

YOUTH RIGHTS ADVOCACY TOOLKIT

Section D: Youth rights in peacebuilding and humanitarian settings

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Note: the content of this toolkit draws on a number of United Nations and external sources. To ensure the toolkit is user-friendly, content drawn from United Nations sources is not consistently referenced throughout, but included in the Bibliography.

Introduction

Welcome to the Youth Rights Advocacy Toolkit! This toolkit is the result of a partnership between the United Nations Human Rights Office, Education Above All Foundation and Silatech. The toolkit aims to empower young people to stand up for their rights.¹

Why a Youth Rights Advocacy Toolkit?

Throughout history, young people have been at the forefront of social movements, calling for, and often sparking social change. At the same time, youth activism is not always welcomed as a force for good, particularly where it is seen as a threat to the status quo and to well-established social norms, even if those norms perpetuate injustice and inequality and are used to justify the denial or even violation of human rights. Yet, making human rights a reality for all people is essential to achieve the Sustainable Development Goals, a shared blueprint for peace and prosperity for people and the planet in the present and the future agreed by the international community in 2015.

There is increasing recognition of the need to address young people's human rights concerns, but change doesn't happen overnight and it is not the sole responsibility of youth activists, youth advocates or civil society to ensure young people can exercise their rights. Governments, the private sector and other stakeholders play a critical role as well; however, the present toolkit focuses on empowering youth in all their diversity to advocate for their rights, and particularly young people in situations of vulnerability or marginalization. The toolkit recognizes that meaningful youth participation at all levels and in all areas that affect young people's lives are essential ingredients for youth leadership to promote youth rights.

A vast amount of information, resources and tools exist on human rights and young people. This toolkit does not seek to reinvent the wheel, but to gather the most important information in a single place, in an accessible, user-friendly way, and to point readers and users in the direction of additional resources to support them in their advocacy for youth rights.

Who is the toolkit for?

The toolkit is for young people who want to learn more about their rights and how to advocate for them. This toolkit provides information on some of the human rights mechanisms and processes that exist at the global level, and how these can be used to promote youth rights. The toolkit also considers the importance of youth rights in the context of peacebuilding and humanitarian settings. No prior knowledge of or experience with any of the topics covered is assumed or needed.

¹ For more information on the partnership between UN Human Rights, Education Above All Foundation and Silatech, visit: <https://www.ohchr.org/youth/working-and-youth-vulnerable-situations> (available in English)

The toolkit is primarily intended for use by young people and youth activists, including young human rights defenders and young peacebuilders, as well as youth-led, youth-focused and youth-serving organizations. International organizations working to promote youth rights, government representatives, Ministries of Youth and Youth Parliamentary Committees may also find the toolkit relevant to their work.

Youth is not a clearly defined age category, a topic addressed in Section A under the question 'What is youth?'. The present toolkit is mostly aimed at young people aged 18 and older, although elements of it may also be relevant to those aged 15-17. Younger children will likely benefit more from resources focused on child rights.

How was the toolkit developed?

The Toolkit is the result of a joint effort by the United Nations Human Rights Office, Education Above All Foundation and Silatech, based on consultations with young people, including a Youth Advisory Board established within the partnership and consisting of ten young people.

A series of six online youth consultations held in May and June 2022 targeted youth in different countries and regions. The consultations aimed to identify the key human rights challenges and obstacles young people face, including when they advocate for their own rights, and to identify good practice examples, success stories and useful tips for youth rights advocacy. The consultations were jointly facilitated by UN Human Rights and members of the Youth Advisory Board, who also provided extensive input into the toolkit through several rounds of feedback, including an in-depth discussion organized at UNESCO Headquarters in Paris, France in September 2022.

The toolkit was developed with a view to presenting its content in an interactive, engaging way through a dedicated website or microsite, which will follow the present, initial PDF format prepared for the UN Human Rights website.

How is the toolkit structured?

Following the introduction and a brief overview of some basic definitions, the Youth Rights Advocacy Toolkit is structured in four sections:

- Section A: Human rights basics: principles and the treaties they underpin - how they relate to youth rights
- Section B: Advocating for youth rights
- Section C: Leveraging international human rights mechanisms and processes to advocate for youth rights
- Section D: Youth rights in peacebuilding and humanitarian settings

The toolkit is structured in a question and answer format. Each section consists of questions and sub-questions that address different topics. For each question, a shorter answer of a few lines to several short paragraphs is provided, along with a longer, more detailed answer for

those who are interested to go ‘More in depth’. Where relevant, links to resources where you can learn more and find additional information are also provided.

