YOUTH PARTICIPATION & PEACEBUILDING

Course Syllabus (SIS 319 / SIS 619)
American University, School of International Service
Peacebuilding & Development Institute: June 5-7, 2009

Instructor/Trainer:
Mark Hamilton
Adjunct Lecturer & Ph.D. Candidate: American University
Consultant & Expert: Youth Development, Peacebuilding & Curriculum Development
Mark.Hamilton@american.edu
202-277-5755 (Washington DC)


“Organizations that are successful in involving young people in meaningful ways are able to translate this attitude into policies & programs that incorporate youth as partners in community building.” – International Youth Foundation, What Works in Youth Participation (2002).

Course Summary
A key lesson from modern world history is that young people act as "engines" of socio-political change, if not always its primary "engineers". When effectively mobilized, youth provide the necessary energy and the mass power to get wheels turning for divergent “vehicles” of change in their communities. Young people play major roles in conflict situations. Not only are they victimized by war; they also are manipulated and pulled in as combatants, ideologues, political thugs, etc. Opportunity for armed mobilization is immense, yet youth seeking nonviolent roles often are left isolated and unsupported.

This highly interactive course – designed for development practitioners working with young people and for students examining questions of youth agency – will explore the transformative potential of young people in both civil violence and community peacebuilding. Participants will gain exposure to relevant theories and frameworks of youth mobilization, examine challenges and best practices from the field, and develop key analytic tools to design and implement effective youth programs that support peacebuilding initiatives and participative development and governance within fragile environments.

Specific Course Objectives

- Examine the effects of conflict on young people and explore the incentives for youth mobilization into varied institutional forms of armed violence;
- Develop an integrated theory of change for how young people can contribute to sustainable peace and development in conflict-ridden and at-risk communities; and
- Design a program for community peacebuilding that engages youth as participants in all phases of project development, including monitoring and evaluation.
Course Expectations for All Participants

My goal for this weekend is to provide space for active learning and self-reflection in a theory-informed, participant-driven, practical training course focused on youth conflict, participation & peacebuilding. A guiding expectation that I have for all of us here – those who are taking the course for credit and those who are not – is sustained contribution to class discussions, simulation activities, and group projects.

As far as “homework” during our weekend together, you should expect some reading and research time on Friday and Saturday evenings, a bit heavier the latter night to prepare for final group presentations. Instead of bogging you down with pages and pages of hard copy readings, I am providing a resource CD compilation of carefully selected articles, program reports, and policy briefs related to course themes. I encourage you take the time to look it over and hope you find it useful in your ongoing work in the field.

Course Outline

Day 1:
- Introductions and Expectations
- Course Overview and Ground Rules
- Definitions and Preliminary Discussion of Course Themes
- Daily Recap & Evaluation
- Homework: Review Course Resources CD

Day 2:
- Theories of Change in Violent Youth Mobilization & Peacebuilding
- Examples of Youth Peacebuilding Initiatives
- Overview of Program Design Framework
- Group Work on Youth Peacebuilding Program Design
- Daily Recap & Evaluation
- Homework: Individual Tasks for Youth Peacebuilding Group

Day 3:
- Group Work on Youth Peacebuilding Program Design (Continued)
- Group Project Presentations & Participant-led Critiques / Responses
- Course Recap & Evaluation

Assignments & Assessments for AU Students (Credit-Seeking Participants)

If you are taking this course for credit, you have the benefit of additional writing assignments, to be completed by Friday, July 17, 2009. Communicate any concerns as soon as possible to the instructor.

Note: Please submit all papers electronically to mark.hamilton@american.edu in Microsoft Word (.doc) or .rtf format. Your email subject line should include your name and the title of your paper. Within 2-3 weeks of submission, you should expect your grade and my embedded comments via email.

