the evaluation questions in the order in which they appear in the body of the report. The chapter also provides a summary of messages, supported by other evidence where necessary. The evaluation also offers assessments about the performance of UNICEF-supported peacebuilding programmes for young people (with relevant evaluation criteria noted).

6.2 Making the right programme choices for young people

133. This section addresses the first evaluation question, which examined the extent to which UNICEF-supported peacebuilding programmes were designed to address the needs of different groups and communities of young people, and whether the programmes targeted the right outcomes.

134. **On positioning:** The evaluation found that UNICEF is positioned well at the global level, with a clear mandate for children and adolescents, to champion the needs of young people who live in environments characterized by lack of peace and security. UNICEF is well positioned to help young people empower themselves and other young people. At the country level, UNICEF is reported (by another evaluation), to be among the best placed agencies to play a strategic role in sustaining peace, due to its field presence, focus on service delivery and capacity to address societal drivers of conflict. However, peacebuilding programmes did not obtain the levels of funding that other UNICEF sectors commanded, so peacebuilding programmes were built around short funding cycles.

135. **Programme goals, objectives and programme logic:** Most programmes had as their primary goals strengthening capacities of individuals to promote resilience and fostering horizontal social cohesion and vertical social cohesion. And contrary to a basic practice in peacebuilding programming, a significant number of programmes included in this evaluation did not perform conflict analyses to inform programme rationale and choices. Those programmes did not demonstrate coherent links between conflict drivers, intended outcomes and pathways to achieving intended outcomes. Additionally, programmes tended to operate only at the level of managing conflict and did not address the much more arduous processes of conflict transformation.

136. **Programmatic approaches to engage young people:** All programmes integrated peacebuilding-oriented life skills, communication for development C4D approaches (e.g., organizing intergenerational and community dialogues featuring young people). Media approaches (e.g., TV, video, radio and interactive theater) and ICT tools (such as U-Report) were featured in many programmes. On the other hand, disarmament, demobilization and reintegration (DDR) was featured only in a small number of programmes, despite this being a component with greater utility for peacebuilding than most of the other approaches.

137. While the revitalization of peacebuilding programming in UNICEF is a welcome development, peacebuilding programme practice and associated technical competencies seem to have regressed since the last major peacebuilding programme was concluded in 2016. For instance, even with increasing numbers of UNICEF programmes being implemented in conflict-affected areas, there was no evidence that conflict analysis was used in peacebuilding

programme design, presumably due to the lack of up-to-date conflict analyses. Accordingly, **Conclusion 1** acknowledges the opportunity to reclaim the peacebuilding for young people.

Conclusion 1: The peacebuilding programmes reviewed in this formative evaluation were understood as a new generation of peacebuilding programmes. UNICEF has the experience, opportunity and new tools to ensure that programmes are evidence-driven, responsive and effective. Taking on peacebuilding as a significant component of the agenda for young people is the right thing to do as UNICEF seeks to disrupt legacies of helplessness in young peoples' lives. It is also a reasonable and moral choice – and one that has to be acted upon immediately.

138. In view of the conclusion above, ***the evaluation recommended the following:*** (a) that UNICEF should articulate an organization-wide vision for peacebuilding and sustaining peace across a greater variety of social arenas, that is centered on harnessing young people's agency as the key proponents and the primary beneficiaries for peaceful societies and take the necessary steps to re-introduce the peacebuilding agenda into the consciousness those who work to empower young people (Recommendation 1); and, (b) that the Programme Division should develop a holistic strategy to shape a new generation of programmes for peacebuilding and sustaining peace that features young people's participation as a core pillar of its approach, leverages the organization's experience, expertise, and comparative advantages, and articulates the partnerships that the UNICEF should prioritize based on an assessment of the strengths of those partners relative to that of the organization (Recommendation 2).

6.3 Young people's participation in peacebuilding

139. In order to address the second question, the evaluation provided a description of the level/degree of young people's participation in UNICEF-supported peacebuilding programmes and the roles they had. It also examined the barriers to participation in UNICEF-supported peacebuilding programmes, and found as follows:

140. UNICEF approach to young people's participation: Young people were primarily considered beneficiaries of peacebuilding programmes, and also as having a role in insuring that programmes succeeded. Elements that support collaboration with young people were embedded in programme design. However, conceptualization and design of the peacebuilding programmes was only consultative when it came to young people, as was participation in policy-level initiatives. Selection of young participants for UNICEF programmes was largely done by adults (typically by UNICEF staff in consultation teachers, or by adult community members). The use of U-Report polls might be made more 'collaborative' and engaging by having young people contribute the questions and then using poll results for peacebuilding-related advocacy.

141. Diversity of young people covered by the programmes: UNICEF-supported peacebuilding programmes covered a cross-section of young people considered mostly hard-to-reach young people in rural areas who face multiple vulnerabilities, and poor, marginalized young people in cities. However, most programme documentation did not note the age of programme participants; some activities were not age-appropriate for younger adolescents. More importantly, young women and girls were grossly under-represented in some programmes among programme implementers and beneficiaries. As a result, programmes did not address gendered causes of conflict, further exposing young women and girls to potential marginalization.

142. **Barriers and challenges to young people's participation:** Barriers to participation included lack of financial incentives and the opportunity cost of participating, both of which prevented more marginalized young people from participating in significant numbers; perceptions of tokenism, which suppressed interest and motivation to participate among some groups of young people; and pervasive negative social norms related to interactions between young people and adults and participation of girls and young women in public spaces. Young women were under-represented in UNICEF-supported peacebuilding programmes, while UNICEF support for leadership of adolescent girls and young women in peacebuilding was inadequate.

Conclusion 2: UNICEF has raised the profile of young people's participation and empowerment and the issues around it. This is seen in the commitments of the current strategic plan (UNICEF Strategic Plan 2018–2021), technical inputs in this area at the global level, its membership in various partnerships (such as Generation Unlimited) and in investments UNICEF has made for the empowerment of girls and young women. For most of the programmes reviewed, however, these elements were not connecting as they should at the country level, where opportunities offered by the programmes described in this evaluation and funding support from entities such as the Peacebuilding Fund could be catalytic in producing more tangible results in terms of peacebuilding, gender equality and the empowerment of girls and young women.

143. In view of the conclusion above, and consistent with a dual focus on young people and on gender-transformative peacebuilding, *the evaluation recommended that the Programme Division should lead a targeted, systematic and time bound effort to elevate the role of young women and girls in peacebuilding programmes, with the goal of increasing their access to peacebuilding programmes as beneficiaries and enhancing their participation in roles such as trainers, mentors, and leaders (Recommendation 3).*

6.4 Programme achievements: targets and reach of UNICEF peacebuilding programmes

144. The evaluation addressed programme coverage by attempting to piece together the evidence on the extent to which UNICEF-supported peacebuilding programmes reached their intended groups or communities of young people (Question 3). Selected findings include the following:

145. The number of young people reached by peacebuilding programmes varied significantly by context. Programmes reported targets to reach from 500 up to 500,000 young people. However, evidence suggests beneficiaries were more in the range of 5,000 to 20,000. One way individual initiatives reached high volumes of participants or beneficiaries (more than 1,000) was by engaging young people's organizations or young leaders via the training-of-trainers approach.

146. **Official validated figures for targets and results were not available in some cases.** The evaluation team encountered a major challenge assessing and comparing the reach of programmes, because for most programmes official data on targets and final results were not available. The estimated reach of these programmes is yet to be validated through end-of-programme reporting. Also, because participant data were not disaggregated by age, it is possible that adult beneficiaries were counted, at least in programmes that were adult-led, or where adults were collaborators.

147. **Positioning peacebuilding programmes as part of the CPD amplified the reach of programmes; it also brought assurances of continuity.** Integrating peacebuilding outcomes as components of the CPD allowed programmes to attain their targets over several years and reach higher numbers of participants. Unfortunately, only about 30 per cent of country offices specified peacebuilding as a CPD result/outcome, or as a CPD component around which a number of peacebuilding outcomes were organized. Other than that, programmes that used ICT and media tools (such as U-Report) reported reaching more adolescents and youth, even though the positive impact of a mass media campaign could easily be reversed by transmitting bad information through the exact same channel.

Conclusion 3: While programmes have demonstrated some success in reaching young people with peacebuilding initiatives, tangible outcomes require long-term commitments to peacebuilding to be demonstrated by including peacebuilding programmes in successive CPDs to extend programme reach and ensure accountability for peacebuilding results.

148. In view of the conclusion above, ***the evaluation recommended that:*** (a) *UNICEF should anchor its peacebuilding approach and participation of young people in the broader strategic planning and programming architecture of UNICEF country offices (CPDs, strategies, etc.) and advocate that governments demonstrate a long-term commitments to peacebuilding by including peacebuilding programmes in successive CPDs to ensure accountability for peacebuilding results (Recommendation 4); and, (b) that Programme Division should monitor the implementation of the requirement to conduct conflict analysis to inform programmes in all conflict-affected countries, support country teams to articulate clear and measurable peacebuilding outcomes in response to the drivers of conflict identified in the conflict analysis and develop monitoring framework that will enable effective tracking and reporting and learning from peacebuilding outcomes associated with certain drivers of conflict (Recommendation 5).*

6.5 Programme achievements: key milestone for maximizing success

149. In this section, a summary of findings is presented on whether UNICEF peacebuilding initiatives reached significant milestones or produced results that could potentially be scaled up (Question 4). Evaluation evidence pointed to the following:

150. **UNICEF life skills approach is particularly well suited as a foundation for peacebuilding.** While all the competencies are interrelated, a set of skills oriented around ‘living together’ – centred on community engagement, empathy and respect for difference – were observed, demonstrating the potential for to be transformative. Some evidence success was seen in field locations. However, this evaluation was unable to determine whether peacebuilding programmes were effective at transforming the root causes of violent conflict, or the extent to which state, society and inter-group relations were influenced by the programmes. This inability to determine effectiveness was due to the lack of systematic monitoring, documenting or reporting of evidence.

151. **Programmes that reached important milestones of success had a few common characteristics.** They integrated peacebuilding-oriented life skills and C4D approaches, had high levels of collaboration among participants and provided young people with the skills they needed to participate actively in their communities, whether through schools or youth centres. However, country offices which were able to anchor young people’s participation into Country Programme Documents or implement peacebuilding initiatives as a part of their CPD

commitments tended to have stronger peacebuilding projects and had more success at working at scale.

152. **Programmes demonstrated limited knowledge and capacities in the core technical skills required to develop effective peacebuilding programmes.** A thorough knowledge base – including strong capacities to analyse, prevent, resolve and transform conflict – was identified as one of the key success factors in achieving sustainable peacebuilding outcomes. Yet a significant number of managers were introduced to the key concepts of peacebuilding at the same time as they were required to develop and lead peacebuilding programmes.

153. **Other key factors that enhance the potential for programmes to scale up** included strong relationships with government officials and high motivation of beneficiaries to support expanding coverage. Motivation of beneficiaries to support going to scale, however, was often underutilized because programme staff seldom considered plans for scaling up a programme until they near the end of the pilot programme funding cycle. In addition, gaps in funding between programme cycles, coupled with staff turnover, often prevented programmes from move from to pilot phase to scale up.

Conclusion 4: Adolescent- and youth-led initiatives in schools or at the community level have had a strong role in helping young people gain life skills and peacebuilding competencies. These initiatives have also had relative success in engaging young people and eliciting productive, cooperative behaviours from them. However, the impact and scalability of these positive effects was dimmed by the lack of effort to connect young people to broader peacebuilding ecosystems. Essentially, programmes failed to promote young people’s participation in decision making and the institutionalization of peace and security in public policy.

154. In view of the conclusion above, ***the evaluation recommended, that UNICEF should expand and strengthen peacebuilding expertise throughout the organization by increasing the number of conflict and peacebuilding experts among its staff, build a new set of tools and methodologies to engage UNICEF staff, as well as build the capacities of young people in peacebuilding (Recommendation 6).***

6.6 Programme achievements: comparative strengths and efficiencies

155. A summary of findings on the comparative strengths of UNICEF vis-à-vis other UN partners is presented below (Question 5). These relate to the relative efficiencies of the organizations engaged in the peacebuilding initiatives reviewed in this evaluation and speak to how UNICEF can maximize its own comparative advantage to advance peacebuilding programming for young people globally and regionally. At the country level, those strengths were judged on the extent to which they fostered continuity and sustainability of programmes. Selected findings are as follows:

156. **Most staff were aware of the strengths of their organization, many of which are being used as entry points for peacebuilding programming.** However, staff have not capitalized on those strengths. Peacebuilding work has not taken root in UNICEF if this is judged by the extent to which peacebuilding has become one of the core strategies of the organization’s programming in conflict-affected countries (because it has not).

157. **The understanding of comparative strengths in peacebuilding programming among UN agencies was weak.** Apart from commending the PBF for the power of the purse

that it commands, the evaluation found that UN staff (from UNICEF and other UN agencies) displayed a lack of curiosity about the comparative advantages of each other's organizations, thus limiting the cumulative efficiency of peacebuilding efforts.