The different sections complement and build on one another, but can also be used separately depending on your needs and interests.

In addition, the toolkit contains an Annex which provides useful information on youth entrepreneurship as a way for young people to exercise their right to work. The Annex is structured in the same way as the Sections, but with a list of references at the end.

How should I use the toolkit?

You may already be familiar with some of the topics covered in the toolkit. Answer the following, brief questions to assess your level of knowledge, and to get an idea of which section or sections may be most useful to you, depending on your interest.

HOW TO USE THE YOUTH RIGHTS ADVOCACY TOOLKIT

	Definitely not	Probably not	Maybe, I’m not sure	Probably yes	Absolutely, yes 100%
I am familiar with human rights and youth rights	<i>Go through Section A</i>	<i>Go through Section A</i>	<i>Look at the questions and topics covered in Section A to decide what may be most relevant to you</i>	<i>Focus on ‘More in depth...’ and ‘Where can I learn more?’ for any questions or topics in Section A that may interest you</i>	<i>Skim through Section A in case anything may be of interest.</i>
I have experience of doing advocacy	<i>Go through Section B</i>	<i>Go through Section B</i>	<i>Look at the questions and topics covered in Section B to decide what may be most relevant to you.</i>	<i>Focus on ‘More in depth...’ and ‘Where can I learn more?’ for any questions or topics in Section B that may interest you</i>	<i>Skim through Section B in case anything may be of interest.</i>
I have done advocacy, specifically on youth rights	<i>Go through Section B.</i>	<i>Go through Section B.</i>	<i>Look at the questions and topics covered in Section B to decide what</i>	<i>Focus on ‘More in depth...’ and ‘Where can I learn more?’ for any</i>	<i>Skim through Section B in case anything</i>

			<i>may be most relevant to you.</i>	<i>questions or topics in Section B that may interest you</i>	<i>may be of interest.</i>
I am familiar with and/or have experience using international human rights mechanisms to promote human/youth rights	<i>Go through Section C.</i>	<i>Go through Section C.</i>	<i>Look at the questions and topics covered in Section C to decide what may be most relevant to you.</i>	<i>Focus on ‘More in depth...’ and ‘Where can I learn more?’ for any questions or topics in Section C that may interest you</i>	<i>Skim through Section C in case anything may be of interest.</i>
I am familiar with, and have experience working on youth rights in peacebuilding and humanitarian settings	<i>Go through Section D.</i>	<i>Go through Section D.</i>	<i>Look at the questions and topics covered in Section D to decide what may be most relevant to you.</i>	<i>Focus on ‘More in depth...’ and ‘Where can I learn more?’ for any questions or topics in Section C that may interest you</i>	<i>Skim through Section D in case anything may be of interest.</i>

Getting started: some basic definitions

This toolkit uses a number of definitions and concepts that may be new to you. Below are some basic definitions that will help you to understand what we mean. Terms that are used very often throughout all sections are explained in more detail within the toolkit, for example, youth, human rights, or United Nations.

Convention (or Treaty): an agreement between countries that is formally accepted as law.

Humanitarian setting: a context in which an event (for example, armed conflict, natural disaster, epidemic, famine) or series of events has resulted in a critical threat to safety, security and well-being of a community or other large group of people.

Intergovernmental organization: an organization that is established by a group of countries, usually through a treaty, also often referred to as an international organization. An example of an international organization is the United Nations.

International law: a body of rules recognized by States that sets out their relations with one another.

Peacebuilding: a range of measures in the context of emerging, current or post-conflict situations for the explicit purpose of preventing violent conflict and promoting lasting and sustainable peace, often by addressing the root causes of violent conflict.

Rule of law: this means that laws apply to everyone in a given country, including lawmakers, the people who enforce the law, and judges.

State: another word for country; often used as 'member State', i.e. a State that is a member of an intergovernmental organization, such as the United Nations. Note: throughout this toolkit, State is always used to mean a country, not a subdivision or region within a country.