General Grading Scale (Graduate and Undergraduate Students)

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Assessment Details for Undergraduate Students (SIS 319)

- **50% = Class Participation**
- **50% = Reflective Essay**

**Class Participation:** Actively engage in class discussions & activities throughout the weekend course, including the necessary preparation and cooperation for final group presentations.

**Reflective Essay:** Write a 4-5 page reflective essay on key lessons you will take away from this course. Highlight 3 or 4 areas of particular learning and personal reflection and integrate relevant insights from at least 10 of our course readings (your choice).

**Class Participation Assessment Criteria:**

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Total = ____ (x 5) / 10 (x 5) = ____ Points / 50 Possible Points

**Reflective Essay Assessment Criteria:**

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Total = ____ (x 2) / 25 (x 2) = ____ Points / 50 Possible Points
Assessment Details for Graduate Students (SIS 619)

- **25% = Class Participation**
- **25% = Reflective Essay**
- **50% = Project Proposal** OR **Political Mobilization Report** OR **Research Paper**

**Class Participation:** Actively engage in class discussions & activities throughout the weekend course, including the necessary preparation and cooperation for final group presentations.

**Reflective Essay:** Write a 2-3 page reflective essay on key lessons you will take away from this course. Highlight 3 areas of particular learning and personal reflection and integrate relevant insights from at least 7 of our course readings (your choice).

**Project Proposal:** Write a 5-7 page project proposal related to youth development & peacebuilding or review a relevant existing program already in the field. Critically explore multiple phases of programming and build from examples shared in class and our course readings. Use consistent citation formats and reference at least 8 sources.

**Program Design**
- What is the socio-political/cultural context of the conflict environment and how does this relate to youth issues? What is the key problem or opportunity that you would like your project to address?
- What are the primary goals and objectives of this project? (Remember to link them to the overall theory of change informing this project.)
- What specific tools and activities are expected to help achieve these goals?
- What is the size and scope of your project and how do you estimate the financial and human resources necessary for effective implementation and evaluation?
- What are underlying “theories of change” involved in your program design? How do these match with contextual realities, organizational resource capacities, programming goals and strategies, proposed timelines, and chosen indicators?
- Who are key stakeholders in the targeted conflict and what will be their likely responses to an intervention? Who are you targeting as project beneficiaries?
- How are young people involved in the design and implementation of this project?
- What are key outcomes (direct changes from your project) that you are seeking to achieve and how will you define your indicators for success?

**Program Implementation**
- How does this intervention change the context (conflict environment) and how do such changes affect the targeted beneficiaries and other relevant stakeholders?
- Who are key partners in program implementation – for example, donors, NGOs, consultants, and community stakeholders – and what is their value-added?
- What are (potential) risks inherent to success of the project, to the programming staff, and to youth involved in or linked to the intervention?
- What are specific roles that youth play in program implementation, and what is the overall scope of their voice and participation in the project?

**Post-Project Evaluation & Assessment**
- How will success be measured? What are appropriate follow-up activities?
- How did the project affect capacity of youth and community stakeholders? How did interventions influence conflict dynamics and community power structures?
- How do you evaluate the ownership, sustainability, and success of the project?
**Political Mobilization Report:**

Write a 4-5 page report of major lessons learned, tactics attempted, and readings consulted for a non-violent political campaign that you mobilize for *A Force More Powerful* simulation. Load the game on your computer and make sure to read all directions. Then choose any of the conflict scenarios at any difficulty level (including “very easy”). Based on your pre-readings, choose appropriate victory scenarios and phase objectives. Simulate an entire campaign, always documenting your notes and saving your file. In your final report, share reflections on key strategies that you employed, actions you selected, and challenges you encountered along the way. Also share what you might have done differently with another iteration of the game. Focus on lessons you take away regarding non-violent activism and youth political mobilization. Use consistent citation formats and reference at least 8 sources. Make sure to attach a file of your saved game alongside your final report.