158. **There was broad agreement (among UNICEF respondents) on the need to conduct a sober assessment of UNICEF comparative strengths and weaknesses** – what the organization can do well and what it should leave to others to do. Staff felt the need to better conceptualize the intended outcomes of UNICEF's collaboration with others in the peacebuilding arena, along with its engagement strategies and partnership arrangements.

159. **The PBF was found to be a driving force for collaboration among UN agencies and non-UN partners**, and was credited for much of the progress that each organization has made (individually and jointly) in peacebuilding programming. However, in many cases the collaboration fostered by PBF-supported projects started and ended with those projects. Also, the strategy of engaging with youth organizations and networks was identified to be a force-multiplier, with the potential to contribute significantly to the sustainability of peacebuilding programmes. Unfortunately, UNICEF has been found to be lagging behind when it comes to embracing this strategy fully.

160. **The strongest peacebuilding efforts were found to be driven by motivated individuals with peacebuilding experience.** UNICEF developed a comprehensive knowledge base and tools for peacebuilding programming in the PBEA era which were acknowledged by partners as highly significant contributions to the field. However, the organization has not achieved similar success for cultivating and developing peacebuilding expertise or for deploying that expertise throughout the organization.

Conclusion 5: UNICEF's strengths, acknowledged by UNICEF and non-UNICEF staff alike, were utilized in UNICEF peacebuilding initiatives as well as in joint PBF-supported programming. However, peacebuilding is not entrenched as a core programming strategy of the organization in conflict-affected countries, due partly to the view held by some that UNICEF is not a peacebuilding organization. There is a new opportunity for the organization to capitalize on the support received from the PBF and to re-engage with the experiences of the PBEA programme.

161. In view of the conclusion above, ***the evaluation recommended that the Programme Division should develop a holistic strategy to shape a new generation of programmes for peacebuilding and sustaining peace that features young people's participation as a core pillar of its approach, leverages the organization's experience, expertise, and comparative advantages, and articulates the partnerships that the UNICEF should prioritize based on an assessment of the strengths of those partners relative to that of the organization (Recommendation 2).***

6.7 Evaluative assessment

162. **Relevance:** This evaluation found that UNICEF-supported programmes engaging young people in peacebuilding generally addressed a wide array of relevant needs of young people in diverse contexts. However, it wasn't always clear how programming was addressing conflict issues.

163. **Coverage:** UNICEF-supported programmes engaging young people in peacebuilding tended to be deliberately designed to engage a cross-section of young people considered marginalized or 'hard to reach.' However, the link between beneficiary targeting decisions and

programme choices was not clear. Also, younger adolescents were represented insufficiently in the programmes as collaborators or beneficiaries.

164. **Effectiveness and scalability:** By and large, programmes were largely at their formative stages. The evaluation gathered evidence that indicates that countries are developing their peacebuilding processes and capacities, while progress on peacebuilding outcomes was observable in the few field locations that were visited. Young people were well represented in these activities, mainly because the group of programmes that was selected were those that were implemented in collaboration with them. Relatedly, many programmes were in the process of developing monitoring tools and mechanisms to collect data that can be used to measure progress towards peacebuilding outcomes. For that reason the evaluation was not able to assess the effectiveness of peacebuilding programmes at transforming the root causes of violent conflict. Also, gaps in funding between programme cycles and staff turnover often prevented programmes from moving beyond the pilot phase.

165. **Efficiency and sustainability:** In most cases, programmes did not maximize UNICEF comparative advantages in peacebuilding vis-à-vis that of other UN agencies. This limited the broader efficacy of UNICEF peacebuilding efforts and made it difficult for staff to find entry points for collaboration with other agencies and non-UN partners. Additionally, limited experience in peacebuilding among country-level staff and a lack of technical experts in regional offices posed numerous challenges to maximizing UNICEF peacebuilding work. One key success of programmes (and one critical for achieving sustainable outcomes) is for programme participants to demonstrate a strong capacity to analyze, prevent, resolve and transform conflict. However, programmes included in this review did not often consider development of higher-level peacebuilding capacities of peer educators, community leaders and other stakeholders, which could contribute to sustainability of efforts. Additionally, UNICEF engagement with youth organizations and networks and formal and informal institutions was not common, even though this type of engagement could contribute greatly to programme sustainability.

Chapter 7. Recommendations

7.1 Overview

166. UNICEF has significant comparative advantages that can be harnessed in peacebuilding programming. At the global level, these include a clear mandate for children and adolescents; an extensive country presence characterized by strong programmes in most developing countries and in all countries that require and/or implement humanitarian programming; the strong network of partnerships, standing and influence required to convene key partnerships; and a breadth and depth that enable the organization to work upstream on policy advocacy and development, to mention a few.

167. The evaluation found, within sampled programmes, that UNICEF at the country level had already begun to engage concretely with young people on peacebuilding, with some success, even though the evaluation did not spend much time looking for results because of its formative nature. Yet the evaluation recognizes the unique experience and expertise that UNICEF possesses in the following areas:

- Working with in-country partners at the humanitarian-development nexus;
- Fostering trust-based engagement with local communities and government partners;
- Engaging ‘hard-to-reach’ young people in conflict-affected and fragile settings;
- Providing young people with educational opportunities (both in and out of school), especially through life skills that integrate key peacebuilding and participation competencies;
- Promoting education for peace initiatives through educational institutions;
- Supporting adolescent-led initiatives that have peacebuilding implications both in schools and at the community level;
- Implementing C4D approaches (such as radio, TV and social media) as avenues for adolescent and youth-led initiatives;
- Technical capacities in most sectors – education, WASH, child protection, social inclusion, C4D, etc.;
- Experience harnessing social service delivery for peacebuilding and social cohesion;
- Encouraging adolescent and youth participation on child protection issues with high peacebuilding relevance; and
- Supporting young people’s participation in expanding access to basic services for their communities.

168. These strengths are a foundation for peacebuilding programming at the country level and should be the building blocks of UNICEF’s engagement with young people on peacebuilding. However, the evaluation also found several weaknesses in UNICEF’s approach to young people’s engagement in peacebuilding. In addition, there are key areas where UNICEF is well positioned to contribute to young people’s engagement but has not yet taken full advantage of.

169. The recommendations presented in this chapter draw from findings and conclusions of the evaluation. They attempt to propose and justify, from a long menu of possible solutions, key actions that can shape the thinking of UNICEF leadership and technical teams on how to support country-level engagement in peacebuilding. Recommendations 1 and 2 address the need to advance the overall vision and approach to peacebuilding at the corporate level.

170. The remaining recommendations, mostly targeted for execution by CERP as the Programme Division lead for peacebuilding, propose priority areas for strengthening peacebuilding programming practices. The expectation is that CERP will collaborate with teams in PD and other headquarters division where necessary, and definitely with technical staff at the regional and country offices. Selected members of the reference group were invited to validate the recommendations, first to

determine whether they were based on the findings of the evaluation and were well targeted and actionable, and then to determine whether the required follow-up actions were practical and feasible.

7.2 A revitalized agenda for peace and security (6.2)

171. Children and young people of ages 24 years and under constitute more than 50 per cent of the population in approximately fifty (50) least developed countries where UNICEF works. So investment in young people – from Generations Unlimited and other similar initiatives – will indeed help young people prepare to have productive lives and citizenship. However, many young people live in societies that are chaotic and fragile due to years of conflict and a failure to prepare for and respond to natural disasters. For that reason, a significant proportion of investment in young people should be applied to promoting just, peaceful and inclusive societies (SDG 16).

172. Creating strong, peaceful institutions is a necessary – but not sufficient – condition for advancing the Agenda for Sustainable Development. This is particularly true for SDG 1 (to end poverty in all its forms everywhere), SDG 4 (to ensure inclusive, equitable and quality education for all) and SDG 8 (promote sustained decent work and economic growth for all), among others. It will also afford young people the space to lead global progress as they apply their agency, creativity and problem solving power to the world's greatest challenges.

173. UNICEF has a clear mandate for working with children and adolescents, established networks for global and national-level advocacy and policy making and a comparative advantage of strong working relationships and community collaboration. The current focus on young people is an opportunity to advance a new vision for engaging young people in peacebuilding and integrate this vision into all the organization's programmes. Associated with **Conclusions 1 and 5**, the first two recommendations target UNICEF leadership and speak to the need to pronounce a bold and revitalized vision for creating and sustaining peaceful societies for the world's children, and to rally the world community around the peacebuilding agenda.

Recommendation 1: UNICEF should articulate an organization-wide vision for peacebuilding and sustaining peace in a greater variety of social arenas, one that is centred on harnessing young people as the key drivers of and the primary beneficiaries of peaceful societies. UNICEF should take the necessary steps to reintroduce the peacebuilding agenda into the consciousness of those who work to empower young people.

174. One of the tangible actions to actualize this new vision would be for UNICEF to convene a series of activities on the role of young people in the realization of SGD 16, which would include participating at forums such as Regional Forums for Sustainable Development, and the next High-Level Political Forum which will feature SGD 16. The purpose of these efforts would be to coalesce partners in the humanitarian space around the peacebuilding agenda as part of the humanitarian, development and peace[building] nexus.⁷⁷

Recommendation 2: The Programme Division should develop a holistic strategy to shape a new generation of programmes for peacebuilding and sustaining peace that features young people's participation as a core pillar of its approach, leverages the organization's experience, expertise, and comparative advantages, and articulates the partnerships that the UNICEF should prioritize based on an assessment of the strengths of those partners relative to that of the organization.

⁷⁷ This emphasis is meant to differentiate UNICEF's conceptualization of the 'triple nexus' from the UN interpretation with its emphasis on peacekeeping.

175. A logical first step to developing a strategy is to commission an audit or stock-taking of UNICEF comparative strengths (people, systems, programmes, process, tools and resources) vis-à-vis other actors in the peacebuilding theater (UN agencies, peacebuilding organizations, think tanks, networks and individual practitioners), and then to rationalize the types and purposes of partnerships that the organization aims to build around the peacebuilding agenda.⁷⁸

7.3 Leaving no young person behind (6.3)

176. By and large, peacebuilding initiatives covered in this evaluation made a good faith effort to ensure participation of all constituencies of young people. And a significant number of initiatives engaged young people in a collaborative manner during their implementation. However, as long as programme design and policy-level work are only consultative, final decisions on priorities will be made by adults. This means that young people's views will be under-represented.

177. More importantly, many programmes reviewed did not succeed in one important regard: participation of young women and girls was extremely low. This can be explained, partly, by the fact that only a few of the programmes offered a clear articulation of barriers that young women and girls face when they attempt to participate in public spaces, especially in fragile and/or less stable environments, and even fewer offered gender-transformative peacebuilding strategies.

178. Similarly, there were relatively few stand-alone initiatives or activities dedicated to promoting young women's and girls' leadership on peacebuilding. Although the review found some strong examples, it will be important for country offices to consider ways to create more dedicated initiatives catering to the needs and aspirations of young women and girls, and in particular, to promote their leadership as peacebuilders. **Recommendation 3** challenges UNICEF to use existing country-level processes and structures to raise the participation levels of girls and young women in peacebuilding work. Raising the visibility of young women in the peacebuilding arena has the potential to usher in a new model of leadership for promoting peaceful and inclusive societies (SDG 16).

Recommendation 3: Programme Division should lead a targeted, systematic and time-bound effort to elevate the role of young women and girls in peacebuilding programmes, with the goal of increasing their access to peacebuilding programmes as beneficiaries and enhancing their participation in roles such as trainers, mentors, and leaders.

179. While special emphasis is being placed on making sure that UNICEF protects the gains made over the years in advancing the agency of girls and young women, peacebuilding programmes should be inclusive and more responsive to the age, gender and experience of distinct young beneficiaries; strengthen programme quality; and expand their scope using youth-friendly and participatory methodologies to better engage young people as partners.

7.4 Strengthening peacebuilding programmes and practice

180. One of the biggest challenges of our times is that too many children grow up in countries characterized by violence and fragility and by failing economies and institutions. A bigger disappointment has been the failure – by the development community and practitioners and duty bearers in many countries alike – to build back better after conflicts or other extreme events. To the

⁷⁸ A 2012 submission to the UNICEF Executive Board (Report on the implementation of the strategic framework for partnerships and collaborative relationships, E/ICEF/2012/18) provides a classification of partnerships from the point of view of how they contribute to results: (a) programme implementation partnerships; (b) knowledge and innovation partnerships; (c) policy and advocacy partnerships; and (d) mobilizing partnerships.

extent that UNICEF's programme development processes and the resultant CPDs are an expression of priority-setting at the national and subnational levels, including peacebuilding outcomes in the CPD would show political will to prioritize peace.

181. Prioritizing peacebuilding as a component of CPDs is an investment in the future of young people and an expression of the need for young people to exercise agency with regard to growing up in a peaceful society. It is perplexing, therefore, that only a handful of country offices sampled as part of this evaluation included either peacebuilding or youth/adolescent empowerment as a priority in their CPDs. Based on **Conclusion 3**, the next recommendation summarizes the need for long-term planning to create the conditions for peace to take roots in societies, beginning with making sure that successive generations of UNICEF programming 'double down' on peacebuilding.