United Nations: an intergovernmental organization established in 1945, made up of 193 member States (as of 2022).

United Nations General Assembly: the primary decision-making body of the United Nations, where each country that is a member of the UN participates and has a vote.

United Nations resolution(s): formal expressions of the opinion or will of an organ of the United Nations, such as its General Assembly, the Security Council or the Human Rights Council.

Section D: Youth rights in peacebuilding and humanitarian settings

In this section: How are youth rights relevant in peacebuilding and humanitarian settings?

[D.1 Why talk about youth rights in peacebuilding and humanitarian settings?](#)

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D.1 Why talk about youth rights in peacebuilding and humanitarian settings?

Globally, young people are significantly affected by different forms of violence. Although young people share many of the same peace and security challenges as adults and society in general, there are specific aspects of youth that confront young people with particular challenges and opportunities. Violent conflicts affect youth by destroying sources of stability and belonging and by disrupting the transition into adulthood by interrupting young people's education and decimating social support structures and livelihood opportunities.

D.1.1 More in depth...

The World Health Organization (WHO) defines **violence** as the intentional use of physical force or power, threatened or actual, against another person or against a group or community, that either results in or is likely to result in injury, death, psychological harm, maldevelopment or deprivation.

Violence can be broadly divided into three categories: (1) self-directed violence; (2) interpersonal violence; and (3) collective violence. This section focuses on collective violence, which can be inflicted by larger groups such as States, organized political groups, terrorist organizations, etc. Collective violence includes social, political and economic violence.

- Collective violence that is committed to advance a particular social agenda includes, for example, crimes of hate committed by organized groups, terrorist acts and mob violence. Social violence can sometimes be induced by traditional beliefs and stereotypes spread in society, which may lead to discrimination and stigmatization of certain groups.

- Political violence includes war and related violent conflicts, state violence and similar acts carried out by larger groups.
- Economic violence includes attacks by larger groups motivated by economic gain – such as attacks carried out with the purpose of disrupting economic activity, denying access to essential services, or creating economic division and fragmentation.

Each of these types of violence has particular implications for young people, who already face age-based discrimination and socio-economic difficulties during the transition to adulthood. At the same time, young people play an extremely important role in addressing violence and promoting peace, which has already been recognised by the international community.

D.1.2 Where can I learn more?

To learn more, check out:

- [The Missing Peace: Independent progress study on youth, peace and security](#)
- The World Health Organization’s [World report on violence and health](#)
- [Youth, Peace and Security: A Programming Handbook](#)

D.2 What is the existing legal framework?

In 2015, the United Nations Security Council, which is responsible for maintaining international peace and security, unanimously adopted the ground-breaking [Resolution 2250 on Youth, Peace and Security](#), recognizing that “young people play an important and positive role in the maintenance and promotion of international peace and security”. The resolution shifted the narrative of considering youth as either perpetrators or victims of violence to consider them as active agents of change in peacebuilding. It urges Member States to give youth a greater voice in decision-making at the local, national, regional and international levels and to consider setting up mechanisms to enable youth to participate meaningfully in peace processes.

The Security Council has adopted two more resolutions on Youth, Peace and Security; Resolution 2419 (2018) that calls for the meaningful inclusion of young women and men in formal and informal peace processes and Resolution 2535 (2020) that provided concrete steps for the operationalization of the YPS Agenda, which included a request for the strengthening of technical YPS capacity at HQ and in the field.

D.2.1 More in depth...

In addition to the three Security Council resolutions, there are several resources focused on the participation of young people in peacebuilding processes and working with young people in the humanitarian settings:

- [The Missing Peace: Independent progress study on youth, peace and security](#): requested by the UN Secretary-General in response to Resolution 2250, the study presents findings on the positive contributions of youth to peace processes and conflict resolution, and recommendations for effective responses to support the agency,

leadership and ownership by young people and their networks and organizations, and to facilitate their equal and full participation in decision-making at all levels.