**Research Paper:**

Write a succinct 6-8 page research paper on a topic related to *Youth Participation and Peacebuilding*. Themes must be pre-approved, so when you have an idea for your paper, please send an email to mark.hamilton@american.edu. Use consistent citation formats and reference at least 10 sources.

**Important Note:** All students taking SIS 619 for graduate credit are expected to turn in the short Reflective Essay. In the interest of meeting your diverse student needs, though, I am opening up the chance for you to decide between a programmatic vs. activist vs. scholarly emphasis for your second assignment. Enjoy!!! 😊😊😊

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<td>Cites &amp; synthesizes key insights and arguments from 7+ sources that are relevant to your lessons learned.</td>
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<td>Integrates self-reflections on personal experiences relevant to your lessons.</td>
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### Project Proposal Assessment Criteria:

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### Political Mobilization Report Assessment Criteria:

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<td><strong>Campaign Description:</strong></td>
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<td>Provides a general overview of your political campaign, including a brief description of your project success; Includes a saved file of completed campaign in an email to instructor.</td>
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<td><strong>Campaign Analysis:</strong></td>
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<td>Discusses reasons for the success and/or failure of your campaign and shares specific strategies &amp; tactics employed; Demonstrates depth of understanding of relevant issues.</td>
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<td><strong>Synthesis and Integration:</strong></td>
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<td>Offers innovative generalizations &amp; findings from simulated campaign; Relates lessons learned to empirical global cases &amp; key course readings.</td>
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### Research Paper Assessment Criteria:

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<td><strong>Problem Definition:</strong></td>
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<td>Cites &amp; synthesizes key insights and arguments from 10+ sources.</td>
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<td>Offers innovative generalizations &amp; insightful findings from comparative review and/or in-depth case analysis.</td>
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Total = ____ (x 2) / 25 (x 2) = ____ Points / 50 Possible Points
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15. THEORIES OF CHANGE IN YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING

16. OTHER SUGGESTED RESOURCES (Not Full Articles on Resource CD)
   - SELECTED TEXTS
   - SELECTED FILMS & VIDEOS:
   - SELECTED SOCIAL IMPACT VIDEO GAMES & SIMULATIONS
   - SELECTED WEB LINKS
BOLD PRINT = HIGHLY RECOMMENDED READINGS & RESOURCES

1) YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING
   BIBLIOGRAPHIES
   • Annotated Bibliography of Child and Youth Participation (2004)
   • Annotated Bibliography on Child Soldiers (2005)
   • Annotated Bibliography of Children as Partners (2004)
   • Selected Bibliography of Youth Conflict and Peacebuilding (2007)

2) DEFINITIONS OF CHILDREN & YOUTH
   • Durham 2000 - Youth and Social Imagination in Africa Intro
   • Harrington 2004 Youth in Europe 1450-1789
   • Shepler 2005 Rites of Child - Global Discourses & Child Soldiers in Sierra Leone

3) YOUTH & CONFLICT
   • Hamilton 2007 - The Young & the Restless - Sri Lanka, Nicaragua, Israel-Palestine & Iraq
   • Smyth 2003 - Youth Militarization in S Africa N Ireland & Middle East
   • Sommers for USAID - 2006 Youth Conflict Literature Review
   • UN 2003 World Youth Report - Youth and Conflict Chapter
   • USAID-CMM 2004 - Youth and Conflict
   • UNDP 2006 Youth and Violent Conflict
   • Women's Commission 2005 - Youth Speak Out - New Voices in Armed Conflict

4) CHILDREN & CONFLICT
   - CHILD SOLDIERS & CHILDREN ASSOCIATED WITH ARMED GROUPS
     • Boothby et al 2006 Draft - Former Mozambique Child Soldier Life Outcome Study
     • Dallaire 2005 - Report on Child Soldiers
     • Harvey 2003 - Children in Armed Conflict - Guide to Intl Human Rights Law
     • Lorey for Save the Children 2001 - Child Soldiers Emergencies Field Guide
     • Paris Principles on CAAFAG 2007
     • Save the Children 2005 Fighting Back - Against Child Recruitment in W Africa Conflicts
     • Stohl et al 1999 - Putting Children First- Impact of Small Arms on CAAFAG
     • US Marines 2002 - Child Soldiers - Implications for US Forces
     • Wessells 2000 How Can We Prevent Child Soldiers