Recommendation 4: UNICEF should anchor its peacebuilding approach and participation of young people in the broader strategic planning and programming architecture of UNICEF country offices (CPDs, strategies, etc.) and advocate that governments demonstrate a long-term commitments to peacebuilding by including peacebuilding programmes in successive CPDs to ensure accountability for peacebuilding results.

182. An accompanying action to set the momentum for peace[building], would be for UNICEF to impose a new requirement in conflict-affected countries, where country offices that are in the process of working on new CPDs commit to convening and leading a serious dialogue about incorporating peacebuilding and/or social cohesion as a central component of the CPD, to address violent conflict or other forms of instability that have a potential to disrupt peace.

183. Technical expertise in peacebuilding is necessary for building strong peacebuilding programmes that will deliver their intended results. However, it is not sufficient. A two-pronged approach that combines strong technical expertise with a passion for activism for peacebuilding is required to bring visibility to the agenda. There must be a drive and commitment to harnessing young people's agency to work in their own communities to build peaceful societies for themselves. One of the recommendations also requires leadership commitment, not only to elevate the peacebuilding agenda, but also to ensure continuity of earlier investments.

184. UNICEF should lay the next brick on the foundation built thus far by tracking the young people who participated in the 54 peacebuilding initiatives in countries that are affected by conflict (described in Section 2.2 of this report) and identify from them a cohort who could be involved in further development and elevation as **youth participant advisors**. Their role would be to bring the voice of young people to every peacebuilding programme that is conceived at UNICEF. Part of the preparation and development of these young people would be to conduct training on peacebuilding skills, programme development and monitoring, and on other important skills such as public speaking and facilitation, proposal writing and, where possible, point them to additional opportunities, such as participation in EvalYouth.⁷⁹

185. In addition to increasing accountability for prioritizing the right set of programmes, UNICEF must ensure that these programmes are effective. To that end, the clearest message that was amplified in this evaluation from the lessons of the PBEA⁸⁰ was the need to conduct conflict analyses to identify the right programme strategies in conflict-affected countries. As such, a requirement was put in place that all UNICEF programmes in conflict-affected countries should be informed by conflict analyses. This requirement has since been codified into UNICEF procedures.⁸¹ However, there are

⁷⁹ <https://www.evalpartners.org/evalyouth>.

⁸⁰ The Peacebuilding Education and Advocacy (PBEA) programme was funded by the Netherlands and implemented in 14 UNICEF country offices in 2012–2016.

⁸¹ Procedure for Linking Humanitarian and Development Programming, PD/PROCEDURE/2019/001.

still places where UNICEF programmes proceed without a recent conflict analysis, as was observed in this evaluation. Recommendation 5 below is meant to address that problem.

Recommendation 5: Programme Division should monitor the implementation of the requirement to conduct conflict analysis to inform programmes in all conflict-affected countries, support country teams to articulate clear and measurable peacebuilding outcomes in response to the drivers of conflict identified in the conflict analysis and develop monitoring framework that will enable effective tracking and reporting and learning from peacebuilding outcomes associated with certain drivers of conflict.

186. UNICEF programmatic monitoring procedures and strategic monitoring questions require offices in conflict-affected countries to indicate whether conflict analyses were used to inform programmes. The evaluation found that PD has begun to organize and summarize information provided on conflict analysis through strategic monitoring questions. Those efforts need to go further. An investment should be made in developing a monitoring framework that goes beyond reporting on strategic monitoring questions to cover effective tracking of good practices in linking conflict triggers and root causes of conflict to peacebuilding outcomes. More importantly, learning created from this monitoring mechanism can be used to help country teams design better peacebuilding programmes, and in particular to inform the conceptualization of peacebuilding programmes for and by young people. This will enable more meaningful participation of young people to address structural causes of conflict.

7.5 Building efficiencies for peacebuilding

187. By and large, peacebuilding programmes in UNICEF are implemented by programme managers with limited knowledge, practice or expertise in peacebuilding. Our expectation is that UNICEF will continue to lead the work in humanitarian programming for the foreseeable future, so one of the actions recommended by this evaluation is to cultivate more peacebuilding expertise within UNICEF. UNICEF must bring programme managers to a minimum level of competency required to plan and manage peacebuilding programmes.

Recommendation 6: UNICEF should expand and strengthen peacebuilding expertise throughout the organization by increasing the number of conflict and peacebuilding experts among its staff, build a new set of tools and methodologies to engage UNICEF staff, as well as build the capacities of young people in peacebuilding.

188. One of the ways to shore up capacities for peacebuilding within UNICEF is to determine, through the strategy recommended above (Recommendation 2) the scale of change that the organization wants to see when it comes to engaging young people in peacebuilding – and then build the necessary human resource capacities to deliver that change. Another practical action point in the execution of the strategy is for peacebuilding experts to step away from producing programme guidance and instead focus on disseminating models of good practice in peacebuilding programming. To that end, there might be a need to invest in a compilation of case studies or programme components from peacebuilding initiatives that are known to be effective in a variety of contexts (geographical regions, sectors, types of emergency, etc.). UNICEF can then offer this in creative ways through ICT platforms to make it accessible to young people.

APPENDIX A: Abridged Terms of Reference

TERMS OF REFERENCE

FORMATIVE EVALUATION OF UNICEF ENGAGEMENT OF YOUNG PEOPLE IN PEACEBUILDING

SECTION 1: BACKGROUND AND PURPOSE

1. Over the last few decades, the world has witnessed an increase in the number of people enduring the devastating effects of violent conflicts, the number of which are said to have increased by two thirds, from an average of 93 between 2006 and 2008 to an average of 154 in 2016/17⁸². According to the recently released joint World Bank and United Nations publication “*Pathways for peace – inclusive approaches to preventing violent conflict*” the vast majority of the 1.8 billion young people in the world, aged between 10 to 24 years, live in low-income countries, many of which are affected by conflict. OECD projects that by 2030, nearly two thirds of the world’s poor will live in fragile countries, where the proportion of young people is approximately twice that of non-fragile countries.⁸³

2. About 68.5 million people were forcibly displaced from their homes, driven primarily by violence. Between 2005 and 2016, the number of internally displaced persons increased more than fivefold. The number of refugees nearly doubled over the same period, with the majority (55 percent) of them coming from Afghanistan, South Sudan, and Syria. More than half of the world’s refugees are children, and many of whom have been separated from their families.⁸⁴ Young men aged 15 to 29 account for the majority of casualties of lethal armed violence; while young women (as well as young men) are at heightened risk of physical and sexual abuse and exploitation. Lack of access to education, basic social services, economic opportunities, grievance over injustices, and a generalized distrust in the capacity of the state to account for its citizens are fuelling a cycle of poverty, hopelessness and frustration.

3. Empowering young people is essential for violence-prevention and peacebuilding efforts. In 2015, the UN Security Council unanimously adopted its Resolution 2250 on Youth, Peace, and Security, recognizing the important and positive contribution of young people in efforts for the maintenance and promotion of peace and security. Young people present a potential demographic dividend that could contribute significantly to lasting peace and economic prosperity if inclusive policies are in place.⁸⁵ They can, and should be, enabled to actively contribute to peace, justice and reconciliation.⁸⁶ Youth-led social and political movements, peacebuilding and conflict-prevention interventions, taking place at the local and national level, help build more peaceful societies and catalyse more democratic, inclusive governance.⁸⁷

4. In accordance with its mandate of protecting children, helping to meet their basic needs and expand their opportunities to reach their full potential, UNICEF has committed to work with all its partners towards the attainment of the Sustainable Development Goals and the realization of the vision of peace and social

⁸² ODI. 2018. SDG Progress – Fragility, Crisis and leaving no one behind. London ODI

⁸³ Organisation for Economic Co-operation and Development, *Fragile States: Domestic revenue mobilization in fragile states*, OECD, Paris, 2014, p. 15; open PDF from <www.oecd.org/dac/governance-peace/conflictfragilityandresilience/docs/FSR-2014.pdf>.

⁸⁴ UNHCR (United Nations High Commissioner for Refugees). 2017. Global Trends: Forced Displacement in 2016. Geneva: UNHCR. <http://www.unhcr.org/en-us/statistics/unhcrstats/5943e8a34/global-trends-forced-isplacement-2016.html>.

⁸⁵ Secretary-General Ban Ki-moon, ‘Remarks to High-Level Event on the Demographic Dividend and Youth Employment’, United Nations Headquarters, New York, 1 June 2015, <www.un.org/apps/news/infocus/speeches/print_full.asp?statID=2633>.

⁸⁶ General Assembly, ‘Follow-Up to the Declaration and Programme of Action on a Culture of Peace’, A/RES/66/116, United Nations, 22 February 2012, available at <www.un.org/en/ga/66/resolutions.shtml>; and General Assembly and Security Council, ‘Report of the Peacebuilding Commission on Its Ninth Session’, A/70/714–S/2016/115, United Nations, 4 February 2016, available at <www.un.org/en/peacebuilding/doc_oc.shtml#session_9th>.

⁸⁷ United Nations. 2016. Young People’s Participation in Peacebuilding: A Practice Note Inter-Agency Network on Youth Development Working Group on Youth and Peacebuilding with support from PeaceNexus Foundation

progress enshrined in the Charter of the United Nations.⁸⁸ In its previous and current strategic plan, UNICEF has recognized the need to ensure that all of its programmes are conflict-sensitive, and when appropriate, to design programmes that make an explicit contribution to peacebuilding and strengthening of social cohesion. Also in the common chapter of the Strategic Plan (2018 – 21) UNICEF and sister organizations (UNDP, UNFPA and UN Women) identified peacebuilding and sustaining peace as one of six core areas to step up joint work for collective impact. UNICEF is currently developing an agenda for young people whose focus is finding ways to ensure that every young person is in school, learning, training or employment by 2030 – with a particular focus on those in the greatest danger of being left behind, including girls, the poorest, those with disabilities, young people on the move and those affected by conflict.

5. UNICEF has actively been working with its partners in supporting peacebuilding initiatives for all affected populations in conflict affected countries. Between 2012 and 2016, UNICEF successfully implemented the Dutch funded USD-150-million global programme on Peacebuilding, Education and Advocacy that was aimed at strengthening resilience, social cohesion and human security in 14 countries recovering from conflict or at risk of falling into conflict. The programme approach was to strengthen education policies and practices with a view to building peace.⁸⁹ There is some carry-on programming in several countries with a possibility of scale-up as well as extensive organizational learning on how education can be leveraged to support state-society relations and trust and bonds within and between groups and a network of partners working on these issues.

6. Another important partner is the UN Peacebuilding Fund, managed by the Multi Partner Trust Fund Office (MPTF-O). Between 2008 and 2016, sixty-six (66) UNICEF projects received support totalling just over USD49 million from this fund, making UNICEF the second-largest PBF recipient⁹⁰ (see Appendix 10 for a list of projects). 48 of the 66 projects were implemented jointly with partners, mainly other UN agencies. The high percentage of joint programmes supports the notion that UNICEF often takes on a role in integrated programming efforts, with specific focus on children and their caretakers. Table 1 below indicates the thematic areas covered by the projects.

Table 1: Thematic areas of UNICEF projects supported by the UN Peacebuilding Fund in 2018

Thematic area	*Number of Projects	Total USD	Percent of total funding
Youth empowerment and inclusion	28	13.847.005	28 percent
Child protection and human rights	11	12.711.703	26 percent
Children associated with armed forces	9	8.439.993	17 percent
Education and peacebuilding	5	5.370.076	11 percent
Media capacity	2	4.000.000	8 percent
Mine action	1	2.000.000	4 percent
Sexual and gender-based violence	4	1.615.369	3 percent
Women's rights and empowerment	3	1.505.729	3 percent
Social protection	1	189.390	.1 percent

*Source: UNICEF and the Peacebuilding Fund: internal document prepared by UNICEF (HATIS) in 2016*Some projects covered more than one thematic area*

7. The main thematic areas of these programmes include youth empowerment and inclusion, child protection and human rights, children associated with armed forces, education and peacebuilding, sexual and gender-based violence and women's rights and empowerment. Following this report from HATIS, UNICEF has since received funding for 23 additional projects, bringing the total support to UNICEF peacebuilding projects to approximately USD60 million. This evaluation will consider all 89 PBF-supported UNICEF programmes.

⁸⁸ United Nations, 'Charter of the United Nations', <www.un.org/en/charter-united-nations/index.html>.

⁸⁹ UNICEF. 2015. Evaluation of UNICEF's Peacebuilding Education and Advocacy Programme (PBEA). New York. UNICEF

⁹⁰ UNDP is the highest recipient of the PBF, with funding of approximately USD297 million in the same time period

SECTION 2: PURPOSE, SCOPE AND OBJECTIVES

8. **Purpose:** This evaluation seeks to assess UNICEF-supported peacebuilding programmes, including those funded through the Peacebuilding Fund (PBF), and the extent to which they serve young people as “a unique demographic dividend that can contribute to lasting peace and prosperity”. The evaluation will focus on the objectives and approach of selected peacebuilding programmes, their relevance, coverage and intended results/outcomes. It will particularly seek to explore young people’s role and participation in UNICEF-supported peacebuilding programmes, to build evidence of effectual programmes that would then presented as options for scaling up as part of the UNICEF young people’s agenda.