- [First](#) and [Second](#) Reports of the Secretary-General on Youth and Peace and Security: the biennial reports analyze recent trends and practices at the international, regional and national levels related to youth participation in peace processes, protection of youth in conflict, youth disengagement and reintegration, and partnerships with youth organizations involved in peacebuilding.
- A [Guide for Public Officials](#) in support of country-level operationalization of the Youth, Peace and Security agenda, and a [Five-year Strategic Action Plan for Youth-Inclusive Peace Processes](#) launched at the [High-Level Global Conference on Youth-Inclusive Peace Processes](#) held by the State of Qatar, Governments of Finland and Colombia, civil society and UN partners in January 2022.
- [Doha Youth Declaration on Transforming Humanitarian Aid](#): representing the opinions of global youth representatives on improving humanitarian action.
- [The Compact for Young People in Humanitarian Action](#): a collective commitment of 50+ humanitarian actors working to ensure that the priorities of young people are addressed and informed, consulted, and meaningfully engaged throughout all stages of humanitarian action.
- [IASC Guidelines on Working with and for Young People in Humanitarian and Protracted Crises](#): developed by UNICEF and the Norwegian Refugee Council as the ‘go-to’ guide for working with and for young people in humanitarian settings and protracted crises.
- [We are Here: An integrated approach to youth-inclusive peace processes](#): an independent policy paper commissioned by the United Nations Office of the Secretary-General’s Envoy on Youth, which analyzes where and how young people engage in peace and mediation processes.

D.3 What are the particular challenges of youth in humanitarian settings?

Conflict, crime and other forms of violence affect young people’s lives in more ways than mortality. Although these effects are often unrecorded, young people suffer from a wide range of short-, medium- and long-term effects, ranging from repeat victimization, psychological trauma, identity-based discrimination, and social and economic exclusion.

D.3.1 More in depth...

The challenges can be different for certain groups of youth. For example, the risks of child marriage, sexual exploitation and abuse and unwanted pregnancy are higher for girls and young women, while the risks of association with armed groups, being radicalized or being targeted for harassment by police may be higher for boys and young men. Young people with particular vulnerabilities, like youth with disabilities, migrants or refugees, face heightened obstacles to the realization of their rights in the humanitarian context.

Overall, young people face many challenges in humanitarian settings, including, among others:

- During a conflict or disaster, a young person’s educational, social and emotional development may be interrupted. Emergencies can cause health problems and lead to new impairments, rupture families and social networks, expose young people to new risks, and restrict access to vital goods and services.
- Already experiencing age-based discrimination, young people in humanitarian settings face further marginalization and stigmatization due to stereotypes that associate youth with violence.
- Young people can face victimization and traumatization at the hands of armed groups, terrorists or violent extremist groups, gangs and organized crime networks, repressive governments and, in numerous countries, law enforcement personnel and criminal justice systems.
- Repressive conditions often present in the countries facing conflict or insecurity, affect the collective freedom of movement, assembly and expression, and shut down youth organizations, peacebuilding initiatives and peaceful movements in the name of counter-terrorism or the pretext of preventing violent extremism. The shrinking civic space in such settings requires additional protection efforts. For more information on staying safe, see Section B, for example the question ‘How can I stay safe and be protected while defending my rights?’.
- Young women and girls are affected disproportionately, facing multiple forms of gender-based violence. Child-bearing risks are also higher, due to increased exposure to forced sex, increased risk taking and reduced availability of adolescent sexual and reproductive health services.
- Young persons with disabilities, and girls and young women in particular, are more likely to be abandoned by their families, isolated in their homes, at risk of violence, and missing out on access to information and services that would strengthen their protection and resilience.
- Displaced young people, being separated from their homes and sometimes their families, often face violence, abuse and insecurity, and become vulnerable to trafficking and detention.
- Refugee adolescents and youth may have problems with legal recognition, lack of documentation, lack of freedom of movement, language barriers, discrimination, racism and xenophobia. Most refugees and displaced youth live in urban areas, and not in camps, which makes them less visible, often unreached with services, and particularly isolated.
- LGBTIQ+ youth face a complex array of challenges and threats in their countries of origin, and asylum, including discrimination, prejudice, violence and difficulty accessing assistance, and can be particularly targeted in situations of conflict and insecurity. Where can I learn more?

D.3.2 Where can I learn more?

