

Level 5 Cross-cutting Issues

IDDRS 5.30 Youth and DDR

Summary

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In countries affected by conflict, youth are a force for positive change, while at the same time, some young people may be vulnerable to being drawn into conflict. To provide a safe and inclusive space for youth, manage the expectations of youth in DDR processes and direct their energies positively, DDR practitioners shall support youth in developing the necessary knowledge and skills to thrive and promote an enabling environment where young people can more systematically have influence upon their own lives and societies. The reintegration of youth is particularly complex due to a mix of underlying economic, social, political, and/or personal factors often driving the recruitment of youth into armed forces or groups. This may include social and political marginalization, protracted displacement, other forms of social exclusion, or grievances against the State. DDR practitioners shall therefore pay special attention to promoting significant participation and representation of youth in all DDR processes, so that reintegration support is sensitive to the rights, aspirations, and perspectives of youth. Their reintegration may also be more complex, as they may have become associated with an armed forces or group during formative years of brain development and social conditioning. Whenever possible, reintegration planning for youth should be linked to national reconciliation strategies, socioeconomic reconstruction plans, and youth development policies.

Level 6 IDDRS FRAMEWORK

IDDRS 6.30 DDR and Natural Resource Management

6. DDR and natural resources: planning considerations

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Box 1. Conflict and security analysis for natural resources and conflict: sample questions forces or groups, in particular women and youth? If a peace agreement or ceasefire has been signed, were these grievances addressed when the conflict ended or in the peace agreement? Box 1. Conflict and security analysis for natural resources and conflict: sample questions

Is scarcity of natural resources or unequal distribution of related benefits an issue? How are different social groups able to access natural resources differently?

What is the role of land tenure and land governance in contributing to conflict - and potentially to conflict relapse - during DDR efforts?

What are the roles, priorities and grievances of women and men of different ages in regard to management of natural resources?

What are the protection concerns related to natural resources and conflict and which groups are most at risk (men, women, children, minority groups, youth, elders, etc.)?

Did grievances over natural resources originally lead individuals to join – or to be recruited into – armed forces or groups? What about the grievances of persons associated with armed forces or groups, in particular women and youth? If a peace agreement or ceasefire has been signed, were these grievances addressed when the conflict ended or in the peace agreement?

Is the political position of one or more of the parties to the conflict related to access to natural resources or to the benefits derived from them?

Has access to natural resources supported the chain of command in armed forces or groups? How has natural resource control allowed for political or social gain over communities and the State?

Who are the main local and global actors (including private sector and organized crime) involved in the conflict and what is their relationship to natural resources?

Have armed forces and groups maintained or splintered? How are they supporting themselves? Do natural resources factor in and what markets are they accessing to achieve this?

How have natural resources been leveraged to control the civilian population?

Has the conflict stopped or seriously impeded economic activities in natural resource sectors, including agricultural production, forestry, fisheries, or extractive industries? Are there issues with parallel taxation, smuggling, or militarization of supply chains?

What populations have been most affected by this?

Has the conflict involved land-grabbing or other appropriation of land and natural resources? Have groups with specific needs,

including women, youth and persons with disabilities, been particularly affected?

How has the degradation or exploitation of natural resources during conflict socially impacted affected populations?

Have conflict activities led to the degradation of key natural resources, for example through deforestation, pollution or erosion of topsoil, contamination or depletion of water sources, destruction of sanitation facilities and infrastructure, or interruption of energy supplies?

Are risks of climate change or natural disasters exacerbated by the ways that natural resources are being used before, during or after the conflict? Are there opportunities to address these risks through DDR processes?

Are there foreseeable, specific effects (i.e., risks and opportunities) of natural resource management on female ex-combatants and women formerly associated with armed forces and groups? And for youth?

Level 1 General IDDRS

IDDRS 1.20 Glossary: Terms and Definitions

Reintegration of children

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The provision of reintegration support is a right enshrined in article 39 of the CRC: “State Parties shall take all appropriate measures to promote . . . social reintegration of a child victim of . . . armed conflicts”. Child-centred reintegration is multi-layered and focuses on family reunification; mobilizing and enabling care systems in the community; medical screening and health care, including reproductive health services; schooling and/or vocational training; psychosocial support; and social, cultural and economic support. Socio-economic reintegration is often underestimated in DDR programmes, but should be included in all stages of programming and budgeting, and partner organizations should be involved at the start of the reintegration process to establish strong collaboration structures.