9. **Objectives:** The evaluation will pursue two objectives, namely: (a) To describe the role of young people in UNICEF-supported peacebuilding programmes and projects, and to determine the scope and coverage of the programmes; and, (b) To assess the evidence about peacebuilding programmes and/or approaches that work well and are sustainable so that they can be considered for replication and/or upscaling under the UNICEF young people’s agenda.

10. **Scope:** This evaluation will be limited to on-going peacebuilding programmes implemented by UNICEF country offices, often in partnership with UN sister organizations. Programmes implemented by other organizations which are believed to be highly successful, and/or to be modelling best practice in achieving peacebuilding outcomes for young people, will also be considered.

11. **Universe of programmes:** According to the review of country office annual reports conducted by HATIS in 2018, there are 54 programmes with addressing peacebuilding objectives and/or outcomes that are presently being implemented by UNICEF country offices. There are also 89 PBF-supported programmes which address peacebuilding goals, at least in part. The two groups of programmes constitute the universe of programmes to which the findings and conclusions of the evaluation will mainly apply. Accordingly, the evaluation will cover a sample of programmes as indicated in the methodology section.

12. **Sectoral coverage:** Recognising the multidimensional and multi-sectoral nature of peacebuilding, the evaluation will cover programmes whose primary focus is to achieve peacebuilding outcomes.⁹¹ However, due consideration will be given to programmes with a primary focus to achieve sectoral outcomes (e.g., child protection, education, health, WASH, etc.), while also addressing peacebuilding as a secondary objective/outcome.⁹²

13. **Geographic coverage.** The assessment is intended to sample activities from all UNICEF geographic regions. However, this will only be possible to the extent that peacebuilding programmes are indeed being implemented in all regions.

SECTION 3: QUESTIONS FOR THE EVALUATION

14. The evaluation will answer five questions. Questions 1-3 will address the first objective on the role of young people in peacebuilding programmes, and the reach/coverage of the programmes. The last two questions address evidence on what works, and factors that enable success of programmes and potential for scalability, as presented in Table 2.

Table 2: Evaluation questions

Objectives	Evaluation questions
Objective 1: To describe the role of young people in UNICEF-supported peacebuilding	1. To what extent does UNICEF-supported peacebuilding programmes address the needs of young people? Are the programmes targeting the right results and/or outcomes, from the perspective of different groups/communities of young people? (Relevance)

⁹¹ These are typically peacebuilding interventions, that follow the peacebuilding programming logic closely, while other development objectives may be secondary.

⁹² Programming seeks to primarily fulfil development or humanitarian objectives, while also have a stated focus to peacebuilding objectives and pursues cross-sectoral approaches such as ECD, Gender, C4D and Adolescent Participation.

programmes and projects, and to determine the scope and coverage of the programmes.	2. What is the level/degree of young people’s participation in peacebuilding programmes? What are the different roles that young people typically assume, and why? What are the key impediments to their participation? (Relevance)
Objective 2: To assess the evidence about peacebuilding programmes and/or approaches that work well and are sustainable so that they can be considered for replication and/or upscaling under the UNICEF young people’s agenda.	3. What is the scope and/or coverage of peacebuilding programmes for and by young people, for both UNICEF-supported and non-UNICEF? (Coverage)
	4. Which programmes have reached significant milestones for success as compared to known good practice in peacebuilding programming for and with young people? Which programmes have a potential to be up-scaled under the UNICEF young people’s agenda, and what are the factors that are responsible for the success of programmes and potential for scaling them up? (scalability, and forethought on effectiveness)
	5. What adjustments, in terms of implementation strategies and partnership engagement, are required to enhance participation of young people in peacebuilding programmes, and to achieve the desired results/outcomes? (forethought on efficiency and sustainability)

15. The evaluation criteria against which programmes will be assessed include **relevance, coverage, effectiveness** and **scalability**, and sustainability. **Relevance** will be examined, interrogating whether the peacebuilding programmes are well aligned with the goals that countries set to meet the needs of young people. The extent to which programmes reach the intended groups and/or communities of young people will be examined under the **coverage** criteria. To examine the factors under which programmes are effective, programmes will be classified on a continuum, from those that are weak on the ground, to those that model good examples of what success in engaging young people in peacebuilding meaningfully looks like. **Scalability** will address factors that will enable successful replication and/or scaling-up of programmes, and to make them **sustainable**.

SECTION 4: METHODOLOGY

16. **Overview:** The assessment will mainly be qualitative in nature involving the review of relevant documentation and interviews with programme staff from selected peacebuilding programmes, young people who participate in youth programmes, and young people who do not typically engage in any programmes. Participation and/or engagement in any civic action requires a skill set and some level of self-efficacy and/or empowerment that may only be found in young people of a particular demographic and/or profile. For that reason, inclusion of youth who do not typically participate in programmes for young people will be an attempt to reach voice to a different constituency of young people, while also gaining more insight into why some groups of young people get left behind.

4.1 Sampling

17. **Sample of programmes:** The sampling parameters of the programmes will be on-going UNICEF-supported programmes and PBF-supported programmes implemented or supported by UNICEF with a component on youth. Twenty programmes, out of a universe of about 89 programmes will be sampled.

18. **Sample of documents to be reviewed:** Key documents to be reviewed include position and conceptual papers, corporate planning document such as strategic plans and country programme documents and country reports, PBF, project documents, progress and final reports and evaluations, programme guidance documents, addressing the area of peacebuilding. A non-exhaustive list of these documents is provided in Appendix 1.

19. **Samples of informants:** Four groups of informants will be sampled. These include **UNICEF staff**, leadership and/or programme managers, responsible for planning, allocating resources and managing peacebuilding programmes; **implementing partners; young people** as one of several populations that are supposed to benefit from those programmes: and, **representatives from key partners in peacebuilding work**, drawn from Peacebuilding Fund Projects – UNFPA, PBSO, UN Women, UNDP, InterPeace, UNHCR, SG Special Representative on Youth, Search for Common Ground and donors (Switzerland, Germany, Netherlands, EU etc.).

4.2 Data collection methods

20. The first data collection method is **desk-based review** and assessment. The purpose of the desk-based review will be to determine, from programme documents, databases, and other relevant documents, whether UNICEF peacebuilding programmes are relevant to the needs of young people, whether they have adequate reach and coverage, and whether the intended beneficiaries (the young people themselves). The evaluation will also determine if young people participate meaningfully at in all stages of peacebuilding programmes, using an analysis framework to be developed using Appendix 2 and 3, and a sample document review template is provided in Appendix 4). By and large, the desk review will address the first three evaluation questions.

21. **Key informant interviews (KIIs)** will be used to triangulate information from the desk review on the relevance, coverage, and participation of young people, for potential for scaling up, and areas of improvement. Approximately 30 interviews will be conducted from groups of informants (UNICEF staff, implementing partners, young people, and representatives of key UNICEF partners in peacebuilding). A draft interview protocol is provided in Appendix 5.

22. **Field visits** will be conducted in a subset of five countries, to verify assessments emanating from desk-based review, as well as to document some innovative and success stories. Part of the activities within each field visit will be to conduct at least two **focus group discussions**, one for young people that have benefitted from peacebuilding initiatives by UNICEF and partners, and another from youth who have no experience in participating in any type of programme. Data from this field visits will be used to answer evaluation questions 3 and 4. Draft protocols to engage young peoples as informants in this evaluation are provided in Appendices 6 – 8. The suggested data analysis method for each group and an indication of which evaluation questions that they will be answering are summarised in Table 3 below.

Table 3: Proposed methodology for each of the three data collection methods / tools

GROUP/ QUESTIONS	DATA COLLECTION METHODS	DATA ANALYSIS METHODS
Young people (EQ 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> ▪ Key informant interviews ▪ Field visit and on-site information gathering ▪ Focus group discussions 	<ul style="list-style-type: none"> ▪ Content and thematic Analysis of key informant interviews and focus group discussion data ▪ Analytic field notes
UNICEF staff (EQ 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> ▪ Key informant interviews 	<ul style="list-style-type: none"> ▪ Content and thematic analysis of key informant interview data
Implementing partners (EQ 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> ▪ Key informant interviews ▪ Field observation 	<ul style="list-style-type: none"> ▪ Content and thematic Analysis of key informant interviews and focus group discussion data ▪ Analytic field notes
Funding partners (EQ 4)	<ul style="list-style-type: none"> ▪ Key informant interviews 	<ul style="list-style-type: none"> ▪ Content and thematic analysis of key informant interview data
Government (EQ 4)	<ul style="list-style-type: none"> ▪ Key informant interviews 	<ul style="list-style-type: none"> ▪ Content and thematic analysis of key informant interview data

23. The main deliverable will be a report detailing the methodology and outcomes of the assignment as per terms of reference. All the work proposed as part of the assignment will be included in the deliverable document. An executive summary will be included that provides a concise indication of the findings.

24. Three evaluation products will be delivered, namely: (a) **Inception report**, work plan and research instruments (b) **Field report** (i.e, the preliminary findings from primary data collection from five countries). (c) **Final report**, being a consolidation of findings and conclusion from all data sources (i.e., the desk-based review, field visits, online survey, etc.). The evaluation should be accomplished in 50 person days, spread within a period of 6 weeks, from June to October, 2019.

SECTION 5: MANAGEMENT ARRANGEMENTS

25. Management arrangements will be managed by the Evaluation Office, reporting to the Evaluation Specialist (Education). He/she will undertake extensive consultations with UNICEF staff in New York (HATIS

Section and other relevant sections and Programme Division (PD), in particular education, child protection, C4D and ADAP, and Regional focal points identified through HQ consultation.

26. The consultancy will require 50 days, spread over a period of 5 months (13 May – 30 October, 2018). be home-based, with travel from the consultant's home to three field visit countries, and to UNICEF HQ in New York for inception meetings and for final presentation and dissemination of the results of the review. If the selected candidate is based in the New York area, weekly visits to the Evaluation Office will be required.

APPENDIX B: Policy Papers and high-level reports on young people and peacebuilding

UNSCR 2250 (2015) – on Youth, Peace and Security - This was the first UN resolution dedicated to the recognition of the important and positive contribution of young people in efforts for the maintenance and promotion of peace and security. It called for greater efforts to promote sustain these contributions by engaging young people in peacebuilding. Its key pillars, include: participation, protection, prevention, partnerships and disengagement and reintegration.

UNSCR 2149 (2018) – on Youth, Peace and Security – This resolution further re-affirms the commitments made by UNSCR 2250 on youth, peace and security and acknowledging the findings of the Progress Study, and further calls on “all relevant actors to consider ways to increase the inclusive representation of youth for the prevention and resolution of conflict, including when negotiating and implementing peace agreements, to take into account the meaningful participation and views of youth, recognizing that their marginalization is detrimental to building sustainable peace and countering violent extremism as and when conducive to terrorism.”

UNSCR 2427 (2018) – on Protection of Children Affected by Armed Conflict- Calls upon States and the United Nations to mainstream child protection into all relevant activities in conflict prevention, conflict and post-conflict situations with the aim of sustaining peace and preventing conflict. It also calls on Member States, United Nations entities, including the Peacebuilding Commission and other parties concerned to ensure that the views of children are taken into account in programming activities throughout the conflict cycle, and to ensure that the protection, rights, well-being and empowerment of children affected by armed conflict are fully incorporated and prioritized in all post-conflict recovery and reconstruction planning, programs and strategies as well as in efforts on peacebuilding and sustaining peace and encourage and facilitate consideration of the views of children in these processes.

UN Sustaining Peace Resolutions (2016) – The twin sustaining peace resolutions A/RES/70/262 (2016) and S/RES/2282 (2016) recognize that efforts to sustain peace were necessary not only once conflict had broken out but also long beforehand, through the prevention of conflict and addressing its root causes. This new orientation to towards a prevention approach has also emphasized the importance of promoting young people’s participation in peacebuilding. UNSCR 2282, for example, calls for Member States and UN entities “to consider ways to increase meaningful and inclusive participation of youth in peacebuilding [...]”

UN Secretary-General’s report on Peacebuilding and Sustaining peace (2018) - Responding to the sustaining peace agenda, the UN Secretary-General in this report proposes reforms to the UN’s peace and security pillar, including through the repositioning of the UN development system. The report links this repositioning with the need to better engage young people for peacebuilding... “young people remain underrepresented in decision-making at all levels. It is high time that the contribution of young people to sustaining peace was recognized and supported. The youth and peace and security agenda offer opportunities to galvanize coherent United Nations engagement in support of young people and their contribution to peacebuilding and sustaining peace.”

Independent Progress Study on Youth Peace and Security: *The Missing Peace* (2018) -UNSCR 2250 requested the Secretary-General of the United Nations “carry out a progress study on the youth’s positive contribution to peace processes and conflict resolution, in order to recommend effective responses at local, national, regional and international levels.” Developed through a participatory process and capturing the views of young people on peace and security globally, the study represents the most ambitious attempt to understand the peace and security challenges faced by young people and their contributions to peace and security. UNICEF is now piloting the roll-out of this resource.