Additional information is available via:

- [The Missing Peace: Independent progress study on youth, peace and security](#)
- The UNFPA publication on [Adolescent Sexual and Reproductive Health Programs in Humanitarian Settings: An In-depth Look at Family Planning Services](#)

- UN Interagency Network on Youth Development, Working Group on Youth and Peacebuilding [Practice Note: Young People's Participation in Peacebuilding](#)
- Inter-Agency Standing Committee Guidelines [With us & for us: Working with and for Young People in Humanitarian and Protracted Crises](#)

D.4 What is the role of youth in preventing violent extremism?

Although there is no universally agreed definition of violent extremism, according to UNESCO, this term refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This can include terrorism and other forms of politically motivated violence.

Suffering from marginalization, unemployment, and poverty, young people are particularly vulnerable to recruitment by extremist groups, which explains why many activities aimed at the prevention of violent extremism (PVE) specifically target youth. For the same reasons, historically, youth have been perceived as perpetrators or victims of extremist violence and were neglected when it was time to organize high-level peace efforts.

However, with the rise of the Youth, Peace, and Security agenda, it was acknowledged that young people play a crucial role in the implementation of the PVE work. They are now widely recognized as those best positioned to promote a culture of tolerance among their peers by engaging, supporting and encouraging them so they are better equipped to interact positively with the world around them.

D.4.1 More in depth...

PVE programmes can be implemented by a variety of actors using methods ranging from formal education to sports and art to promote justice, equality, respect, and recognition. However, such interventions are not meant to forcibly impose a narrative of peace, empathy, and kindness, but to provide as many opportunities as possible for those qualities to emerge organically.

Young people contribute to the PVE in many different ways, including, for example through:

- PVE online/offline advocacy and awareness-raising, including through media messaging campaigns, awareness-raising events, leadership training, or workshops and dialogues with young people designed to raise their awareness against the appeals of violent extremism groups and promote tolerance, diversity and peace;
- Art and cultural activities which can help young people to express their identity, experiences and emotions, and serve as a communication tool connecting different groups and individuals;
- Sport activities, which can help build bridges between different groups, cultures and religions by promoting intergroup cooperation and uniting diverse participants in achieving a common goal;

- Volunteering and service learning projects, which encourage skill development, empowerment, and civic engagement of young people, simultaneously responding to community needs;
- Employment and entrepreneurship initiatives, which can connect young people to jobs or support their small- and medium-sized enterprises, thus helping to expand young people's opportunities and reduce material and social drivers of violent extremism;
- Development of online content, including videos, games and learning resources to facilitate intercultural dialogue, exchange between different groups and provide knowledge about diverse cultures, peoples and histories.

Good practice: Online gaming for PVE

Online games can be an effective way to bridge the gap between young people of different backgrounds, to counter stigma and stereotypes, and to promote cooperation between players of different cultures, religions and ethnic groups. [Games for Peace](#) is a platform dedicated to bridging divides among young people from Israel, Palestine, and several Middle Eastern countries through popular video games with added elements of communication and cooperation. It helps to develop trust and friendship among children and young people from conflicting territories, thus promoting tolerance, acceptance and contributing to peace.

D4.2 Where can I learn more?

For more information, check out:

- United Nations Educational, Scientific and Cultural Organization (UNESCO) [Youth led guide on prevention of violent extremism through education](#)
- United Nations Development Programme (UNDP) global report [Frontlines: Young people at the forefront of preventing and responding to violent extremism](#)
- Report of the UN High Commissioner for Human Rights on [best practices and lessons learned on how protecting and promoting human rights contribute to preventing and countering violent extremism](#) (2016)

D.5 What role do young people play in peacebuilding?

Youth can and do play a variety of different, shifting roles in conflict and post-conflict contexts. These can range widely from dissenting or rejecting the peace process, political activism, becoming criminals and vigilantes, negotiating and mediating, becoming key security and justice actors or peacemakers. Thus, engaging young people positively and giving them a stake in their societies is important for long-term peace and security, and a way to ensure the full enjoyment of their right to participation. Therefore, it is important to ensure the meaningful participation of young people in peacebuilding efforts and peace processes.

D.5.1 More in depth...

Young people can be important drivers and agents of change in the development of their societies. This may be because they demonstrate openness to change, feedback and learning, tend to be more future-oriented, idealistic and innovative, and willing to take risks. Overall, it is very important that the specific needs and priorities of different groups of young people during and after conflict are identified and addressed through targeted initiatives, which should be developed with and by young people themselves.