   - OVC (ORPHANS & OTHER VULNERABLE CHILDREN)
     • Convention on the Rights of the Child 1989-1990
     • HIV AIDS Alliance 2004 - OVC Parrot on Your Shoulder
     • Save the Children UK 2004 - OVC Participation Report
     • Save the Children UK 2004 - OVC Participation Sheet 1: Models of Children’s Part.
     • Save the Children UK 2004 - OVC Participation Sheet 2: Models of Child Part. in Care
     • Save the Children UK 2004 - OVC Participation Sheet 4: Best Practice Guidelines
     • Save the Children UK 2004 - OVC Participation Sheet 5: Participation in Project Cycle
     • Save the Children UK 2004 - OVC Participation Sheet 6: Useful Resources for Training
     • Williamson and Delay 2002 - Assessment of OVC Program in Burkina Faso
5) **YOUTH BULGE & DEMOGRAPHIC FACTORS**

- **YOUTH BULGE & SECURITY DEMOGRAPHICS**
  - Cincotta 2004 - Demographic Security Comes of Age
  - Fuller 2004 Article - Youth Crisis in Middle Eastern Society
  - Goldstone 2002 - Population and Security Demographic Change
  - Heinsohn 2006 - Demography and War
  - Mastney 2004 Hazards of Youth
  - Mesquida and Wiener 1999 - Male Age Composition and Conflict Severity
  - Moller 1968 *Youth as a Social Force in Modern World*
  - PAI 2007 Shape of Things to Come - Demographic Profiles
  - Staveteig 2005 - Age Structure and Civil War
  - Urdal 2006 Clash of Generations - Youth Bulges & Political Violence

- **CRITIQUES OF YOUTH BULGE EXPLANATIONS OF VIOLENCE**
  - Hendrixson 2004 - Angry Young Men Veiled Young Women
  - Jimenez 2006 - Investing in the Youth Bulge
  - Sommers 2006 Fearing Africa's Young Men - Rwanda

6) **YOUTH & GANGS**

- Moser and Winton 2002 Violence Reduction in Central America
- NACLA 2004 *Homies Unidos*
- Rodgers 2003 Dying for It -Gangs and Violence in Nicaragua
- USAID 2006 Central America and Mexico Gang Assessment
- WOLA 2006 Article - Youth Gangs in Central America

7) **YOUTH & PEACEBUILDING**

- AED 2005 - Youth as a Catalyst for Peace
- Caritas 2002 - Peacebuilding Training Manual
- Cave and Drummond 2005 - Children's Agency in Peacebuilding
- Del Felice and Wisler 2007 The Unexplored Power and Potential of Youth as Peacebuilders
- McEvoy-Levy 2001 - You as Social and Political Agents in Peacebuilding
- Miall 2004 Conflict Transformation - A Multi-Dimensional Task
- Shipler 2006 - Youth Radio for Peacebuilding
- Wessells 2004 *Child Soldiers and Peace Education*
- World Vision 2006 - Local Capacities for Peacebuilding
- Yaker 2004 Thesis - Youth Peacebuilding in Serbia Colombia & Cambodia (Short Version)
- Yaker 2004 Thesis- Youth Peacebuilding in Serbia Colombia and Cambodia (Full Version)
8) YOUTH PROGRAMMING & PARTICIPATION