Appendix C: UNICEF resources on peacebuilding & adolescent participation

UNICEF Programme guidance for the second decade: programming with and for adolescents (2018):

Provides a vision for the commitments made to adolescent girls and boys in the context of the SDGs, along with results and targets. It also identifies implementation strategies, delivery platforms, partnerships and organizational arrangements needed to achieve sectoral and cross-sectoral results for adolescents in the context of different regions and countries.

UNICEF Adolescent and youth engagement strategic framework (2017): Served as an input into the 2018-2021 Strategic Plan and is meant to help to guide UNICEF engagement with adolescents and youth. It situates young people in current global discourses and makes the case for why UNICEF is a key player in this area and acts as a UNICEF resource for how Adolescent and Youth Engagement (AYE) can be carried out and strengthened.

UNICEF Adolescent Kit for Expression and Innovation (2017): This resource was developed by ADAP in conjunction with the Adolescents as Peacebuilders Toolkit, this toolkit can be used to support users to integrate competency-building activities to programs. It additionally includes guidance and tools to support facilitators and coordinators implementing projects with adolescents in humanitarian situations.

UNICEF Adolescent as Peacebuilders Toolkit (2016): This toolkit is a resource to support UNICEF and its partners to approach peacebuilding in a more systematic way while addressing the distinct challenges faced by adolescents in conflict situations, supporting them to develop their capacity to build peace. Whether applying the framework to develop new programs or integrating it into existing programs, developing knowledge, attitudes and skills associated with the framework's ten competency domains supports adolescents to transform conflict, build peace and make positive change in their communities. The Adolescents as Peacebuilders Toolkit was designed to operationalize the UNICEF Peacebuilding Competency Framework. Sections in the toolkit provide guidance, tools and worksheets to support users to plan and evaluate programs using the framework.

Guidance on adolescent participation in UNICEF monitoring and evaluation (2018): A guide presenting outlining an approach for enabling adolescent participation in monitoring and evaluation as part of UNICEF programming. The guide contains useful examples of successful experiences.

UNICEF Engaging adolescents in conflict analysis: guidance note (2013): A guide presenting tools and methods which UNICEF Country Offices can use to ensure the safe and meaningful participation of adolescents when doing a conflict analysis. Conflict Analysis is a systematic study of the political, social, economic and security dimensions of a conflict. Its aim is to provide a better understanding of the proximate and structural causes of conflict, and to identify its main stakeholders. It includes an example of adolescent-inclusive context assessments conducted in Sierra Leone, Uganda and Liberia.

UNICEF Guidance on risk-informed programming (2018): Outlines the approach of UNICEF to risk-informed programming, which aims to strengthen resilience to shocks and stresses by identifying and addressing the root causes and drivers of risk, including vulnerabilities, lack of capacity, and exposure to various shocks and stresses.

UNICEF Conflict sensitivity and peacebuilding (2016): A tool for UNICEF field staff and leadership to understand, situate and operationalize conflict sensitivity and peacebuilding through existing work or new initiatives of UNICEF in different contexts and in partnership with other stakeholders.

UNICEF Contribution of social services to peacebuilding and resilience: evolving theory and practice (2015): Provides an overview of peacebuilding and resilience research and practice at the conceptual level and within key UNICEF sectors. It develops a framework for understanding the role of UNICEF in peacebuilding based on the organizations' global social service delivery focus.

UNICEF Guide to conflict analysis (2016): A tool for UNICEF staff and leadership to understand, situate and operationalize conflict analysis into UNICEF programme planning and implementation. In the UNICEF context, conflict analysis is understood as the systematic study of the profile, causes, actors and dynamics of conflict.

The Compact for Young People in Humanitarian Action. (2019). Guidelines for Working with and for Young People in Humanitarian Settings: These inter-agency guidelines were developed by UNICEF and the Norwegian Refugee Council (NRC). The ultimate aim of the guidelines is to be the "go-to guide" for working with

and for young people in humanitarian settings. The resource, currently in pilot form, includes an overview of the humanitarian-development-peace nexus as well as a section on sustaining peace.

APPENDIX D: Evaluation matrix

Indicative criteria	Criteria sourcing	Data sources
Criteria 1. Relevance		
<p><u>Multi-dimensional needs:</u> Promoting capacities and enabling environments for participation relating to:</p> <ul style="list-style-type: none"> - political inclusion/decision-making - economic inclusion - education/for peace - specific forms of marginalization - gender empowerment and equality - injustice and human rights - disengagement and re-integration - safety, protection and basic needs <p><u>Functional needs:</u></p> <ul style="list-style-type: none"> - capacity development for young people, organizations and leaders (funding support, network-building and capacity-strengthening); - transforming systems and structural barriers to youth inclusion, including youth-focused policies - partnerships and collaborations with young people 	<p>Globally recognized policy documents:</p> <ul style="list-style-type: none"> - 2250 progress study (sectoral specific recommendations) - Practice Note - UNICEF Policy and learning documents (especially on education for peace) - Project/CO context analysis 	<p>Desk review:</p> <ul style="list-style-type: none"> - CO documents from 20 sampled UNICEF programmes - UNICEF/Non-UNICEF Policy documents <p>KIIs:</p> <ul style="list-style-type: none"> - 10 UNICEF global and regional respondents - 8 country and regional peace & development advisors - 36 UNICEF country office respondents - 10 partners and YPS practitioners <p>Data collected during field visits in 3 countries:</p> <ul style="list-style-type: none"> - 14 KIIs with UNICEF staff - 11 KIIs with implementing partners - 19 KIIs with external stakeholders - 9 FGDs with young people participating in programmes - 4 FGDs with young people not participating in programmes
Criteria 2. Participation		
<p><u>Type of participation approach:</u></p> <ul style="list-style-type: none"> - youth-led - collaborative - consultative - non-participative - participation levels at different stages of the project cycle 	<p>Globally recognized policy guidance and frameworks:</p> <ul style="list-style-type: none"> - 2250 progress study - UNICEF Policy documents - UNICEF typology of participation/related frameworks 	<p>Desk review:</p> <ul style="list-style-type: none"> - CO documents from 20 sampled UNICEF programmes - UNICEF/Non-UNICEF Policy documents <p>KIIs:</p> <ul style="list-style-type: none"> - 10 UNICEF global and regional respondents - 8 country and regional peace & development advisors - 36 UNICEF country office respondents - 10 partners and YPS practitioners <p>Data collected during field visits in 3 countries:</p> <ul style="list-style-type: none"> - 14 KIIs with UNICEF staff - 11 KIIs with implementing partners - 19 KIIs with external stakeholders - 9 FGDs with young people participating in programmes - 4 FGDs with young people not participating in programmes
Criteria 3. Coverage		
<p><u>Reach:</u> numerical and geographical</p> <p><u>Inclusivity:</u></p> <ul style="list-style-type: none"> - diverse inclusion of gender, ethnic, religious, identity, groups - inclusion of marginalised youth - inclusion of rural/urban, poor/elite - inclusion of age groups (younger adolescents, older adolescents, 19+ youth) 	<p>Globally recognized policy guidance and frameworks:</p> <ul style="list-style-type: none"> - 2250 progress study - Practice Note - UNICEF Policy documents 	<p>Desk review:</p> <ul style="list-style-type: none"> - CO documents from 20 sampled UNICEF programmes - UNICEF/Non-UNICEF Policy documents <p>KIIs:</p> <ul style="list-style-type: none"> - 10 UNICEF global and regional respondents - 8 country and regional peace & development advisors - 36 UNICEF country office respondents - 10 partners and YPS practitioners <p>Data collected during field visits in 3 countries:</p> <ul style="list-style-type: none"> - 14 KIIs with UNICEF staff - 11 KIIs with implementing partners - 19 KIIs with external stakeholders

		<ul style="list-style-type: none"> - 9 FGDs with young people participating in programmes - 4 FGDs with young people not participating in programmes
Criteria 4. Effectiveness		
<p>Change in causes of violent conflict:</p> <ul style="list-style-type: none"> - changes in structures or policies adopted by businesses, governments, organizations, institutions or decision making bodies - Behaviour change amongst community change - Behaviour change amongst participants or other beneficiaries <p>Changes in state-society and inter-group relations:</p> <ul style="list-style-type: none"> - changes in interactions amongst diverse community groups/stakeholders - changes in interactions between community groups/stakeholders and policy makers 	<p>Globally recognized policy guidance and frameworks:</p> <ul style="list-style-type: none"> - OECD criteria and peacebuilding evaluation guidance - UNICEF policy ad learning documents (especially on education for peace) 	<p>Desk review:</p> <ul style="list-style-type: none"> - CO documents from 20 sampled UNICEF programmes - UNICEF/Non-UNICEF Policy documents <p>KIIs:</p> <ul style="list-style-type: none"> - 10 UNICEF global and regional respondents - 8 country and regional peace & development advisors - 36 UNICEF country office respondents - 10 partners and YPS practitioners <p>Data collected during field visits in 3 countries:</p> <ul style="list-style-type: none"> - 14 KIIs with UNICEF staff - 11 KIIS with implementing partners - 19 KIIs with external stakeholders - 9 FGDs with young people participating in programmes - 4 FGDs with young people not participating in programmes
Criteria 5. Scalability		
<p><u>Possible milestones of success</u></p> <ul style="list-style-type: none"> - substantive change in peacebuilding outcomes achieved; systems and structural barriers of exclusion addressed - participatory structures, processes and mechanisms created or strengthened (including formal peace making processes) - success in meaningfully engaging young women and/or marginalized constituencies - wide numerical reach achieved - capacity development for youth organizations and leaders strengthened (funding support, network-building and capacity-strengthening) - innovative partnerships and programmes established - UNICEF comparative strengths and advantages demonstrated - Other critical gaps for youth and peacebuilding in addressed 	<p>Globally recognized policy guidance and frameworks:</p> <ul style="list-style-type: none"> - 2250 progress study - UNICEF policy ad learning documents (especially on education for peace) - selected academic literature 	<p>Desk review:</p> <ul style="list-style-type: none"> - CO documents from 20 sampled UNICEF programmes - UNICEF/Non-UNICEF Policy documents <p>KIIs:</p> <ul style="list-style-type: none"> - 10 UNICEF global and regional respondents - 8 country and regional peace & development advisors - 36 UNICEF country office respondents - 10 partners and YPS practitioners <p>Data collected during field visits in 3 countries:</p> <ul style="list-style-type: none"> - 14 KIIs with UNICEF staff - 11 KIIS with implementing partners - 19 KIIs with external stakeholders - 9 FGDs with young people participating in programmes
Criteria 6. Efficiency		
<p><u>Possible comparative strengths</u></p> <ul style="list-style-type: none"> - UNICEF unique roles/position at different levels - expertise working with specific constituencies (age, geography, gender, etc.) - existing areas of adolescent and youth peacebuilding expertise - existing areas of sectoral expertise - existing gaps in policy and programming on adolescent and youth peacebuilding 	<p>Globally recognized policy documents:</p> <ul style="list-style-type: none"> - 2250 progress study - relevant UNICEF policy and learning documents 	<p>Desk review:</p> <ul style="list-style-type: none"> - CO documents from 20 sampled UNICEF programmes - UNICEF/Non-UNICEF Policy documents <p>KIIs:</p> <ul style="list-style-type: none"> - 10 UNICEF global and regional respondents - 8 country and regional peace & development advisors - 36 UNICEF country office respondents - 10 partners and YPS practitioners <p>Data collected during field visits in 3 countries:</p> <ul style="list-style-type: none"> - 14 KIIs with UNICEF staff - 11 KIIS with implementing partners - 19 KIIs with external stakeholders

		- 9 FGDs with young people participating in programmes
Criteria 7. Sustainability		
<p><u>Factors that enhance the likelihood of sustainable peace:</u></p> <ul style="list-style-type: none"> - strong local and national capacities (knowledge, attitudes, and skills) to prevent, transform, and resolve conflict - strong young woman's engagement in peacebuilding activities - High level of ownership of young people in peacebuilding activities - Young people serving as role models in peacebuilding for other young people - intergenerational partnerships in young-people's communities - local, regional, and national forums enhance young people's participation in the development of public policies - the establishment of new platforms for peacebuilding or mechanisms for conflict resolution. 	<p>Globally recognized policy documents:</p> <ul style="list-style-type: none"> - 2250 progress study - relevant UNICEF policy and learning documents 	<p>Desk review:</p> <ul style="list-style-type: none"> - CO documents from 20 sampled UNICEF programmes - UNICEF/Non-UNICEF Policy documents <p>KIIs:</p> <ul style="list-style-type: none"> - 10 UNICEF global and regional respondents - 8 country and regional peace & development advisors - 36 UNICEF country office respondents - 10 partners and YPS practitioners <p>Data collected during field visits in 3 countries:</p> <ul style="list-style-type: none"> - 14 KIIs with UNICEF staff - 11 KIIS with implementing partners - 19 KIIs with external stakeholders - 9 FGDs with young people participating in programmes - 4 FGDs with young people not participating in programmes