There are many types of youth peacebuilding engagements, which can be observed at different stages of conflict. For example:

- Youth can engage in endeavors to prevent the outbreak of violence in the “pre-conflict” settings, including through early interventions to prevent violence, such as education promoting a culture of peace, peace debates and dialogues, religious dialogues, civic and voter education, educational theater and community radio, sport and music festivals, and provision of humanitarian support.

Good practice: Latin America

The programme “OIJTravesías”, supported by the [International organization of Youth for Iberoamerica \(OIJ\)](#) created in 2018 a training and a cultural exchange initiative “Building peace through cinema” to allow young filmmakers from Mexico City (Mexico) and Colón City (Panama) to address violence through cinema. Young people were part of training sessions on documentary film-making and on the youth, peace and security agenda. Young people led the whole creative process, from writing the script, producing the film, being actors in it, and engaging their peers as viewers. Through these short films, they could express their views on issues related to peace and security in their local environment.

- Youth can intervene to mitigate the impact of violent conflict where it has emerged, and to build peace and social cohesion – for example, through peer-to-peer dialogues in conflict-affected communities, through supporting the disengagement and reintegration of former fighters, or through monitoring and documenting human rights violations during conflict.

Good practice: Syria

The [Syrian Youth Assembly](#) is a fully youth-led initiative with a mission to empower and support Syrian youth and refugees around the world, and to build peace, dialogue and cultural exchange. Among many other activities, the Syrian Youth Assembly works to engage Syrian youth in the peace process in Syria and help make their voices heard in the UN-led peace process in Geneva. In addition, they offer young people various training and programmes related to peacebuilding.

- Young people can also engage in efforts to ensure that various forms of violent conflict do not recur or re-emerge. They can engage directly or indirectly in formal and informal peace processes, take part in disarmament, demobilization and reintegration programmes, and raise awareness on past conflicts through art and media campaigns.

Good practice: Yemen

Yemen's youth played a key role in the establishment of a national dialogue process in 2011. Independent youth representatives, which made up 7 percent of members of the National Dialogue Conference (NDC) aimed to shape the new Yemeni Constitution, worked together with women and other civil society constituencies, which enabled this unaffiliated group to acquire a significant role in the decision-making process. Despite youth being underrepresented in decision-making committees, their main outcomes of the NDC related to youth could be observed in three areas: political empowerment, economic empowerment, and education, for example, through the creation of a new independent authority named the Supreme Council of Youth with a mandate to supervise public policy. The State also agreed to guarantee a youth quota of 20 percent in various branches of government.

D.5.2 Where can I learn more?

To learn more, you can visit:

- [The Missing Peace: Independent progress study on youth, peace and security](#)
- High-Level Global Conference on Youth-Inclusive Peace Processes, [Implementing the Youth, Peace and Security Agenda, A Guide for Public Officials](#)
- IANYD, Working Group on Youth and Peacebuilding [Practice Note: Young People's Participation in Peacebuilding](#)

D.6 Where can I learn about peacebuilding?

If you are interested in the topic of peacebuilding and want to learn more about youth engagement in peace-related activities, you can start at the [Youth, Peace and Security website](#), which compiles key resources on the topic.

There are also many educational resources and training courses available online or in-person, for example:

- The [Youth and Peacebuilding](#) course developed by UNITAR targets young people aged between 15 and 30 from conflict-affected countries or countries in special situations, that are already working, or interested in working with others in the fields of peacebuilding and political decision-making. It enables learners to better understand the current situation of youth in complex contexts, their needs, challenges and potential, and to explore possible entry points for young people's involvement in peacebuilding activities and strategies. The course is held entirely online and open for everyone.
- The [Youth Peace and Security primer](#) is a training course that can be taken online, it is self-paced, and only takes a few hours to complete. It provides the basic notions of YPS and [TF1] it's great training for those with little knowledge on the agenda.

- [UNSCR 2250 & Beyond: A Youth Toolkit](#), created by UNOY Peacebuilders provides an overview of useful documents and ideas to help better understand the importance and content of the UNSC Resolution 2250.
- The [Youth4Peace Training Toolkit](#) developed by UNOY Peacebuilders to guide youth trainers and educators in the field of peacebuilding through the concepts and practice of delivering educational activities on conflict transformation, peacebuilding, and the creation of peaceful narratives.
- The Conflict Series - the course developed by UNITAR consisting of 3 series: 1. [What is conflict?](#), 2. [Conflict analysis](#) and 3. [From conflict to peace](#). This is an open, self-paced course meant to provide an introduction to conflict studies and more advanced courses in conflictology.
- [Young Peacebuilders](#) is a peace education initiative of the United Nations Alliance of Civilizations designed to provide young people with skills that can enhance their ability to positively contribute to peace and security and to preventing violent conflict. The course is held annually in a particular region, and the participants are selected for the course on the basis of applications.
- [Explore Your Changemaker Potential](#) - an Edapp free microlearning course developed by UNITAR to help learners to find their personal angle to creating positive change in the world.
- [UNHCR Youth Peacebuilding Toolkit](#) and [UNHCR Youth Peacebuilding Manual](#) designed as a guide for training refugee youth and host community youth in peacebuilding and conflict resolution.

D.7 What funding opportunities are there for youth-led peacebuilding initiatives?

Ensuring adequate financing is one of the central concerns for the Youth, Peace, and Security agenda. There is often a mismatch between the size and type of funding favored by donors and those that are accessible to young peacebuilders. Moreover, donors may impose eligibility criteria and application, reporting and fiduciary requirements which overburden the capacities of youth-led organizations, favoring more well-established actors. However, in recent years progress has been made. The United Nations has established several funds to support youth-focused and youth-led peacebuilding at country level, while a growing number of civil society organizations are also creating dedicated funds for such work.

D.7.1 More in depth...

- [The UN Secretary-General's Peacebuilding Fund \(PBF\)](#) is the largest fund resourcing peacebuilding within the UN, and is currently the largest fund by volume supporting youth-focused peacebuilding. In 2016, the PBF set up a [Youth Promotion Initiative](#) (YPI) which allows the PBF to provide funding to civil society organizations as direct recipients or implementing partners jointly with UN entities. [PBF Guidance Note: Youth &](#)

[Peacebuilding](#) provides information and resources on how to design a project and apply for funding through PBF YPI.

- [UNAOC's Youth Solidarity Fund \(YSF\)](#) provides a unique source of funding specifically for youth-led peacebuilding. While smaller than the PBF, the YSF has been dedicated to specifically funding a diversity of youth-led organizations directly. The details on the application process can be found in the [YSF Application Guidelines](#).
- [The Women's Peace and Humanitarian Fund \(WPHF\)](#), while not solely focused on young people, is also a source of flexible and quality funding to both youth-focused and youth-led organizations, including non-registered organizations as co-implementers. Projects supported by the WPHF have focused on women and young women's participation in humanitarian crises, peacebuilding, and response to sexual and gender-based violence.

Opportunities for fundraising also exist outside of the UN. Some funds are operated by civil society organizations that can act as intermediaries helping youth-led organizations access funding and develop their capacities. For example, the [Local Action Fund](#) of Peace Direct supports locally-led youth peacebuilding initiatives that have not received support from traditional donors by giving small grants, coupled with training, information sharing, and opportunities for wider collaboration and advocacy. Some funds, such as the women's fund [FRIDA](#) or the [GPPAC's Small Grants Scheme](#) operate on a participatory grant making model, which enables youth groups that apply for grants to jointly decide how the funding is allocated.

D.7.2 Where can I learn more?

To find out more, check out:

- The Background Paper on [Financing for Young People in Peacebuilding: an Overview](#)
- The UN Secretary-General's Report on [Youth and Peace and Security](#) (2022)
- [The UN Secretary-General's Peacebuilding Financing Dashboard](#)

Bibliography and further reading

International human rights treaties

International Covenant on Social, Economic and Cultural Rights

International Covenant on Civil and Political Rights

International Convention on the Elimination of All forms of Racial Discrimination

Convention on the Elimination of All Forms of Discrimination Against Women

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Convention on the Rights of the Child

International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families

Convention on the Rights of Persons with Disabilities

International Convention for the Protection of All Persons from Enforced Disappearance

Right to education

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