- Church & Rogers (SFCG) 2006 Designing for Results - Integrating M&E in Conflict Transformation Programs - Parts 1&2
- CPBI and EYPAC 2008 - Measuring Impacts of Youth Programs in Conflict Areas
- Ennew and Hastadewi of Save the Children 2004 - Seen & Heard in Asia
- Fischer & Fischer 2004 - Youth Development, Civil Society and Peacebuilding in Bosnia
- Grove 2008 Beyond the Log Frame in Peacebuilding Tools
- Hart et al 2004 - Children's Participation in Development
- IYF 2002 - What Works in Youth Participation
- Newman of RSC Oxford 2005 - Protection Through Participation
- Save the Children 2003 - Toolkit - So You Want to Involve Children
- Save the Children UK 2004 Global Impact Monitoring and Assessment
- Sommers 2007 Opportunities for African Youth
- Sommers for Save the Children 2001 - Field Guide for Youth in Emergencies
- Sully 2003 - Working with Youth Excerpt - Ladder of Participation
- UN 2005 - Toolkit for Youth to Evaluate National Policy
- UN 2007 General Assembly Resolution on Policies & Programs Involving Youth
- UNICEF 2001 - Participation Rights of Adolescents
- Women's Commission 2000 - Untapped Potential - Youth Programs in Armed Conflict

9) YOUTH DDR & POST-CONFLICT TRANSITIONS

- Dickson-Gomez 2002 Growing up in Guerrilla Camps - Impacts in El Salvador
- Kemper 2005 Youth in War to Peace Transitions
- UN 2006 - Youth and DDR
- UN 2006 Briefing Note for Senior Managers on Integrated DDR Standards – IDDRS
- Wessells and Monteiro 2006 Reconstruction for Peace in Angola

10) EDUCATION FACTORS IN YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING

- INEE 2004 Minimum Standards for Education in Emergencies
- Save the Children UK 2008 Where Peace Begins – Education
- Sommers 2003 - Education in Emergencies - 10 Challenges
- UNESCO 2002 Best Practices of Non-Violent Education
- Women's Commission 2007 Rights to Education Handbook for Displaced Children

11) GENDER FACTORS IN YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING

- deBoer and Hudson 2004 - Security Threat of Asia Sex Ratios
- Gonsalves 2004 Gender and Peacebuilding in Sri Lanka – LTTE
- Kirk 2003 Women in Contexts of Crisis
- Margallo 2005 Gender and Conflict in Philippines
- Naik 2002 - Protecting from Protectors in W Africa
- Pankhurst 2003 Sex Wars - Feminist Approach to Peacebuilding
- Pillay 2006 Gender & Peacekeeping in Southern Africa
- UN 2005 World Youth Report - Gender & Youth Affected by Violence
**12) POLITICAL FACTORS IN YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING**
- Andolina et al 2003 Article - Youth Civic Engagement in America
- Bunce and Wolchik 2006 Youth and Electoral Revolution in Slovakia, Serbia, and Georgia
- Chivers for NY Times 2004 - Youth Movement in Ukraine Opposition
- Clay 2006 - All I Need Is One Mic - Mobilizing Youth Via Hip Hop
- Flanagan & Sylvertson 2006 - Youth as Social Construct & Social Actor - US Civil Rights Focus
- Helvey & Albert Einstein Institute 2002 - On Strategic Nonviolent Conflict
- Kuzio 2006 Civil Society, Youth and Mobilization in Democratic Revolutions
- Paffenholz 2009 Civil Society and Peacebuilding
- Stephan and Mundy 2006 Guerrilla Resistance to Nonviolent Struggle in Western Sahara

**13) PSYCHOSOCIAL FACTORS IN YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING**
- Barber 2001 - Political Violence & Youth Functioning for Palestinian Intifada
- IASC 2007 - Guide on Mental Health & Psycho-social in Emergencies
- Junior and Errante 2002 - Rebuilding Hope on Josina - Psychotherapeutic Intervention
- Kohrt 2007 - Recommendations for Psychosocial Well-Being of CAAFAG in Nepal
- Shah et al 2005 - Youth on the Streets - Psychosocial Issues in Africa