APPENDIX E: List of sampled programmes

List of UNICEF initiatives reviewed

	Country Programme	Funding source	Country Peacebuilding Initiatives	Initiative Dates
1	Bosnia and Herzegovina	PBF	A more equitable society promoting social cohesion and diversity in BiH (Dialogue for the Future II)	Nov 2017-Nov 2019
2	Burundi	PBF	Appui à la Résilience des jeunes face aux conflits sociopolitiques au Burundi	Sep 2018- Feb 2020
3	Cameroon-Chad	PBF	Soutenir les mecanismes de la consolidation de la paix au niveau communautaire et l'inclusion des jeunes dans les zones situees a la frontier entre le Tchad et le Cameroon	Dec 2017 – May 2019
4	Colombia	Non-PBF	Somos Paz	2017 – N/A
		Non-PBF	Escuelas en Paz	2017 – N/A
		Non-PBF	Our UNICEF	2018 – N/A
		Non-PBF	Mine risk education in schools	2017 – 2019
5	Cote D'Ivoire	PBF	Renforcement de la participation des jeunes à la consolidation de la paix dans le Nord, le Sud, le Centre et le Centre Ouest et l'Ouest de la Côte d'Ivoire	2017- 2020
		Non-PBF	Country programme outcome - ECD and Basic Education - peace clubs	2017- 2020
6	DRC	Non-PBF	PEAR + III – participatory community approaches for community resilience	Nov 2015- May 2020
7*	Ethiopia	Non-PBF	Building self-reliance for refugees and vulnerable host community through basic social service delivery - PCA – Right to play	March 2018 – Feb 2020 (PCA dates)
8	Guatemala	Non-PBF	Support to the National Strategy for the Protection of the Human Rights of Children	2015 - 2019
9	Guinea-Bissau	PBF	Mobilizing rural youth and adolescents to serve as peacebuilding leaders	Jan 2018 – June 2019
10	Iraq	Non-PBF	Adolescent outcome of country programme activities – adolescent access to development opportunities for social cohesion	2016-2019
11	Libya	Non-PBF	Towards Resilience and Social Inclusion of adolescents and young people in Libya	2016-2019
		Non-PBF	Peace workshops	2017-2018
12	Madagascar	PBF	Appui a la RSS a Madagascar (ARSSAM)	Sep 2016 – Dec 2018
13	Mali	PBF	Jeunes Acteurs pour la Paix et la Reconciliation National	Jan 2018- June 2019
14	Myanmar	PBF/YPI	Empowering young women and men as agents in peacebuilding	Jan 2018 – June 2019
15	Niger	PBF*	Les jeunes filles nigériennes avec les leaders s'engagent pour une participation pacifique et inclusive	Dec 2018 – May 2020
		PBF*	The involvement of young people and women in the peaceful resolution of community conflicts in the northern Tillabéry area	Jan 2019 – Sep 2020
		Non-PBF	Niger peace brigades	2016 – N/A
16	Philippines	PBF	Building capacities for sustaining peace in Mindanao	July 2017 – Dec 2018
		Non-PBF	Peacebuilding and normalization in Mindanao	2017 - 2018
17	Sierra Leone	Non-PBF	Supporting adolescents for peace and stability in Sierra Leone	June 2018 – June 2019
18	Somalia	PBF	The Kenya- Somalia refugees and peacebuilding cross border pilot project for voluntary return, co-existence and sustainable reintegration in the areas of return	Jan 2017-Jun 2018
19	Sri Lanka	PBF	Promoting reconciliation in Sri Lanka	April 2017 -Sep 2019
20	Tajik-Kyrgyzstan	PBF	Cross-border Cooperation for Sustainable Peace and Development in the border area of Kyrgyzstan & Tajikistan	Dec 2015 – June 2019

		Non-PBF	Empowered Youth and Adolescents for Peaceful and Fair Communities in Central Asia	Nov 2016- April 2020
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List of non-UNICEF initiatives

	Country/Region	Organization	Project Name	Date
1	Burundi	Search for Common Ground	Duteramire Umutekano: Rebuilding Trust between Youth and the Police in Bujumbura Mairie, Burundi	Jan 2017 – Dec 2017
2	Kyrgyzstan	Search for Common Ground	Youth as agents of stability and peace	Mar 2017 – Mar 2020
3	MENA Region	UNDP, UNESCO	Shughel Shabab	2017-2019
4	Sri Lanka	National Peace Council -Sri Lanka	Youth engagement with transitional justice	Mar 2018 – May 2019
5	Somalia	UN-Habitat. UNFPA	Youth political empowerment: enabling Somali young men and women to meaningfully engage in governance, peacebuilding and reconciliation	Dec 2017-May 2019

APPENDIX F: Humanitarian action for children appeals by country

	Country Programme	Funding source	Initiative Dates	Humanitarian Action or Children Appeal
1	Bosnia & Herzegovina	PBF	Nov 2017-Nov 2019	No HAC
2	Burundi	PBF	Sep 2018- Feb 2020	HAC 2017 - 2020
3	Cameroon-Chad	PBF	Dec 2017 – May 2019	Cameroon: 2016 – 2020 Chad: 2016 - 2020
4	Colombia	Non-PBF	2017 – N/A	HAC 2013 - 2015
		Non-PBF	2017 – N/A	
		Non-PBF	2018 – N/A	
		Non-PBF	2017 – 2019	
5	Cote D'Ivoire	PBF	2017- 2020	HAC 2013 - 2014
		Non-PBF	2017- 2020	
6	DRC	Non-PBF	Nov 2015- May 2020	HAC 2014 - 2020
7*	Ethiopia	Non-PBF	March 2018 – Feb 2020 (PCA dates)	HAC 2017 - 2020
8	Guatemala	Non-PBF	2015 - 2019	
9	Guinea-Bissau	PBF	Jan 2018 – June 2019	
10	Iraq	Non-PBF	2016-2019	HAC 2015 - 2020
11	Libya	Non-PBF	2016-2019	HAC 2016 - 2020
		Non-PBF	2017-2018	
12	Madagascar	PBF	Sep 2016 – Dec 2018	2013, 2016, 2018, 2019,2020
13	Mali	PBF	Jan 2018- June 2019	HAC 2017 - 2020
14	Myanmar	PBF/YPI	Jan 2018 – June 2019	HAC 2017 - 2020
15	Niger	PBF*	Dec 2018 – May 2020	2015 - 2020
		PBF*	Jan 2019 – Sep 2020	
		Non-PBF	2016 – N/A	
16	Philippines	PBF	July 2017 – Dec 2018	HAC 2013 - 16
		Non-PBF	2017 - 2018	
17	Sierra Leone	Non-PBF	June 2018 – June 2019	
18	Somalia	PBF	Jan 2017-Jun 2018	HAC 2016 - 2020
19	Sri Lanka	PBF	April 2017 -Sep 2019	
20	Tajik-Kyrgyzstan	PBF	Dec 2015 – June 2019	Tajikistan: HAC 2013

APPENDIX G: Conflict analyses in sample countries

	Country	Conflict analysis type and year	Remarks
1	Bosnia and Herzegovina	- Conflict analysis 2017	A comprehensive analysis was conducted in 2017 for the Joint UN Programme and used to inform several UNICEF programmes.
2	Burundi	- PBEA conflict analysis (2013/14) - Topical or thematic assessment(s)	
3	Cameroon-Chad	- Conflict analysis in Cameroon last updated November 2018.	Also a conflict analysis as part of the UNICEF Situation Analysis 2016, and informs the current country programme.
4	Colombia	Unclear	
5	Cote D'Ivoire	- Recent conflict analysis	No data available on year of conflict analysis.
6	DRC	- Recent conflict analysis	No data available on year of conflict analysis.
7	Ethiopia	- PBEA conflict analysis (2013/14) - Ongoing conflict monitoring	In 2018 UNDP provided regular conflict analysis updates to the Ethiopian Humanitarian Country Team.
8	Guatemala	- Conflict analysis 2018	No specific analysis of the situation of young people conducted by UNICEF, but the Common Country Analysis (CCA) as part of the United Nations Development Assistance Framework (UNDAF) process included an internal conflict analysis in 2018.
9	Guinea-Bissau	- No specific conflict analysis. - Topical or thematic assessment(s)	In 2008-9 Interpeace conducted a comprehensive conflict analysis on root causes of conflict in Guinea Bissau, widely seen as still relevant today. There was a PBF organized workshop to analyze conflict dynamics to inform multi-agency programmes, but no specific conflict analysis was produced.
10	Iraq	- No conflict analysis available - Topical or thematic assessment(s)	
11	Libya	- Recent conflict analysis	UNICEF undertook a conflict analysis of two municipalities (Sabha and Zwaira) and UNICEF participates in the EU led conflict analysis exercise for the whole country. No data available on year of conflict analysis.
12	Madagascar	- No conflict analysis available - Topical or thematic assessment(s)	
13	Mali	- Conflict analysis 2018	A conflict analysis was conducted during the elaboration of the UNICEF Situation Analysis. It informed the revision of sectoral theory of change and program strategy notes during a risk-informed workshop in November 2018.
14	Myanmar	- PBEA conflict analysis (2013/14)	
15	Niger	- Conflict analysis 2019	Conducted in 2019 as part of the project.
16	Philippines	- Recent conflict analysis - Ongoing conflict monitoring - Topical or thematic assessment(s)	Multiple conflict analyses of Mindanao and Bangsamoro conflict used by UNICEF to inform UNICEF programming in Mindanao.
17	Sierra Leone	- PBEA conflict analysis (2013/14)	
18	Somalia	- Recent conflict analysis	
19	Sri Lanka	- No conflict analysis available - Topical or thematic assessment(s)	2016 context assessment.
20	Tajik-Kyrgyzstan	- No conflict analysis available - Ongoing conflict monitoring	Conflict Tracker with focus on cross-border areas.

Descriptions: (1) Conflict analysis: a robust and systematic study of the profile, causes, actors and dynamics of conflict that is considered all angles of the conflicts, sectoral themes and issues; (2) **Topical or thematic assessments:** Country offices that have conducted assessments on the situation of young people or on a relevant aspect of the context and have used these to inform programming; and, (3) **Ongoing conflict monitoring:** Country offices that engage in organized quarterly or periodic conflict monitoring activities that they use to promote conflict sensitive operation and to inform peacebuilding initiatives.

APPENDIX H: Desk review documents list

Background documents and resources

A non-exhaustive list background and reference documents is provided below:

Global reference frameworks:

- Youth Peace and Security
 - [SC Resolution 2250 on Youth, Peace and Security](#) (2015)
 - [SC Resolution on Youth, Peace and Security \(2018\)](#)
 - [The Missing Peace: Independent Progress Study on Youth, Peace and Security](#) (2018)
 - [Guiding Principles for Young People's Participation in Peacebuilding](#) (2016)
- UN-World Bank Report 'Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict' (2018)
 - [Full report, executive summary and related documents](#)
- UN Sustaining Peace Agenda
 - Twin Resolutions on Peacebuilding and Sustaining Peace (2016)
 - [GA Res 70/262](#)
 - [SC Res 2282](#)
 - [Secretary General's Report on Peacebuilding and Sustaining Peace](#) (2018)
 - [UN High Level Meeting on Sustaining Peace](#) (2018)
- [UN Youth Strategy](#) (2018)

UNICEF ongoing programmatic work:

- Initial mapping exercise of peacebuilding programmes based on a search of the Country Office Portal
- List of UN Peacebuilding Fund projects with UNICEF contribution
 - (Note: this list is based on the information available on the MPTF website. The latest project entry there is from January 2018. We know that several new projects have since been approved or preliminarily approved. We can share the project proposals for upcoming projects upon request)
- Examples of UNICEF work on education and peacebuilding, May 2018
- Two-pager on UNICEF work on water, peace and security, June 2018
- Documentation of PBEA programmes: <https://eccnetwork.net/resources/learning-for-peace/> .

UNICEF positioning on peacebuilding:

- Relevant guidance
 - [Practice Note: Young People's Participation in Peacebuilding](#) (2016)
 - [UNICEF Guide to Conflict Analysis](#) (2016)
 - [UNICEF Conflict Sensitivity and Peacebuilding Programming Guide](#) (2016)
 - [UNICEF Programme Framework for Fragile Contexts](#) (2018)
 - [UNICEF Guidance on Risk-Informed Programming](#) (2018)
- Briefing notes and reflections on UNICEF positioning:
 - 'Engaging young people for the promotion of peaceful and inclusive societies' (23 May 2018)
 - BN for ED Fore for Bilateral with ASG PBSO on Youth and Peacebuilding and related issues
 - NFR of the BN for ED Fore for Bilateral with ASG PBSO on Youth and Peacebuilding and related issues
 - Input 'What role for UNICEF in peacebuilding?' (May 2018)

List of country office documentation reviewed

Country Office	CO briefs/strategy	CPD	2017 Annual report	Concept notes/work plans	Project memos	2018 Project reports	Other reports	Sample Life skills modules	Human impact stories	Previous project info
Bosnia	x	x	x	x	x	x				X
Burundi	x	x	x	x	x					X
Cameroon	x	x	x		x					
Cote D'Ivoire	x	x	x	x	x	x	x 2	x	x 2	X
Colombia	x	x	x	x		x	x 2			X
DRC	x	x	x	x	x	x				X
Ethiopia	x	x	x						x 4	X
Guatemala		x	x			x				
Guinea-Bissau	x	x	x		x	x				
Iraq	x	x	x			x	x		x 2	X
Libya	x	x	x		x	x	x		x	
Madagascar	x	x	x		x	x	x 2			
Mali	x	x	x		x	x		x		
Myanmar		x	x		x	x				
Niger	x	x	x	x	x 2	x 2				X
Philippines	x	x	x	x	x 2					
Sierra Leone	x	x	x	x	x			x		X
Somalia	x	x	x		x	x				X
Sri Lanka	x	x	x		x	x	x			
Tajikistan	x	x	x	x	x 2	x	x 3			x

* Note: Key informant interviews were conducted with staff from each CO listed on the table above.