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DDR practitioners should consider the utility of a variety of innovative strategies to help young people deal with trauma. In some contexts, for example, music and theatre have been used to spread information, raise awareness and empower youth (e.g., ‘theatre of the oppressed’). Sports and cultural events can strongly attract young people while also having great social benefits. DDR practitioners should be aware that the cultural sector can also provide employment. Youth radio can be an excellent way of allowing youth to communicate and engage with each other and DDR practitioners should consider supplying related equipment and professional trainers. Radio can reach and inform many people and is accessible even to difficult-to-reach groups. Rural cinemas may also serve as an interactive activity in which youth can participate. Such initiatives may benefit wider social cohesion. Some of these strategies could result in new businesses run by both civilian youth and youth who are former members of armed forces or groups. This may help to bring youth together and provide/strengthen support networks.

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IDDRS 5.70 Health and DDR

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Key questions for the pre-planning assessment:

What are the key features of the peace protocols?

Which actors are involved?

How many armed groups and forces have participated in the peace negotiation? What is their make-up in terms of age and sex?

Are there any foreign troops (e.g., foreign mercenaries) among them?

Does the peace protocol require a change in the administrative system of the country? Will the health system be affected by it? What role did the UN play in achieving the peace accord, and how will agencies be deployed to facilitate the implementation of its different aspects?

Who will coordinate the health-related aspects of integrated, inter-agency DDR efforts (ministry of health, WHO, medical services of peacekeeping mission, UNFPA, food agencies such as the

World Food Programme [WFP], implementing partners, etc.)? Who will set up the UN coordinating mechanism, division of responsibilities, etc., and when?

What national steering bodies/committees for DDR are planned (joint commission, transitional government, national commission on DDR, working groups, etc.)?

Who are the members and what is the mandate of such bodies?

Is the health sector represented in such bodies? Should it be?

Is assistance to combatants set out in the peace protocol, and if so, what plans have been made for DDR?

Which phases in the DDR process have been planned?

What is the time-frame for each phase?

What role, if any, can/should the health sector play in each phase?

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BOX 1: KEY QUESTIONS FOR CONTEXT ANALYSIS

What is the context? What are the social, political, economic and cultural origins of the conflict? Is it perceived as a struggle for liberation? Is it limited to a particular part of the country? Does it involve particular groups or people, or is it more generalized? What is the demographic composition of the population? What are the direct impacts of the conflict on children? Are the impacts different according to the background of the girls or boys? How are children perceived or described by other stakeholders in the context?

What is the ideology of the armed force or group? Do its members have a political ideology? Do they have political, social or other goals? What means does the armed force/group use to pursue its ideology? What are the gender dimensions of their ideology? Who supports the armed force/group? What is the level of perceived legitimacy of the armed force/group? How does age- and gender-based norms and practices feature in the armed force/group's ideology?

How is the armed force or group structured? Where is the locus of power? How many levels of hierarchy exist? Does the leadership have tight control over its forces? What roles are traditionally assigned to children within the force/group? Whom do children associated with armed forces and groups report to? Is reporting the same for boys and girls? How is authority/rank established? Who makes decisions regarding the movements of the armed force/group? Has the armed force/group had foreign sponsors (companies, organizations)?

Does the armed force/group focus on particular ethnic, religious, geographic or socioeconomic groups for recruitment? Are children directly targeted for recruitment? Are girls and boys targeted equally? Is there a particular reason why the armed force/group may target the recruitment of girls and boys? Where does the armed force/group do most of its recruiting? Is recruitment 'voluntary', forced or compulsory? Looking back over three, six and twelve months, has recruitment been increasing or decreasing, and does it differ over the course of the year? Are children promised anything when they join up (e.g., protection for their families, money, goods, weapons)? What is the proportion of children in the armed force/group?

What conditions did the children live in while in the armed force/group? How do the children feel about their conditions? Was there exploitation or abuse, and if so, for how long and of what kind? How are boys and girls affected differently by their recruitment and use by the armed force/group? What kind of work did children perform in the armed force/group? How has 17 children's behaviour changed as a result of being recruited? Have their attitudes and values changed? What were the children's perceptions of the armed force/group before recruitment?

How do children recruited understand their role in the conflict? Are there any perceived benefits for children to join armed forces/groups (i.e., status recognition, addressing grievances)? What are their expectations and aspirations for the future? How can their experiences be harnessed for productive purposes?