**14) LIVELIHOOD FACTORS IN YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING**
- Curtain 2004 Youth Poverty and Policy for SE Asia
- ICG 2003 - Youth in Central Asia - Losing the New Generation
- Making Cents Intl 2008 - Youth Microenterprise & Livelihoods - State of Field
- Jacobi 2006 Responses to Youth Exclusion in Sao Paolo
- James-Wilson and Equip3 2008 - Youth Livelihoods Development Program Guide
- Richardson 2005 Chapter on Successful Development from “Paradise Poisoned”
- UN 2005 National Action Plans on Youth Employment - Report of Secretary General
- UN 2007 World Youth Report - Ensuring Youth Development
- USAID-CMM 2005 - Livelihoods and Conflict
- USAID-EQUIP3 2007 - Youth Livelihoods Brief
- Young et al No Date - Networks & Partnerships for Youth Livelihood Programs

**15) THEORIES OF CHANGE IN YOUTH CONFLICT, PARTICIPATION & PEACEBUILDING**
- ActKnowledge & Aspen Institute 2003 - Making Sense of Program Design w/ Theory of Change
- ActKnowledge & Aspen Institute 2003 - Scope for Theory of Change
- Anderson of Aspen Institute 2005- Theories of Change - Community Builder's Approach
- Bratic & Schirch (GPPAC ) 2007 – Why and When to Use Media for Peacebuilding – TOC
- Church & Rogers (SFCG) 2006- Understanding Change (From “Designing for Results”)
- Lederach et al 2005 Reflective Peacebuilding & Theories of Change (esp. pp. 25-36)
- Shapiro of Beyond Intractability 2005 Theories of Change
OTHER SUGGESTED RESOURCES (NOT ON RESOURCE CD)

- SELECTED TEXTS

- SELECTED FILMS & VIDEOS:

- **A Force More Powerful**: “Explores how popular movements battled entrenched regimes and military forces with weapons very different from guns and bullets... Originally released as a feature-length film that played in festivals worldwide, “A Force More Powerful” was expanded into a 3-hour television series now available on DVD”: http://www.aforcemorepowerful.org/films/afmp/index.php

- **Bringing Down a Dictator**: “Documents the spectacular defeat of Slobodan Milosevic in October, 2000, not by force of arms, as many had predicted, but by an ingenious nonviolent strategy of honest elections and massive civil disobedience”: http://www.aforcemorepowerful.org/films/bdd/index.php

- **City of God / Cidade de Deus**: “Cidade de Deus is a poor housing project started in the 60's that became one of the most dangerous places in Rio de Janeiro by the beginning of the 80's. ... But all is seen through the eyes of the narrator: Busca-Pé, a poor black kid too frail and scared to become an outlaw but also too smart to be content with an underpaid job”: http://miramax.com/cityofgod/ & http://cidadededeus.globo.com/

- **Innocent Voices**: “Based on the true story of screenwriter Oscar Torres's embattled childhood, Luis Mandoki's Innocent Voices is the poignant tale of Chava (Carlos Padilla), an eleven-year-old boy who suddenly becomes the "man of the house" after his father abandons the family in the middle of a civil war.” http://www.innocentvoicesmovie.com/eng/HTML/trailer_large.html

- **SEEDS**: “Every summer, for three life-changing weeks, kids from war-torn countries gather together at the Seeds of Peace International Camp to get to know each other, listen to each other and respect each other in an attempt to open their minds and build the one thing they all strive for: a future.” www.seedsofpeace.org/media/filmsandbooks and http://www.mergemedia.tv/projects/t2project_seedsdoc1.html

- **The Wire, HBO, Season 4**: “Focused on the stories of several young boys in the public school system, struggling with problems at home and the lure of the corner - set against the rise of a new drug empire in West Baltimore and a new Mayor in City Hall”: http://store.hbo.com/sm-the-wire-season-4-dvd--pi-2859003.html