APPENDIX I: Respondent list

Key informant interviews conducted to inform initial findings (November 2018 to May 2019)

UNICEF Country Offices			
1	Bosnia Herz.	Nineta Popovic	Communications for Development Officer
2	Bosnia Herz.	Renata Gojak	Joint UN Project Coordinator
3	Bosnia Herz.	Sanja Kabil	Education Specialist
4	Burundi	Farellia Tahina	Communication for Development Specialist
5	Cameroon	Sara Karimbhoy	Chief Field Operations
6	Colombia	Claudia Camacho	Education Officer
7	Colombia	Juan	Runs Somos Paz
8	Cote D'Ivoire	Miranda Armstrong	Chief child protection
9	Cote D'Ivoire	Nathalie Daries	Chief HIV/AIDS
10	DRC	Jackie Kiernan	Emergency Specialist
11	Ethiopia	Benjamin Reese	Programme Specialist
12	Ethiopia	Darragh Minogue	Education Consultant
13	Ethiopia	Monica Llamazares	Refugee Education Specialist
14	Ethiopia	Verity Rushton	Emergency Manager
15	Guatemala	Magda Medina	Child Protection Officer
16	Guinea-Bissau	Umasree Polepeddi	Chief Education
17	Iraq	Bakhtiyar Hussein	Adolescent Development Officer
18	Iraq	Mads Sorensen	Adolescent Development Specialist
19	Libya	Suad Nabhan	Adolescent Development Specialist
20	Libya	Ziad El Naboulsi	Emergency Specialist
21	Madagascar	Nicolette Moodie	Chief child protection
22	Mali	Ndiaga Seck	Chief of Communication
23	Myanmar	Luhar Danee	Child Protection Specialist
24	Myanmar	Noriko Izumi	Chief Child Protection
25	Myanmar	Rebecca Pankhurst	Chief Field Services
26	Niger	Assoumaou Mayaki	Communication for Development Officer
27	Niger	Pacifique Ngarambe Ruty	Monitoring & Evaluation Specialist
28	Philippines	Andrew Morris	Chief Field Office
29	Sierra Leone	Yuichirio Yamamoto	Child Protection Specialist
30	Somalia	Jean Lokenga	Chief Child Protection
31	South Sudan	Peter Quamo	Education Manager
32	South Sudan	Vinobajee Gautam	Education Manager
33	Sri Lanka	Lara Perera	Programme Funding Officer, Office of the UNICEF Rep, Colombo
34	Sri Lanka	Luxmy Sureshkumar	Education Officer
35	Tajikistan	Khushbakht Hojiev	Programme Specialist
36	Tajikistan	Tetyana Nikitina	Programme Specialist

UNICEF Global and Regional			
1	Programmes Division	Ted Chaiban	Director of Programmes
2	HATIS	Hamish Young	Chief
3	HATIS	Anya Azaryeva Valente	Programme Specialist
4	HATIS	Henrik Hartmann	Risk, Resilience and Fragility Consultant
5	Bolivia	Jennifer Hoffmann	Chief Education
6	ESARO	Neven Knezevic	Senior Education Specialist
7	Sudan	Sharif Baaser	Chief Field Office
8	ADAP	Jumana Haj-Ahmad	Chief Adolescent Development
9	ADAP	Priya Marwah	Youth & Adolescent Development Specialist
10	MENA	Veera Mendoca	Regional Adviser Adolescent Development

Country and Regional Peace & Development Advisors			
1	Guatemala	Santiago Daroca	Peace and Development Advisor, DPPA-UNDP
2	Chad	Patrick McCarthy	Peace and Development Advisor, DPPA-UNDP

3	Cote D'Ivoire	Grace Fifatin Kpohazounde	Peace and Development Advisor, DPPA-UNDP
4	Sierra Leone	Simonetta Rossi	Peace and Development Advisor, DPPA-UNDP
5	Caribbean Region	Kehind Bolaji	Peace and Development Advisor, DPPA-UNDP
6	Tajikistan	Kurtmolla Abdulganiyev	Peace and Development Advisor, DPPA-UNDP
7	Sri Lanka	Dushanthi Fernando	Peace and Development Advisor, DPPA-UNDP
8	Bosnia and Herzegovina	Dalila Sadinlija	Peace and Development Specialist, DPPA-UNDP

Partners and Youth Peace and Security (YPS) Practitioners			
1	Cordaid/CSPPS	Peter Van Sluijs	Senior Strategist
2	MGCY	Regine Borja Guevara	Youth Peace and Security Focal Point
3	MGCY	Moa Herrgard	Organizing Partner
4	SFCG/YPS Global Coalition co-chair	Rachel Walsh Taza	Children & Youth Programme Coordinator
5	SFCG /YPS Global Coalition co-chair	Saji Prelis	Director, Children & Youth Programmes
6	SFCG /YPS Global Coalition co-char	Solvi Karlsson	Programme Manager, Children & Youth
7	UNDP	Noella Richard	Youth Policy Specialist
8	UNOY/YPS Global Coalition co-Chair	Gizem Kilinc	Leading Coordinator
9	UNPBSO/UNFPA	Cecile Mazzacurati	Head Youth, Peace and Security Progress Study Secretariat
10	Peacebuilding Fund	Tammy Smith	Senior Monitoring & Evaluation Specialist

Respondents from field visits

Respondents from Philippines

	Respondent(s) name	Organization and Role (as applicable)	Classification
1	Norida Abdullah	Community and Family Services International (CFSI)	Implementing partner
2	Winston Aylmer Camarinas	UNDP	External stakeholder
3	Malhan M. Borhan	MILF Dawa Committee member (religious leader)	Programme partner
4	Abdillah "Mackee" Lantod	Representative from the Office of the Bangsamoro Youth Affairs	Programme partner
5	Melindi Malang and Gemma Asis	UN OCHA	External stakeholder
6	Ms. Sohila Macadato, Sandra Salidatan, Ms. Noraida Abo, Omran Ali	UnYPhil- Women's VSO Project Officer, Community Organizer, and Representative of the Executive Director	Implementing partner
7	Cris Cayon	UNICEF Emergency Specialist (and governance?)	UNICEF staff
8	Rohannie Baraguir	UNICEF CP Programme Officer	UNICEF staff
9	Anita	UNICEF Chief of Social Policy	UNICEF staff
10	Farouk Lim	UNICEF M&E Officer	UNICEF staff
11	Andrew Morris	UNICEF Chief of Field Office	UNICEF staff
12	Wilhamina Aquido, Muhammad Omar, Robert and Farjud	CBCS VSO representative, project coordinator, project coordinator, project officer	Implementing partner
13	Mario Balibago	UNICEF Country Office staff and Adolescent Working Group member	UNICEF staff
14	Nass Dunding	Forum Ziviler Friedensdienst (forum ZFD)	External stakeholder
15	Christine Vertucci	Mindanao Peace Institute (MPI)	Programme partner
16	Rochelle	UNFPA Head of Sub-Office	External stakeholder

Focus Group Discussions

	Participants or non-participants	Younger adolescents	Older adolescents	young people over 19	Male	Female	Organization/classification as applicable
1	Programme participants	0	5	2	4	3	Alliance of Magnanimous Youth Leaders (AMYL), Dulawan Youth Guild (DYG), Confederated Decendents of Raja Mamalu (CDORM), Responsible Young Leaders Organization (RYLO), Galant Adolescent New Generation (GANG)
2	Programme participants	0	4	4	5	3	Datu Saudi Ampatuan, DNHS-SSG, SK, Alliance of Magnanimous Youth Leaders, DSA Youth
3	Non-participants	0	3	4	5	2	Progressive Initiative for Manguindanao Engagement Youth Network (PRIM), Phil. Red Cross Youth Council for Maguindanao, Lakas Katabaan Maguindanao, DOS, PASW
4	Non-participants	0	1	7	4	4	Cotabato City Tri-people Youth Network (Interfaith and Indigenous Youth Network)
		0	13	17	18	12	

Respondents from Guinea-Bissau

Key informants

	Respondent(s) name	Organization and Role (as applicable)	Classification
1	Ligia Balde	PBF Project Coordinator	UNICEF staff
2	Janet Murdock	PBF Secretariat	Donor
3	Iancuba Unjai, Vagner Cobo and Nicolau Mendes	ANADEC Executive Director, ANADEC member and Palmeirinha Executive Director	Implementing partners
4	Djenabu Balde, Joao Paulo Djata, Michael Lopes Tavares	Youth leaders from TDV (Transmitorio diminutivo violencia)	External stakeholders
5	Seco Duarte Nhaga and Carlos Pieres	President of RENAJ and Director of Radio Joven	External stakeholders
6	Bernardo	Radio Vos do Rio Cacheo MC (and youth mentor)	Programme partner
7	Lucy Monteiro	UNICEF Education Specialist	UNICEF staff
8	Luke	Animator	Programme partner
9	Mamadou Celu and Joao Bernardine	Representatives from Instituto do Juventude (National Youth Institute)	Programme partner
10	Albert Ewodo Ekani	UNICEF Chief Social Policy, Monitoring & Evaluation	UNICEF staff
11	Alfredo Handem	Swiss Aid Head Manager	Partner agency
12	Dauda Sau	former UNDP	Partner agency

Focus Group Discussions

	Participants or non-participants	Younger adolescents	Older adolescents	young people over 19	Male	Female	Organization/ classification as applicable
1	Programme participants	0	8	0	4	4	Capo, Cacheu Province
2	Non- participants	6	2	0	4	4	Capo, Cacheu Province
3	Programme participants	3	7	0	5	5	Cachobar, Cacheu Province
4	Non- participants	8		0	4	4	Cachobar, Cacheu Province
5	Programme participants	0	6	0	3	3	Sintcha No Djuda Utro, Cacheu Province

		17	23	0	20	20	
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Respondents from Burundi

Key informants

	Respondent(s) name	Organization and Role (as applicable)	Classification
1	Etianne	UNICEF Adolescent Development Specialist	UNICEF staff
2	Aniella and Christa	Association des Guides du Burundi (AGB)	Implementing Partner
3	Mathias Nkurunziza	Anglican Church of Burundi	Implementing Partner
4	Name not recorded	Mukike Commune Administrator	Government actor
5	Severin	Hill Chief of Rukina	Government actor
6	Abbe Tite	Priest	Programme partner
7	name not recorded	Governor of Kirundo	Government actor
6	Jean Babtiste	Vumbi Commune Administrator	Government actor
9	Thaddee	Hill Chief of Burarana	Government actor
10	Joseline, Rehilde and Emanuelle	Trainer and peer educators	Programme partners
11	name not recorded	Hill Chief of Kigobe	Government actor
12	Jacqueline O'Connor	UN Peacebuilding Fund (PBF)	Donor
13	Floride Ahitungiyi	Search for Common Ground Country Director	External stakeholder
14	Frank Kashando	UNICEF - Chief of Child Protection Section	UNICEF staff
15	Christine Hofer	UNICEF - Chief of PM&E	UNICEF staff
16	Johary Randimbivololona	UNICEF - former C4D Specialist and Peacebuilding focal point	UNICEF staff

Focus Group Discussions

	Participants or non-participants	Younger adolescents	Older adolescents	young people over 19	Male	Female	Organization/ classification as applicable
1	Programme participants	0	0	9	5	4	Village in Rukina colline
2	Programme Participants	1	7	0	2	6	Village in Burarana colline
3	Programme Participants	0	3	5	4	4	Village in Burarana colline
4	Programme participants	0	9	0	4	5	Village in Kigobe colline
		1	19	14	15	19	

APPENDIX J: Selected evaluation tools

Evaluation tools used to collect data to inform initial findings

Key Informant Interviews – Non-UNICEF Global Practitioners

Note: The template below was adapted to elicit appropriate answers from different groups of key informants (young & adult practitioners; UNICEF staff; policy experts; funding partners and governments).