What do the communities feel about the impact of the conflict on children? How do communities view the role of children in armed forces and groups? What impact is this likely to have on the children's reintegration? How has the conflict affected perceptions of the roles of girls and women? What are the community's perceptions of sexual violence against boys and girls? What is the people's understanding of children's responsibility in the conflict? What social, cultural and traditional practices exist to help children's reintegration into their communities? Do institutions, policies and social groups have specific procedures or services to cater for children's specific needs? How familiar are children with these practices?

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IDDRS 5.50 Food Assistance in DDR

4. Guiding principles

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Accountability to affected populations is essential to ensure that the design, implementation, and monitoring and evaluation of the food assistance component of a DDR process is informed by and reflects the views of affected people. As part of accountability to affected populations, information about food assistance shall be provided to affected populations in an accurate, timely and accessible way. The information provided shall be clearly understandable to all, irrespective of age, gender, ability, literacy level or other characteristics. In addition, the views of the affected population shall be sought throughout each stage of the food assistance component of a DDR process. This requires separate consultations with women, men, youth and elders to ensure that their views and concerns are heard and accounted for. In particular, separate consultations with men and women shall be required in order to provide opportunities for confidential feedback and to report protection or sexual exploitation and abuse (SEA) issues related to food assistance (see Box 1).

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IDDRS 5.30 Youth and DDR

3. Introduction

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Youth in countries that are affected by armed conflict may be forced to 'grow up quickly' and take on adult roles and responsibilities. As with children associated with armed forces or armed groups, engagement in armed conflict negatively affects the stages of social and emotional development as well as educational outcomes of young people. Conflict may create barriers to youth building basic literacy and numeracy skills, and gaps in key social, cognitive and emotional development phases such as skill building in critical thinking, problem solving, emotional self-regulation, and sense of self-identity within their community and the world. When schools close due to conflict or insecurity, and there are few opportunities for decent work, many young people lose their sense of pride, trust and place in the community, as well as their hope for the future. Compounding this, youth are often ignored by authorities after conflict, excluded from decision-making structures and, in many cases, their needs and opinions are not taken into account. Health care services, especially reproductive health care services, are often unavailable to them. The accumulation of these factors, particularly where insecurity exists, may push young people into a cycle of poverty and social exclusion, and expose them to criminality, violence and (re-)recruitment into armed forces or groups. These disruptions also reduce the ability of communities and States to benefit from and harness the positive resilience, energy and endeavour of youth.

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The reintegration of young former members of armed forces and groups is more likely to be successful they receive support from their families. The family unit provides critical initial needs (shelter, food, clothing, etc.) and the beginning of a social network that can be crucial to community acceptance and finding employment, both important factors in minimising the risk of

re-recruitment and in successful, sustained reintegration. Youth-focused reintegration programmes should develop initiatives that promote family reintegration through preparing families for youth returns, providing support to families who welcome back youth who are reintegrating, and working with families and communities to come together to reduce potential stigma that the family may experience for welcoming back a former member of an armed force or group.

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As there is often severe competition in post-conflict labour markets, youth will often have very limited access to existing jobs. The large majority of youth will need to start their own businesses, in groups or individually. To increase their success rate, DDR practitioners should:

develop young people's ability to deal with the problems they will face in the world of work through business development education. They should learn the following sets of skills:

being enterprising — learning to see and respond to opportunities;

business development skills — learning to investigate and develop a business idea;

business management skills — learning how to get a business going and manage it successfully.

develop the capacities of young entrepreneurs to manage businesses that positively contribute to sustainable development in their communities and societies and that do no harm.

encourage business persons and agricultural leaders to support young (or young potential) entrepreneurs during the vital first years of their new enterprise by transferring their knowledge, experience and contacts to them. They can do this by providing on-the-job learning, mentoring, including them in their networks and associations, and using youth businesses to supply their own businesses. The more support a young entrepreneur receives in the first years of their business, the better their chances of creating a sustainable business or of becoming more employable.

ensure business-focused DDR activities align with national priorities and strategies in order to maximise potential access to resources and government support.

provide access to business training. Among several business training methods, Start Your Business, for start-ups, and Start and Improve Your Business (SIYB) help train people who train entrepreneurs and through this multiplier effect, reach a large number of unemployed or potential business starters. SIYB is a sustainable and cost-effective method that equips young entrepreneurs with the practical management skills needed in a competitive business environment. If the illiteracy rate among young combatants is very high, other methods are available, such as Grassroots Management Training.⁴

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Public-private partnerships can also assist youth who are former members of armed forces and groups, for e.g., by working together to provide employment service centres for young people. Training centres, job centres and microfinance providers should be linked to members of the private sector, be well informed of the needs and potential of youth, and adapt their services to help this group.