- **Tsotsi**: “Set amidst the sprawling Johannesburg township of Soweto - where survival is the primary objective - TSOTSI traces six days in the life of a ruthless young gang leader who ends up caring for a baby accidentally kidnapped during a car-jacking”: http://www.tsotsi.com/english/index.php

- SELECTED SOCIAL IMPACT VIDEO GAMES & SIMULATIONS

- **A Force More Powerful**: “Simulation game that teaches the strategy of nonviolent conflict. A dozen scenarios, inspired by recent history, include conflicts against dictators, occupiers, colonizers and corrupt regimes, as well as struggles to secure the political and human rights of ethnic and racial minorities and women” : http://www.aforcemorepowerful.org/order.php#game

- **PeaceMaker Game**: “Experience the joy of bringing peace to the Middle East or the agony of plunging the region into disaster. PeaceMaker will test your skills, assumptions and prior knowledge. Play it and you will never read the news the same way again”: http://www.peacemakergame.com/

- **Social Impact Games.com**: The site is available to everyone. It is designed as a community resource for all those interested in games with non-entertainment goals: http://www.socialimpactgames.com
- **SELECTED WEB LINKS**

  - Albert Einstein Institute (AEI): “Dedicated to advancing the study and use of strategic nonviolent action in conflicts throughout the world”: [http://www.aeinstein.org](http://www.aeinstein.org)
  - **Center for Peacebuilding International** (CPBI) “Our mission is to enhance local capacities for peace in divided societies; to promote understanding of the role of young people in conflicts and in peace processes; and to strengthen connections between young peace builders around the world”: [www.cpbiinternational.org/](http://www.cpbiinternational.org/)
  - **Coalition to Stop the Use of Child Soldiers**: “Leading international nongovernmental organization monitoring the use of child soldiers worldwide”: [http://www.child-soldiers.org/home](http://www.child-soldiers.org/home)
  - *dgCommunities, Youth for Development*: Web resource portal for development themes: [http://youth.developmentgateway.org/Youth-for-Development.8594.0.html](http://youth.developmentgateway.org/Youth-for-Development.8594.0.html)
  - *Homies Unidos & Fruits of War Video*: “Works to end violence and promote peace in our communities through gang intervention, promotion of humane treatment of marginalized youth, providing alternatives to gang involvement and destructive behavior, empowering youth to change, and providing positive and productive alternatives for them to do so in both El Salvador and Los Angeles”: [www.homiesunidos.org](http://www.homiesunidos.org)
  - **Human Rights Watch, Child Soldiers**: Series of reports…HRW “has interviewed child soldiers in countries including Angola, Burma, Burundi, Colombia, the Democratic Republic of Congo, Lebanon, Liberia, Nepal, Sierra Leone, Sri Lanka, Sudan and Uganda”: [http://www.hrw.org/campaigns/crp/index.htm](http://www.hrw.org/campaigns/crp/index.htm)
  - **INEE (Inter-Agency Network for Education in Emergencies), Interactive Minimum Standards Toolkit**: “Contains the INEE Minimum Standards handbook, training and promotional materials, including all translations, as well as clear, practical tools and resources to help field staff and Ministry of Education officials implement the standards”: [http://www.inee.org/toolkit/](http://www.inee.org/toolkit/)
  - **International Youth Foundation (IYF), YouthActionNet**: “Invests in the power and promise of young social entrepreneurs around the globe. Launched in 2001 by the International Youth Foundation, it strengthens, supports, and celebrates the role of young people in leading positive change in their communities”: [http://www.youthactionnet.org](http://www.youthactionnet.org)
  - **Network for Youth in Transition**: “Free networking site designed to strengthen the dialogue and increase awareness about the role youth play in development and peace in their communities… also created as a safe space to share learning, from across agencies on programming, managing such programs and evaluating programs for and with youth”: [http://cpbinternational.ning.com/](http://cpbinternational.ning.com/)
  - **Peacebuilding Portal**: “Supports multilateral collaboration and networking on conflict prevention & peacebuilding by offering local, national, & international stakeholders a web tool to strengthen their work with each other and the United Nations and better respond to issues surrounding human security, peacebuilding & conflict”: [http://peacebuildingportal.org/](http://peacebuildingportal.org/)
• **Save the Children UK, Research and Resources**: “We have produced publications and policy reports that can help you... Browse the personal stories and photo journals of our staff and the children we work with. Teachers: take a look at our range of classroom tools and activities”: [http://www.savethechildren.org.uk/en/44.htm](http://www.savethechildren.org.uk/en/44.htm)