Name/Position		
Date		
Evaluation Question	Interview Question	Indicative activities
Background	<p>What is your role in your organization and what aspects of programming for peacebuilding and young people are you involved in?</p> <p>What, if any, is your geographical area of focus?</p>	N/A
Young people's needs/programming		
<p>To what extent do UNICEF-supported peacebuilding programmes address the needs of young people? Are these programmes targeting the right results and/or outcomes, from the perspective of different groups/communities of young people?</p>	<p>What do you see as the primary needs for peace and security for different groups of young people in the context where you work?</p> <p>What do you see as the most critical gaps for promoting youth participation in peacebuilding?</p> <p>What type of peacebuilding programmes/work has your organization primarily implementing in response to those needs?</p> <p>[Are you familiar with UNICEF programming on youth and PB, if so which?]</p>	<p>Need funding, partnerships, more expertise, more coalitions, data and research, etc.</p>
Type of young people/reach		
	<p>Which groups of young people you're your programmes typically target (age, gender, identity etc)?</p> <p>Are there groups of young people who are not involved in programming who should be [in your context]?</p>	<p>Constituencies: urban, rural, NEET, young women and girls, youth belonging to minority groups, IDPs/refugee/migrant, former fighters</p> <p>Age: 10-14, 15-17, 18-24, 25 and older</p> <p>Numerical reach: 10-20, 21-50, 51-100, 101-500, 500-1000, 1,000-5,000, 5,000-20,000; 20,000-100,000; 100,000- 1 million; over 1 million</p>
Best practices		
<p>Which UNICEF-supported programmes have reached significant milestones for success in peacebuilding programming for and with young people?</p> <p>What are the factors that are responsible for the success of programmes and potential for scaling them up?</p> <p>Which programmes, representing best practices, have a potential to be up-scaled under the UNICEF young people's agenda?</p>	<p>Which do you think are currently some of the strongest or most innovative examples of youth and peacebuilding programmes? [share any documentation?]</p> <p>[To your knowledge] What have been the results/outcomes of these programmes?</p> <p>What made these programmes successful [or what do you think makes these programmes successful]? (what criteria)</p> <p>Are there ways that you think these types of peacebuilding programmes can e be made more sustainable?</p> <p>In general, what improvements can be made to strengthen youth-focused peacebuilding programmes?</p>	
Global policy context & UNICEF strengths		

<p>What are UNICEF's strengths and comparative advantage on youth-focused peacebuilding? What adjustments, in terms of strategies, programme design and partnerships, are required to enhance participation of young people in peacebuilding programmes, and to achieve the desired results/outcomes?</p>	<p>Globally, with UNSCR 2250 passed, and the YPS progress study complete, where does the global youth and peacebuilding community now stand? What [do you think] are the key short-term and long-term priorities for the international community for the implementation of UNSCR 2250 and advancing youth participation in peacebuilding more generally? How is your organization responding to these specific needs? [From your perspective] How has UNICEF globally approached issues of youth and peacebuilding until now? How engaged has the organization been on these issues? [If you are familiar with UNICEF] what do you see as its strengths and where do you see its potential contributions to advancing youth participation in peacebuilding? What entry-points do you think exist for an organization like UNICEF to increase its collaboration with other UN entities and civil society partners on the issue?</p>	
Global policy contexts		
	<p>(TN) What, if any, do you see as the connection between humanitarian, development and youth peacebuilding programming? (TN) Are there advantages/drawbacks in making these linkages? (TN) What are possible ways to make youth-focused humanitarian and peacebuilding programmes more complementary?</p>	
Other		
	<p>Any other issues you think might be important to address in this context?</p>	

Appendix K: Snapshot of peace/security challenges for the 29 programmes

Country	Peace and security challenges to which programmes are responding	Primary goal(s)
Bosnia and Herzegovina	Inter-ethnic divisions; negative peace; mistrust of state; divided education system.	Vertical social cohesion: Responding to youth exclusion decision-making and disaffection. Conflict transformation: Transforming a negative peace to a positive peace through dialogues on the future.
Burundi	Spirals of inter-communal violence stemming from divisive legacy of the past.	Conflict transformation: Transforming narratives of the past at the root of conflict.
Cameroon-Chad (cross-border)	Instability caused by armed groups in the Lake Chad region.	Youth resilience: Countering narratives and recruitment of children and adolescents by armed groups
Colombia	New peace agreement signed and ongoing consolidation of peace; particular challenges associated with needs and stigmatization of young people associated with armed conflict.	Youth resilience: Providing support to reintegration. Conflict transformation: Consolidating peace agreements and/or promoting a culture of peace.
Cote D'Ivoire	Inter-communal conflicts, social exclusion and the operations of violent extremist groups; school attacks; lack of official identity (social exclusion).	Youth resilience: Countering in-school violence. Equity: Expanding access to basic services through young people-led birth registration.
Democratic Republic of Congo	Polarization of interests around inter-ethnic identity weaken social cohesion in villages and recruitment of children. ⁹³	Youth resilience: Providing support to reintegration. Conflict management and resolution: Young people are helping manage violence and conflicts in schools.
Ethiopia	Protracted refugee crisis - strains host community-refugee relations.	Horizontal social cohesion: IDP/refugee and host community tensions.
Guatemala	Poverty and unresolved tensions from civil war and exclusion especially for rural / indigenous communities.	Equity: Supporting municipalities to create local-level child protection systems/spaces.
Guinea-Bissau	Political instrumentalization of young people, especially marginalized and members of <i>Bancadas</i> (informal youth groups)	Vertical social cohesion: Responding to youth exclusion decision-making and disaffection.
Iraq	Inter-communal tensions; IDP marginalization and potential host community-IDP tensions.	Equity: Access to education. Horizontal social cohesion: To promote social cohesion among youth.
Libya	Protracted conflict with many young people negatively affected, including by joining armed groups.	Youth resilience: Contribute to increasing the resilience and social inclusion of adolescents and young people.
Madagascar	Mistrust between communities and the security sector and inter-communal tensions.	Vertical social cohesion: Responding to mistrust of security sector actors.
Mali	Northern rebellion in the north and proliferation of armed groups; Inter-ethnic divisions and lack of awareness of peace agreement (2015) and frameworks; violent extremism and potential electoral violence.	Conflict transformation: Consolidating peace agreements and/or promoting a culture of peace.
Myanmar	Inter-ethnic conflict; state violence and youth exclusion from decision-making.	Youth resilience: Build the resilience of young people and promote child protection.
Niger	Inter-communal conflicts in the border regions, including over natural resources; operations of VE groups in Lake Chad Basin (spillover).	Conflict management and resolution: Young people mediating and resolving local conflicts.
Philippines	One of the world's longest running active conflict is in Mindanao between the state and several armed groups.	Conflict transformation: Consolidating peace agreements and/or promoting a culture of peace.
Sierra Leone	Country is consolidating peace; young people mobilized for political demonstrations, especially around elections.	Youth resilience: Countering in-school violence through peace and peer-to-peer clubs.
Somalia	Protracted conflict; emerging from period of collapse; Violent extremist recruitment; IDP, returnees, host community tensions.	Horizontal social cohesion: IDP/refugee and host community tensions.
Sri Lanka	Ongoing tensions challenging reconciliation (a legacy of the 2009 war) and changes in the political landscape since 2015.	Horizontal social cohesion: To promote inter-personal and inter-group understanding and interaction among teachers, students, parents and communities.
Tajikistan-Kyrgyzstan (cross-border)	Low intensity inter-communal tension in border region stemming from border dispute; rise in hard nationalist narratives and VE risks.	Horizontal social cohesion: Responding to cross border community tensions.

⁹³ Secretary-General's report on children in armed conflict (2018), 10: In the east, children were most affected by Nyatura and Mai-Mai Mazembe activities in North Kivu, Raia Mutomboki in South Kivu and the Force de résistance patriotique de l'Ituri (FRPI) in Ituri. In the Kasais, Kamuina Nsapu recruited large numbers of children and destroyed an unprecedented number of schools. A large number of children allegedly associated with the militia were killed and maimed by the Armed Forces of the Democratic Republic of the Congo (Forces armées de la République démocratique du Congo) (FARDC), during operations aimed at addressing the threat posed by Kamuina Nsapu.

Appendix L: Rating of UNICEF engagement of young people in peacebuilding

Each of the ratings below reflect a holistic assessment based on whether UNICEF has a demonstrated commitment to each area of work based on how common its engagement on each area was, including relative to other actors in joint PBF projects.

Peace & security needs	Type of programmatic responses	Priority Rating
Education: Education needs, including education for peace	Promoting peacebuilding-oriented life skills and citizenship education (incl. peacebuilding competencies) & creating opportunities for their practical application	High
	Promoting teacher and school administrator trainings on peacebuilding-oriented life skills and citizenship education (with peacebuilding components)	Medium
	Integrating peacebuilding competencies and peacebuilding-oriented life skills into youth policies and education policies	Low
Inclusion in decision-making: Political inclusion, inclusion in decision-making and addressing mistrust	Activities to address the reciprocal mistrust between young people and adults	Medium
	Inclusion of young people in local decision-making structures and peace processes	Medium /Low
	Participation in decision-making and processes at the national level and in policy	Low
Employment: Employment and socio-economic opportunities	Promoting employability skills for young people	Medium
	Strengthening youth employment policies	Low
Equality and inclusion: Specific forms of gender and identity-based marginalization	Supporting gender equality in programming	High
	Promoting young women's leadership and empowerment	Medium /Low
	Engaging with marginalized constituencies of young people	High
Safety and justice: Addressing the structures associated with youth victimization and human rights violations	Promoting adolescent and youth skills related to child protection	High
	Strengthening adolescent and youth protection systems	High
Enabling environment for peacebuilding work Promoting an enabling environment for young people's peacebuilding work	Promoting young people's civic engagement in schools and communities, including by establishing safe spaces.	High
	Engaging young people's role as leaders in peacebuilding-specific initiatives.	Medium
	Advanced peacebuilding skills and competencies for older adolescents and youth	Low
	Partnering with and supporting youth organizations to implement peacebuilding work	Low
	Promoting continuity of engagement between older and younger age groups	Low
Young people associated with armed conflict Increasing support for former combatants and children associated with armed conflict	Providing Skills, reintegration and psycho-social support	High
	Encouraging shift from beneficiary of DDR to participants	N/A ⁹⁴
Equitable access to social services Access to other basic social services ⁹⁵	Service provision on education, health, WASH and nutrition	High ⁹⁶

Source: Adapted from Progress Study on Youth, Peace and Security. Ratings indicate an assessment of the degree to which sampled UNICEF initiatives were an area of priority for young people in peacebuilding.

High ratings = core priority area of for UNICEF; Medium rating = secondary priority for UNICEF; Low = minor area of engagement for UNICEF.

⁹⁴ There review did not have enough evidence to make a judgment around this need. But for the few sampled initiatives engaging in DDR activities, the evidence of a participatory approach was mixed.

⁹⁵ Most of the initiatives under review did not include significant outcomes/outputs related to basic social services. However, these are included here because in conflict and fragile settings, these services are vital needs, and in many cases are part of enabling background conditions for peacebuilding.

⁹⁶ This assessment is based on a review of existing CPD documents, 2017 Annual Reports and key informant interviews of the sampled country contexts.

Appendix M: Approaches to participation between young people and adults

Type of Participation	Definition ⁹⁷	Characteristics
Non-participative approach	Programme / strategy / policy design, implementation and M&E is adult initiated and adult led. Young people do not directly input into these processes.	<ul style="list-style-type: none"> • Adult initiated • Led and managed by adults • Young people not directly involved • The views and opinions of young people are determined from secondary sources e.g. their parents/caregivers, adult members of communities, adults implementing services that young people access i.e. young people are not consulted or involved directly
Consultative approach	Adults seek young people' views in order to build knowledge and understanding of their lives and experiences, or in order to design and implement, monitor or evaluate a programme/ strategy / policy / theme. It is an appropriate means of enabling young people to express their views in M&E activities.	<ul style="list-style-type: none"> • Adult initiated • Led and managed by adults • recognises that young people have a valuable perspective to contribute • Allows young people to influence outcomes • Maintains control in the hands of the adults • Adults seek young people' views in order to build knowledge and understanding of their lives and experiences to input into programming.
Collaborative approach	Affords a greater degree of partnership between adults and young people, with the opportunity for active engagement of the project cycle. The entire process is informed and influenced by young people.	<ul style="list-style-type: none"> • Adult-initiated • Involving partnership with young people • Empowering young people to influence or challenge processes and outcomes • Allowing for increasing levels of self-directed action by young people over a period of time. • Young people contribute to setting priorities and determining results.
Youth and adolescent-led approach	Takes place where young people are able to create the space and opportunity to initiate and lead in programme design, implementation and M&E. Instead of responding to ideas or protocols initiated by adults, they create their own.	<ul style="list-style-type: none"> • Young people coming together to organise their own activities or projects • Young people identifying the issues that concern them • Young people control the means and determine the process. • Adults serving as facilitators rather than leaders to enable children to pursue their own objectives, by providing information, advice and support

⁹⁷ Save the Children: The Toolkit to Monitor and Evaluate Children's Participation ([Booklet 3](#)).

Proposed framework for a multi-sectoral approach for engaging young people in peacebuilding

Conceptualizing the Intersections between UNICEF areas of practice, young people's participation and peacebuilding