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Employment counsellors should work closely with the business community and youth both before and during vocational training. Employment services including counselling, career guidance, and directing young people to the appropriate jobs and educational institutions should also be offered to all young people seeking employment, not only those previously engaged with armed forces or groups. Such a community-based approach will demonstrate the benefit of accepting returning former members of armed forces and groups into the community. Employment and livelihood services must build on existing national structures and are normally under the control of the ministry of labour and/or youth. DDR practitioners should be aware of fair recruitment principles and guidelines 3 and how they may apply to a DDR context when seeking to promote employment through both public employment services and private recruitment agencies.

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IDDRS 6.40 DDR and Organized Crime

9. Reintegration support and organized crime

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Crop substitution, integrated rural development and alternative livelihoods should fit into broader macroeconomic and rural reform. These measures should be accompanied by a law enforcement strategy to guarantee protection and justice to participants in the reintegration programme. DDR practitioners should also consider rehabilitation and health-care assistance to tackle high levels of substance addiction and drug-related illness. Since the funding for reintegration support is often timebound, it is important for DDR practitioners to establish partnerships and coordination mechanisms with relevant local organizations in a range of sectors, including civil society, health care and the private sector. These entities can work to address the social and medical issues of former members of armed forces and groups, as well as community members, who have been engaged in or affected by the illicit drug trade.

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IDDRS 5.30 Youth and DDR

6. Prevention of recruitment and re-recruitment of youth

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In recognition that youth are often recruited as children, and/or face similar 'push' and 'pull' risk factors, DDR practitioners should analyse the structural, social, and individual-level risk factors outlined in section 8 of IDDRS 5.20 on Children and DDR when designing and implementing strategies to prevent the (re-)recruitment of youth. DDR practitioners should also be aware that:

Youth participation in armed conflict is not always driven by negative motivations. Volunteerism into armed groups can be driven by a desire to change the social and political landscape in positive ways and to participate in something bigger than oneself. Gender must be considered when considering reasons for youth engagement. Although an increasing number of young women and girls are involved in conflicts, particularly the longer conflicts continue, young men and boys are over-represented in armed forces and groups. This pattern is most often a result of societal gender expectations that value aggressive masculinity and peaceable femininity. While young women and girls often serve armed forces and groups in non-fighting roles and their contributions can be difficult to measure, their participation, reintegration and recovery is critical to peace building processes as marginalized women and girls remain at higher risk of (re)recruitment. Societal expectations may have implications for the roles of young women and men in conflict, as well as how they reintegrate following conflict (see IDDRS Module 5.10 Gender and DDR). It is important to understand the drivers for recruitment and re-recruitment, including the different challenges that male and female youth may experience.;

CVR and community-based reintegration programmes can be useful in preventing the (re-) recruitment of youth (see section 7.4 and IDDRS 2.30 on Community Violence Reduction and IDDRS 4.30 on Reintegration);

Young people can play a crucial role in preventing the spread of rumours that may fuel recruitment and armed conflict, particularly through social media. Different youth networks and organizations may use their connections to fact-check rumours and then spread corrected information to their communities;

'Safe spaces' that may take the form of youth centres or other contextually appropriate and gender sensitive form are recommended to be created as a place for young people to interact with each other. Centres that allow youth to meet off the streets and experience non-violent excitement and social connection can provide alternatives to joining armed forces or groups, offer marginalized youth a space where they feel included, and provide spaces to educate youth about the realities of life in armed groups. These centres can also help with training and employment efforts by, for example, organizing job information fairs and providing referrals to employment services and counselling. Informal youth drop-in centres may also attract young former combatants who are vulnerable to re-recruitment, and who did not go through DDR because of fear or misinformation, or because they managed to escape and are looking for help by themselves. Well-trained mentors who act as role models should manage these centres; \ Interaction between different youth organizations, networks and movements as well as youth centres, platforms and councils or others similar entities can provide opportunities to build trust between members of different communities. DDR practitioners should support programmes that encourage young people to initiate spaces that form bridges across conflict lines at community and state levels.

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A young person's level of education will often determine whether he or she makes a successful transition into the world of work. There is also evidence that keeping young people in school slows the transmission of HIV/AIDS and has other mental health and psychosocial benefits for youth affected by armed conflict (see IDDRS 5.60 on HIV/AIDS and DDR). Although a lack of primary education is normally a problem that only affects younger children, in an increasing number of conflict-affected countries, low literacy has become a major problem among youth.

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Young people often lack a structured platform and the opportunity to have their voice heard by decision makers, comprised mainly of the elder generation. For this reason, the process by which national level peace agreements are negotiated often provides very little space for young people to share their perspectives. To counteract this, youth often create their own youth forums and networks. In some settings, interaction between different youth networks has been used to encourage trust- building between different communities and to reduce the risk of escalation to armed conflict. Some young people also informally mediate conflicts at the community level.

Level 4 Operations, Programmes and Support

IDDRS 4.40 UN Military Roles and Responsibilities

4. Guiding principles

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When DDR and SSR processes are linked, former members of armed groups shall only be recruited into the reformed security sector if they are thoroughly vetted and meet the designated recruitment criteria. Former members of armed groups shall not be integrated into the national armed forces merely because of their status as a member of an armed group. Children shall not be recruited into the national armed forces and effective age assessment procedures must be in place (see IDDRS 5.20 on Children and DDR). Former members of armed groups who have been involved in the commission of war crimes or human

rights violations shall not be eligible for recruitment into the national armed forces, including when DDR processes are linked to SSR.

Level 2 Concepts, Policy and Strategy of the IDDRS

IDDRS 2.11 The Legal Framework for UN DDR

4. General guiding principles

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There are two types of armed conflict under IHL: (1) international armed conflict (an armed conflict between States) and (2) non-international armed conflict (an armed conflict between a State's armed forces and an organized armed group, or between organized armed groups). Each type of armed conflict is governed by a distinct set of rules, though the differences between the two regimes have diminished as the law governing non-international armed conflict has developed

Level 1 General IDDRS

IDDRS 1.20 Glossary: Terms and Definitions

Coping mechanisms/strategies

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The methods by which members of households try to deal with a crisis. For example, at times of severe food insecurity, household members may (1) make Greater use than normal of wild foods, (2) plant other crops, (3) seek other sources of income, (4) rely more on gifts and remittances, (5) sell off assets to buy food, or (6) migrate. Coping mechanisms should be discouraged if they lead to disinvestment, if they reduce a household's capacity to recover its long term capacity to survive, and if they harm the environment. Positive coping mechanisms should be encouraged and strengthened.

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There are many schemes for sharing initial hiring costs between employers and government. The main issues to be decided are the length of the period in which young people will be employed; the amount of subsidy or other compensation employers will receive; and the type of contracts that young people will be offered. Employers may, for example, receive the same amount as the wage of each person hired or apprenticed. Other programmes combine subsidized employment with limited-term employment contracts for young people. Work training contracts may provide incentives to employers who recruit young former members of armed forces and groups and provide them with on-the-job training. Care should be taken to make sure that this opportunity includes youth who are former members of armed forces and groups, in order to incentivize employers to work with a group that they may have otherwise been wary of. Furthermore, DDR practitioners should develop an efficient monitoring system to make sure that training, mentoring and employment incentives are used to improve employability, rather than turn youth into a cheap source of labour.

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BOX 1: KEY QUESTIONS FOR CONTEXT ANALYSIS

What is the context? What are the social, political, economic and cultural origins of the conflict? Is it perceived as a struggle for liberation? Is it limited to a particular part of the country? Does it involve particular groups or people, or is it more generalized?

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DDR processes shall also foster connections between youth who are (and are not) former members of armed forces or groups and the wider community. Community-based approaches to DDR expose young people who are former members of armed forces or groups to non-military rules and behaviour and encourage their inclusion in the community and society at large. This exposure also provides opportunities for joint economic activities and supports broader reconciliation efforts.

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While youth may have the energy, flexibility and time to work on peacebuilding they may also lack exposure to education, theory, technical skill and best practice around peacebuilding and mediation. They may also be vulnerable to being

instrumentalized by spoilers or other political actors during peace processes. Where possible, DDR practitioners should support the empowerment of youth to act as agents of positive change by advocating for youth representation in peace processes and for spaces through which youth can apply creative approaches to conflict resolution. DDR practitioners should also invest in the capacity development of young women and men in mediation and dialogue, and aim to strengthen existing youth-led efforts. All youth empowerment efforts should be developed and designed in consultation with young people. Seeing youth as positive assets for society and acting on that new perception is vital to prevent alienation.

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Public works programmes aim to build or rehabilitate public/community assets and infrastructure that are vital for sustaining the livelihoods of a community. Examples are the rehabilitation of maintenance of roads, improving drainage, water supplies and sanitation, demining or environmental work including the planting of trees (see IDDRS 4.20 on Demobilization). Public works programmes can be easily designed to create job opportunities for youth who are community members and/or former members of armed forces and groups. There is always urgent work to be done in priority sectors — such as essential public facilities — and geographical areas, especially those most affected by armed conflict. Job-creation schemes may provide employment and income support and, at the same time, develop physical and social infrastructure. Such schemes should be designed to promote the value-chain, exploring the full range of activities needed to create a product or services, and should make use of locally available resources, whenever possible, to boost the sustainable economic impact.

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The success of microfinance lies in its bottom-up approach, which allows for the establishment of new links among individuals, NGOs, governments and businesses. Traditionally, youth have largely been denied access to finance. While some young people are simply too young to sign legal contracts, there is also a perception that youth ex-combatants and youth formerly associated with armed forces and groups are unpredictable, volatile, and therefore a high-risk group for credits or investments. These prejudices tend to disempower youth, turning them into passive receivers of assistance rather than enabling them to take charge of their own lives.

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Although these programmes offer only a limited number of long-term jobs, they can provide immediate employment, increase the productivity of low-skilled youth and help young participants gain work experience that can be critical for more sustainable employment. A further key impact is that they can assist in raising the social status of youth former members of armed forces and groups from individuals who may be perceived as “destroyers” to individuals who are considered “constructors”. Chosen schemes can be part of special reconstruction projects to directly benefit youth, such as training centres, sports facilities, health facilities, schools, or places where young people can engage in local politics or play and listen to music. Such projects can be developed within the local construction industry and assist groups of youth to become small contractors. Community-based employment provides an ideal opportunity to mix young former members of armed forces and groups with other youth, paving the way for social reintegration, and should be made available equally to young women and men.

Level 2 Concepts, Policy and Strategy of the IDDRS

IDDRS 2.10 The UN Approach to DDR

7. Who is DDR for?

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Five categories of people should be taken into consideration, as participants and beneficiaries, in integrated DDR processes. This will depend on the context, and the particular combination of DDR programmes, DDR-related tools, and reintegration support in use:

1. members of armed forces and groups who served in combat and/or support roles (those in support roles are often referred to as being associated with armed forces and groups);
2. abductees/victims;
3. dependents/families;
4. civilian returnees/'self-demobilized';
5. community members.

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IDDRS 2.10 The UN Approach to DDR

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Five categories of people should be taken into consideration in integrated DDR processes as participants or beneficiaries, depending on the context:

1. members of armed forces and groups who served in combat and/or support roles (those in support roles are often referred to as being associated with armed forces and groups);
2. abductees or victims;
3. dependents/families;
4. civilian returnees or 'self-demobilized';
5. community members.

Level 4 Operations, Programmes and Support

IDDRS 4.10 Disarmament

Annex C: Weapons survey

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Among others, the weapons survey will help identify the following:

Communities particularly affected by weapons availability and armed violence.

Communities particularly affected by violence related to ex-combatants.

Communities ready to participate in CVR and the types of programming they would like to see developed.

Types of weapons and ammunition in circulation and in demand.

Trafficking routes and modus operandi of weapons trafficking.

Groups holding weapons and the profiles of combatants.

Cultural and monetary values of weapons.

Security concerns and other negative impacts linked to potential interventions.

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IDDRS 2.40 Reintegration as Part of Sustaining Peace

5. Reintegration support across the peace continuum

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In conflict settings these non-programmatic factors may be particularly fluid and difficult to both analyse and adapt to. The security situation may not allow for reintegration support to take place in all areas. The economy may also be severely affected by the ongoing conflict. Receiving communities may also be particularly reluctant to accept returning ex-combatants during ongoing conflict as they can, for example, constitute a security risk to the community. Influencing these non-programmatic factors requires a broad structural approach. Providing an enabling environment and facilitating access to opportunities outside the reintegration programme may be as important for reintegration processes as the reintegration support provided through the programme. In addition, in most instances it is important to establish practical linkages with existing employment creation programmes, business development services, psychosocial and mental health support referral systems, disability support networks and other relevant services. The implications of these non-programmatic factors could be different for men and women, especially in contexts where insecurity is high and the economy is depressed. Social networks and connections between different members and levels of society may provide these groups with the resilience and coping mechanisms necessary to navigate their reintegration process.