• **Search for Common Ground (SFCG), Children and Youth Programs**: “Through projects in 10 countries, SFCG is committed to fostering the participation of youth as leaders for protection, peacebuilding, dialogue, and reconciliation in their own communities and countries”: [http://www.sfcg.org/programmes/children/programmes_children.html](http://www.sfcg.org/programmes/children/programmes_children.html)

• **Seeds of Peace**: “Dedicated to empowering young leaders from regions of conflict with the leadership skills required to advance reconciliation and coexistence”:

• **Ser Paz (in Spanish) & Associated Video**: “Intervenes strategically on risk factors identified as precursors to violent youth behaviors to prevent the development of community conflict” (in Ecuador):
  [http://www.serpaz.org/web/](http://www.serpaz.org/web/)

• **Soliya**: “Uses the latest web-conferencing technology to bridge the gap between university students in the Middle East, North Africa, Europe and the US”:
  [http://soliya.net/](http://soliya.net/)

• **Theory of Change**: “Devoted to the application, methodology, use and practice of Theory of Change methodology”:


• **UN, Office of the High Commissioner for Human Rights, Optional Protocol to the Convention of the Rights of the Child on the Involvement of Children in Armed Conflict (2000/2002)**: Includes “status of ratifications” and “declarations and reservations”:

• **UN, Secretary General’s Study on Violence Against Children (2007)**: “Paints a detailed picture of the nature, extent and causes of violence against children and proposes recommendation of action to prevent and respond to it”: [http://www.violencestudy.org/r25](http://www.violencestudy.org/r25)

• **UN / ILO, Youth Employment Network, Youth Employment Gateway**: “Global knowledge resource on youth employment and decent work”:

• **UNICEF, Children & Armed Conflict**: Series of related UN reports and web links:

• **UNICEF, Opinion Poll: What Young People Think. (2002)**: “Regional offices conducted interviews with nearly 40,000 children (10,000 in East Asia and the Pacific, 15,200 in Europe and Central Asia, and nearly 12,000 in Latin America and the Caribbean), asking them open-ended as well as targeted questions about their lives, families, schools, communities and governments”:
  [http://www.unicef.org/polls](http://www.unicef.org/polls)

• **US Department of Health and Human Services, Centers for Disease Control and Prevention, Youth Violence Prevention**: Linked reports on US youth violence:
  [http://www.cdc.gov/ncipc/dvp/YVP/default.htm](http://www.cdc.gov/ncipc/dvp/YVP/default.htm)

• **World Bank, Children & Youth, Youth & Conflict**: Web links to relevant World Bank and external reports and resources:

• **Youth Build USA**: “Low-income young people ages 16-24 work toward their GED or high school diploma, learn job skills and serve their communities by building affordable housing, and transform their own lives and roles in society”:
  [www.youthbuild.org](http://www.youthbuild.org)

• **Youth Business International (YBI)**: “Network of programs helping disadvantaged young people to become entrepreneurs by providing business mentoring and funds... Locally based, independent initiatives that adopt and adapt the YBI model to meet national needs and conditions”: