



**USAID**  
FROM THE AMERICAN PEOPLE

A woman wearing a pink hijab and a white sweater is standing in front of a whiteboard. She is using a marker to draw on the board. The whiteboard has a large circle drawn on it, and inside the circle are several small drawings: two smiley faces, two hearts, and some scribbles. The text "POSITIVE YOUTH DEVELOPMENT IN CONFLICT: PROMISING PRACTICES AND RECOMMENDATIONS" is overlaid on the right side of the whiteboard.

## **POSITIVE YOUTH DEVELOPMENT IN CONFLICT: PROMISING PRACTICES AND RECOMMENDATIONS**

Promising Practices in the  
Middle East and North Africa

ALL PHOTOS COURTESY OF  
SEARCH FOR COMMON GROUND

## PROMISING POSITIVE YOUTH DEVELOPMENT PRACTICES

The following promising practices from the selected PYD programming models can support implementers to design, staff, manage, and evaluate PYD programs in conflict-affected MENA contexts. Promising practices have been organized based on their relevance to specific aspects of the program cycle to provide practical guidance for programmatic decision making.

### INSTITUTIONAL AND CIVIL SOCIETY PARTNERSHIPS

- **Select civil society, community-based, and institutional partners that are highly invested in cross-sectoral PYD outcomes.** Initial stakeholder mappings should identify governmental and nongovernmental actors with diverse interests in youth development. Building a broad alliance of these partners can improve the chances for integration and sustainability. Project teams should explain the PYD approach to partners during initial meetings to set expectations for youth engagement.
- **Select civil society partners, community-based organizations, and youth-led organizations that are trusted by local communities and youth across conflict divides.** Credible partnerships with civil society and community-based organizations can help overcome trust deficits on sensitive issues in conflict, particularly those that challenge social norms. They can also help identify hard-to-reach youth and gain parental buy-in for youth (particularly girls) participation. A youth-led mapping of local organizations can help implementers identify youth-led organizations and networks as well as other prospective partners with more community trust.
- **Prioritize partnerships with youth-led groups (formal and informal) and engage them as equal partners, recognizing that their operations and aspirations often differ from those of traditional civil society.** In line with PYD, it is important to build on young peoples' assets, agency, contributions, and structures of belonging and membership by partnering with youth-led groups, initiatives, networks, and movements. Despite limited financial and staffing resources, youth-led groups can reach where other actors cannot, delivering humanitarian relief where conflict restricts access and mobilizing peers and hard-to-reach communities.<sup>1</sup> They also tend to organize through looser, horizontal leadership across digital and physical spaces, often outside of formal civil society.<sup>2</sup> Partnerships with youth-led groups should reflect these realities and embrace their innovative approaches, which may require greater flexibility and risk taking.
- **Manage partnerships by providing ongoing capacity building in and accountability for PYD approaches.** Programs that built the capacity of institutional partners in specific approaches, such as the PAVE approach in Promise Pathways or the 3x6 approach in YEOP, gained greater buy-in from partners and were more likely to become sustainable. Institutional and implementing partners should receive ongoing

*Credible partnerships with civil society and community-based organizations can help overcome trust deficits on sensitive issues in conflict, particularly those that challenge social norms.*

capacity building in engaging youth as equal partners to contribute to successful PYD outcomes. Youth-led partners should receive support in building organizational capacities tailored to their own goals, as well as networking and knowledge exchange with other partners and youth. Youth-led partners are likely to have different capacity building and support needs from those of traditional or formal civil society or institutional partners.

## PROGRAM DESIGN

- **Create opportunities for youth to design and adapt programs throughout the program cycle.** This practice is particularly important in conflict-affected contexts, where youth-centered programming can build youth agency and contribute to a sense of control and safety. Youth should have genuine opportunities to lead PYD programs—beyond surface-level consultations or participation in steering committees. Implementers can identify mechanisms to mainstream youth-led design throughout the program cycle, including through human-centered design or youth-led issue mapping and the design of local initiatives. Such approaches require program leadership to listen to youth and put their priorities first, even if sometimes at the expense of predefined program objectives (see staffing section).
- **Consider conflict dynamics and cultural context in designing PYD programs and tools.** PYD donors and implementers must conduct a conflict assessment to ensure conflict sensitivity and design programs that respond indirectly or directly to youth grievances and/or strengthen resiliencies identified in analysis. Although PYD concepts have been demonstrated to be broadly relevant in low- and middle-income countries, tools should be adapted and translated using a specific language to translate concepts in a way that resonates locally.<sup>3, 4, 5</sup>



- **Ensure a flexible program design that can adapt to evolving conflict contexts.** PYD initiatives should be able to adapt to changes in the conflict context to ensure impact and avoid youth disappointment. This practice might entail building youths' skills through online trainings or shifting the focus of contribution activities to address urgent community needs that emerge in humanitarian crises. Several implementers highlighted the need for financial flexibility to address unanticipated needs, identifying rapid response funding pools as a best practice.
- **Root program design in youths' socioecological contexts and provide individualized services where possible.** Mapping the systems in which youth are embedded is critical in conflict-affected contexts because conflict touches family, school, employment, and community systems and may have unanticipated negative effects on PYD programs. This is particularly true in MENA, where youth are often embedded in and accountable to interdependent family systems. Successful PYD programs have analyzed these systems, identified leverage points for change, and designed initiatives that tackle leverage points across multiple systems. Programs can be even more responsive to youth needs by tailoring service provision to youth based on their specific contexts or by offering different engagement levels based on youths' personal goals.
- **Integrate PYD at the strategic level prior to project design.** Country development cooperation strategies and/or other country partnership frameworks should be informed by youth assessments, youth project evaluations, and/or research that is framed within a PYD lens. Additionally, PYD should be included as a core evaluation principle of project design. It is also important to designate a PYD point of contact within missions and/or country offices to ensure that PYD is integrated and championed across all standalone and non-standalone youth projects.



## TOOLS AND APPROACHES

- **Build skills that youth, families, and communities consider relevant to the conflict context.** Programs focused on providing youth with services or opportunities to access basic needs or rights—such as education, employment, or well-being—should develop skills that will empower them to succeed in these environments, including critical thinking; technical or vocational competencies; respect for diversity and nonviolence; leadership; and soft skills, such as social and emotional learning and interpersonal communication. Programs that seek to shift the power structures and norms that contribute to conflict may equip youth with skills, such as citizenship and civic engagement, dialogue design and facilitation, nonviolent communication, and non-adversarial advocacy to prepare them to directly engage in conflict transformation or political advocacy.
- **Support ICT innovation and close digital divides to expand youth contribution.** In conflict-affected contexts, opportunities for youth contribution may be limited. Innovative use of ICT, including traditional and social media, offers opportunities for youth to contribute to formal and informal civic life, including through online roundtables and debates, interactive video games, or mock reality television shows. Social media is an increasingly important tool in the region's interactions between state and citizen for information dissemination, citizen engagement, public service delivery, and more.<sup>6</sup> ICT can help conflict-affected youth overcome some of the barriers they face to mobility, association, and organization and is a key tool for youth contribution in humanitarian, development, and peacebuilding efforts.<sup>7</sup> In Syria, for example, it has allowed local peacebuilders to continue to access remote technical and security support as well as to create peaceful narratives and share diverse perspectives and voices.<sup>8</sup> Moreover, ICT can vastly expand the reach of PYD initiatives from an immediate target group to millions of users, viewers, or listeners at national and international levels. In this way, ICT not only expands the arena for youth contribution but can also help shift hierarchical norms and perceptions about youth's potential for positive contribution. However, not all youth benefit equally from ICT, as online risks and digital divides affect youth unevenly across the region, including girls who have less access to computers and technology at home in many places.<sup>9</sup> Women in MENA are 9 percent less likely to own a mobile phone than their male counterparts and 21 percent less likely to access mobile internet services.<sup>10</sup> Closing this digital divide and building young people's digital literacy and understanding of online safety are critical steps for expanding youth contribution through ICT, particularly as COVID-19 underscores the psychosocial and economic impact of restricted mobility on youth.

*Social media is an increasingly important tool in the region's interactions between state and citizen for information dissemination, citizen engagement, public service delivery, and more.*

- **Develop community-based platforms for integrated, youth-friendly services to facilitate community access, ownership, and sustainability.** Programs that centralized youth-friendly service provision within a hub, youth center, or case worker role integrated these services more effectively. Community advisory boards include formal officials and community leaders as well as traditional community elders. These platforms can facilitate community ownership and buy-in for youth-friendly services, contributing to greater sustainability.

## YOUTH ENGAGEMENT

- **Engage powerholders separately from and in conjunction with youth leaders.** Youth-led initiatives facilitated more positive social norms of youth engagement. However, this positive impact did not always extend to concrete opportunities for youth to feel heard by leaders or participate in government decision-making processes. PYD programs that identified opportunities for youth to contribute to government decision making engaged powerholders in advance of youth-led initiatives. Practitioners highlighted several ways to do this, including framing the situation as an opportunity for adults to transfer knowledge and participate in the new solution or explaining that depriving youth of resources and opportunities destabilizes communities.<sup>11</sup> Another practitioner suggested that bringing together powerholders from different political parties or institutions to discuss their experiences with youth engagement can foster a healthy sense of competition or pressure to collaborate more effectively with youth.<sup>12</sup>

*Focusing on manageable issues allows youth to see immediate results, building their trust in political and civic engagement and increasing adults' and powerholders' trust in youth-led action.*
- **Identify local, concrete opportunities for youth contribution that can have an immediate impact.** In many conflict-affected contexts, attempting to tackle highly politicized issues can cause youth to feel disillusioned with political and civic institutions. Focusing on manageable issues allows youth to see immediate results, building their trust in political and civic engagement and increasing adults' and powerholders' trust in youth-led action. This practice can help address the trust deficit and generational gap in MENA communities.
- **Actively manage youth expectations about engagement outcomes and support them to develop alternatives.** Youth who succeed in youth engagement programs are aware of the constraints on their environment and the possibility for less-than-optimal outcomes. This perspective builds flexibility and resilience among youth engaging in MENA, where hierarchical structures and social norms are dominant.

## GENDER

- **Designate local staff members to gain parents' buy-in for girls' participation and work with well-connected civil society or community-based organizations to gain parents' trust.** In some cases, staff or partners can be trained as mediators to communicate with parents. For example, Mercy Corps identified local staff in Za'atari Camp to conduct outreach among parents of adolescent girls to ensure their support for their daughters' participation.

- **Account for girls' specific needs when designing and budgeting for safe spaces.** Conservatively defined gender norms lead many parents to restrict their daughters' movements to protect them and avoid social situations that involve unsupervised gender mixing. PYD programs must consider girls' specific needs when designing safe spaces, including accessibility for girls with disabilities, and ensure a sufficient budget for program elements, such as supervised transportation to and from the space. Programs should also recruit female staff and mentors—from both conservative and less conservative backgrounds—to support girls and foster positive norms about their engagement.
- **Design PYD training content and timing to be relevant to both genders.** In communities with more conservative gender norms, certain skills may be considered more (or less) appropriate, depending on the young person's sex. This is particularly true for older youth, as many families pressure sons to provide immediate financial support and do not approve of their participation in professional training or recreational activities. Also, some vocational training considered relevant for men may not be considered appropriate for women, and some young women may not have their families' support to work at all. Youth-friendly services should consider these cultural constraints and try to serve both genders' needs.



## MONITORING AND EVALUATION

- **Disaggregate by sex and age to ensure that PYD approaches are gender and age appropriate.** Always disaggregate by at least five-year age bands (10-14, 15-19, 20-24, 25-29) and, if feasible, consider whether narrower age bands would be useful, given that youth experience changes significantly over five years, particularly between 10 and 14.<sup>13</sup>
- **Design monitoring and evaluation frameworks to identify unanticipated outcomes and assess project inclusiveness.** In youth-led programs in rapidly changing conflict-affected contexts, results may deviate substantially from predefined objectives. Most significant change or outcome harvesting frameworks can help identify unanticipated outcomes and demonstrate impact. Given the importance of meaningful and diverse youth inclusion in conflict-affected contexts for building resilience and countering conflict dynamics around exclusion and inequalities, monitoring and evaluation frameworks must also allow for measurement and assessment of the project's inclusiveness. Disaggregating indicators by conflict divisions, including indicators on the quality of youth participation, and measuring participants' attitudes and biases toward different subgroups and identities are some ways to do so, taking care to prevent harm from the active identification of stigmatized identities.
- **Empower youth to define project success.** Monitoring and evaluation should measure what is most relevant and meaningful to youth themselves. Youth can define success by setting indicators and analyzing data. This process can also help manage youths' expectations about what the project can achieve.
- **Adopt rigorous monitoring and evaluation systems to contribute to the evidence base for PYD programs in conflict-affected contexts.** Implementers are increasingly partnering with research institutions to conduct randomized control trials of PYD programs in conflict-affected contexts or securing funding for longitudinal studies that measure impact over a longer time after a program's conclusion. Both options require sufficient budgeting for a rigorous evaluation process and overcoming ethical concerns about conducting research in conflict-affected contexts.



## STAFFING

- **Develop a PYD ethos among the project team and partners.** Even with a strong program design, PYD outcomes can be easily undermined by staff or partners who do not prioritize youth agency and leadership throughout the program cycle. Developing a PYD ethos means explaining and gaining buy-in for the PYD approach from the beginning, setting recruitment and partnership criteria, providing in-depth PYD training for staff and partners, and actively maintaining a youth-centered culture that drives decision making. Project leadership must be willing to adapt the project work plans to youths' contributions, advocate to the donor for youth-driven outcomes, and make difficult staffing decisions when necessary. Ensure that staff have access to psychosocial support and wellness programs as the stress of conflict on staff can impact program participants.
- **Employ youth as staff, interns, and peer mentors.** Peer engagement can be powerful in facilitating PYD, providing positive youth role models, and facilitating bonding and safe spaces. Opportunities to include youth as paid staff members should be identified and prioritized.
- **Equip staff to manage conflict, facilitate meaningful inclusion, and build trust among youth and between youth and adults.** Considering the impact that conflict has on social cohesion and trust, it is critical that program staff and facilitators have the skills and tools to respond to conflicts and build collaboration across divisions within the program team, among youth participants, and between youth and adult stakeholders.

## JOURNEY TO SELF-RELIANCE

- **Generate demand for youth-friendly services.** Several implementers described how PYD outcomes generated demand for youth-friendly services by demonstrating youth's ability to contribute to society. When this happens, parents, schools, and institutions become willing to pay for these services, which can support the PYD program's financial sustainability. This shift can happen organically but usually entails identifying market needs; forming partnerships to facilitate initial opportunities for youth; and communicating PYD outcomes to parents, businesses, and powerholders through direct engagement and media.
- **Encourage positive social norms by making youth skills and initiatives visible to relevant adults.** Many parents and community leaders experienced a shift in their perceptions of youth potential by observing youth lead. Such a shift can generate greater trust and help improve youth engagement. Mainstream and social media can help highlight youth leadership through, for example, televised debates and reality television shows.
- **Build partnerships that facilitate financial and methodological sustainability.** Institutional partnerships can adopt specific PYD program approaches or methodologies or integrate youth-friendly services into their own budgets. (See Institutional and Civil Society Partnerships section above.)

## RECOMMENDATIONS

The following recommendations apply to donors, host-nation governments, international and local partners, youth and youth-led organizations, academics, researchers, and more. All the actors have a role to play in advancing promising PYD practices. These actors are increasingly connected through communities of practice and PYD platforms, and recommendations are not intended to be unilaterally led by one actor but to be developed and implemented through an inclusive and integrated process. Recommendations are grouped into four key areas: (1) elevate PYD in Conflict, (2) promote youth engagement and leadership, (3) build evidence for PYD in Conflict, and (4) develop PYD tools for MENA.

### I. Elevate PYD in Conflict



Too often in conflict-affected settings, donors seek to identify and “solve” problems. The research and evidence on PYD demonstrate that prevention- and problem-focused approaches are not effective, so it is critical that donors shift to focusing on advancing positive outcomes. Approaches to advancing PYD in Conflict include developing conflict-sensitive youth policies and tailoring PYD programming to the conflict environment.

- a. **Advocate within communities of practice** for a thematic focus on the intersection between PYD and conflict across sectors. Through initiatives, such as a dedicated working group, conferences and fora, or learning products, these communities of practice should spark conversation and knowledge exchange to elevate the use of PYD in Conflict among youth and youth-led organizations, implementing partners, academic and research partners, donors, host-nation governments, and more. These efforts should take place across the humanitarian, development, and peacebuilding sectors at all levels, including national interagency coordination mechanisms; regional frameworks, such as No Lost Generation; international networks and platforms, such as USAID’s YouthPower communities of practice<sup>14</sup> and YouthLead platform; the Interagency Network for Education in Emergencies and its Arabic language community; the Global Coalition on Youth, Peace, and Security; and the Compact for Young People in Humanitarian Action.
 

*Approaches to advancing PYD in Conflict include developing conflict-sensitive youth policies and tailoring PYD programming to the conflict environment.*
- b. **Apply standards and guidance for the protection and well-being of conflict-affected youth.** Given the higher risks to youth in conflict-affected contexts, all actors should work with young people to understand their concerns about protection and well-being and apply standards and guidance to ensure appropriate prevention, mitigation, and response to risks. Donors and implementers across sectors should work with youth participants and partners to integrate safeguarding standards, conflict sensitivity, and Do No Harm principles as well as MHPSS into programming and ensure that youth have the knowledge and capacity to protect themselves. This may entail advocacy to strengthen local and national legislation, services, and mechanisms for youth protection and well-being.

## 2. Promote Youth Engagement and Leadership



The most effective way to design and implement PYD programming is through youth-led and youth-serving organizations. In conflict-affected contexts across MENA, this may generate a sense of purpose and address ageism issues that are particularly pronounced in fragile environments.

- a. **Fund youth-led groups.** Donors should create opportunities to fund and build the capacity of both formal and informal youth-led groups to advance youth-led programming and address power dynamics within the international development system. This may entail conducting targeted youth-led mapping of youth structures and organizations, adopting more flexible and participatory funding mechanisms and grant regulations, and building the capacity of grant officers to engage youth-led organizations. International and local partners can partner and collaborate with youth-led groups to build their capacity and leverage their expertise in PYD. Donors and implementers should engage youth-led organizations as equal partners, ensuring respect for their leadership and ability to advocate for themselves and their own priorities. In many contexts across MENA, youths' livelihoods help support a broader family system, so supporting their work is an investment not only in individual outcomes but also in community.
 

*Donors and implementers should engage youth-led organizations as equal partners, ensuring respect for their leadership and ability to advocate for themselves and their own priorities.*
- b. **Create opportunities for youth leadership** in alternative avenues and channels as well as formal processes and spaces. Because of the restrictions and discrimination limiting the participation and inclusion of youth, especially young women, young people often pioneer their own alternative paths of expression and action outside of formal and traditional spaces and institutions. Their aspirations, realities, and needs—reflected in social enterprises, employment in the informal sector, and political activism outside of formal party systems—may differ from traditional development priorities. Donors and implementers should seek to understand and support youth where they are already exercising agency and contribution, as well as promote opportunities for safe participation and inclusion in formal processes and institutions.
- c. **Support networking, coordination, and the collaboration of youth-led and youth-serving organizations** across sectors to coordinate and leverage efforts. Recognize that conflict can challenge the coordination required among diverse actors, initiatives, and sectors to achieve systemic change. Dedicate funding and resources to strengthen and sustain networking and collaboration toward greater collective impact.

### 3. Build Evidence for PYD in Conflict

Conduct applied research, monitoring, and evaluation and widely disseminate findings and lessons learned to strengthen PYD practice in conflict-affected contexts. Youth should be at the forefront of these efforts. It is critical that an approach to apply learning is developed and implemented by, with, and for youth.

- a. **Manage evidence.** This is a vital step in building the evidence base and ensuring that the learning taking place in each conflict setting is being shared across the various communities of practice. Communities of practice should engage all actors in the PYD space with the expectation that each will share past and present lessons learned to continuously build the evidence base. This will serve as a crucial starting point for future learning.
- b. **Develop a learning agenda.** Identify conflict-, gender-, and age-sensitive gaps in the available evidence for PYD in Conflict and determine a way forward in responding to those gaps. This may involve collaborative efforts between communities of practice or a dedicated subgroup within a community of practice to develop a learning agenda or to incorporate specific research questions into a learning agenda.
- c. **Specific evidence needed:**
  - **Capture the impact of youth-led initiatives** that often lack evidence because of operational barriers and constraints. Donors funding youth-led organizations and international implementers that include youth initiatives in program design should ensure sufficient time and budget to build capacity and conduct monitoring and evaluation of youth-led initiatives and youth engagement, without undermining the innovation and risk-taking at the heart of much youth-led work. This process will further build youth capacity and accountability while generating evidence for the impact of youth contributions.
  - **Identify best practices for inclusion of youth with disabilities** in PYD programs. Few implementers could share concrete experiences of engaging youth with disabilities. Those that did cited the lack of government accountability for youth disability services<sup>15</sup> and perceived the incompatibility of PYD program outcomes with the goals of disability-focused NGOs<sup>16</sup> as challenges to successful engagement. Additional work should be done to understand these barriers and determine how PYD programs can be more sensitive to the specific needs and experiences of youth with disabilities in conflict-affected areas.
  - **Determine the effective range of protection measures.** In conflict-affected contexts, young women and men often face increased threats and violence when they advocate for social or political change or attempt to participate in local decision making or peacebuilding. This is particularly true in conflict-affected contexts and spans physical and digital spaces. Through privacy breaches, the use of smart technology, government suppression of access to social media platforms, and more, digital security threats can be lethal to youth activists, especially to young women.<sup>17</sup> Despite the increased focus on digital security, activists have highlighted the inadequacy of institutional support for physical security<sup>18</sup> as well as financial, legal, sociocultural, and economic security. Much guidance on safety and protection in

programming focuses on adult human rights defenders or child protection, with little evidence on the specific needs and protection measures for young people. Donors and implementers engaging youth leaders and groups need to work with them to better understand the risks they face and identify and implement improved protection measures.

#### 4. Develop PYD Tools for MENA

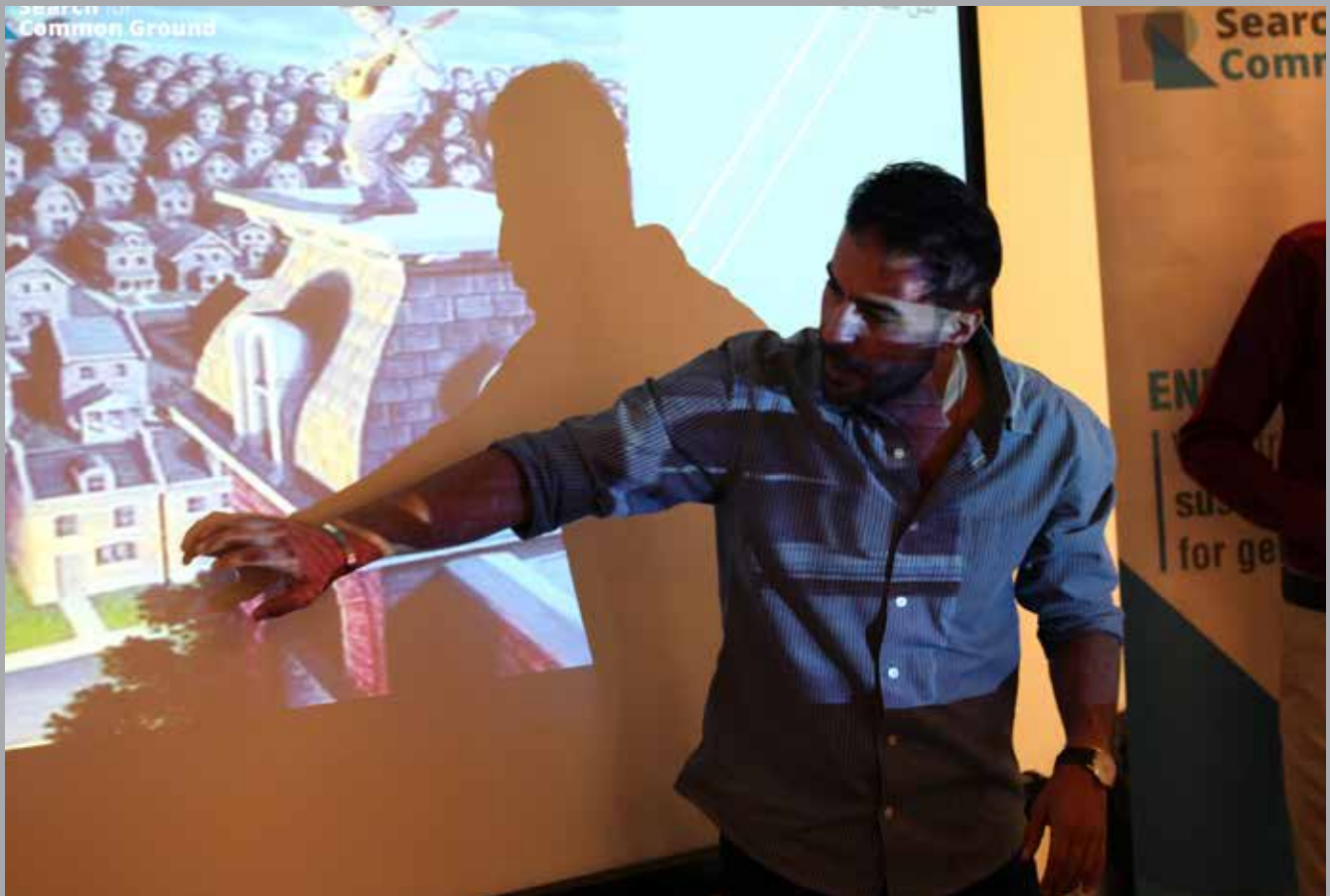


Despite the abundance of PYD tools and resources, few focus on MENA-specific or conflict contexts. Rapidly changing and context-specific conflict dynamics increase the need to tailor PYD tools to MENA and make tools available in Arabic and French (where they do not already exist) for cross-regional use.

- a. **Disseminate tools and resources that take a PYD approach and are adapted to conflict or crisis settings, particularly those in MENA.** Donors should support and commission efforts to translate and contextualize tools to MENA and conflict settings and develop new tools where needed. Annex C makes a first attempt to identify and categorize available tools.
- b. **Specific tools to develop:**
  - **Adapt MHPSS tools for MENA.** These tools should be contextualized and validated for MENA and translated into Arabic to provide culturally appropriate guidance to partners on designing and implementing programs that mitigate and reduce chronic stress, strengthen resilience and positive coping strategies, and promote psychosocial well-being.
  - **Develop an Arabic-language PYD monitoring and evaluation tool** that can be applied across MENA. The tool can draw on current frameworks and contain guidelines on testing and adapting the tool to local dialects and cultures. The tool should include additional considerations for conflict-affected contexts.
  - **Develop a staff training guide for PYD in Conflict.** The guide should provide insights on how implementers can more effectively engage and support conflict-affected youth and should be translated into the primary working language among staff (which may be French in North African countries, for example). It should include guidance on how to build PYD partnerships and engage adult stakeholders and powerholders so they view PYD as a positive change rather than a threat to the status quo. Content could include how to build trust and collaboration among divided youth. The guide can draw on knowledge and content already developed by implementers.

## ENDNOTES

- 1 Mapping a Sector: Bridging the Evidence Gap on Youth-Driven Peacebuilding (SFCG, 2017). Retrieved June 16, 2020 <http://unoy.org/wp-content/uploads/Mapping-a-Sector-Bridging-the-Evidence-Gap-on-Youth-Driven-Peacebuilding.pdf>
- 2 Rhize, *The New Global Citizen: Harnessing Youth Leadership to Reshape Civil Society* (Rep.). (2016, September). Retrieved June 16, 2020. <https://static1.squarespace.com/static/54c7f971e4b0d312f4d794ef/t/57e160a36b8f5bf87ccb583b/1474388179666/The+New+Global+Citizen+Sep+2016.pdf>
- 3 KIII.
- 4 P. Mogames, F. McEwen, and M. Pluess, *Mental Health Research among Syrian Refugees in Lebanon: Challenges and Solutions* (Humanitarian Practice Network, 2018). Accessed February 14, 2020. <https://odihpn.org/magazine/mental-health-research-among-syrian-refugees-in-lebanon-challenges-and-solutions/>
- 5 KII2.
- 6 R. Mourtada and F. Salem, *Citizen Engagement and Public Services in the Arab World: The Potential of Social Media*, Arab Social Media Report, January 2014; <http://dx.doi.org/10.2139/ssrn.2578993>
- 7 R. Farrah, J. DeBoer, and R. Muggah. *Digitally-enabled Peace and Security: Reflections for the Youth, Peace and Security Agenda* (SecDev Group, 2017). [https://www.youth4peace.info/system/files/2018-04/2.%20TP\\_Social%20Media\\_SecDev.pdf](https://www.youth4peace.info/system/files/2018-04/2.%20TP_Social%20Media_SecDev.pdf)
- 8 British Council, *Innovative Peacebuilding in Syria*, (British Council, 2016). [https://creativeconomy.britishcouncil.org/media/uploads/files/Peacetech\\_Report\\_Web\\_En.pdf](https://creativeconomy.britishcouncil.org/media/uploads/files/Peacetech_Report_Web_En.pdf)
- 9 Economic and Social Commission for Western Asia, *Impact of COVID-19 on Young People in the Arab Region*, (UNESCWA, 2020). <https://www.unescwa.org/sites/www.unescwa.org/files/uploads/impact-covid-19-young-people-arab-region-english.pdf>
- 10 Rowntree, O. (2018, February). *The Mobile Gender Gap Report 2018*. Retrieved November 30, 2020, from [https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2018/04/GSMA\\_The\\_Mobile\\_Gender\\_Gap\\_Report\\_2018\\_32pp\\_WEBv7.pdf](https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2018/04/GSMA_The_Mobile_Gender_Gap_Report_2018_32pp_WEBv7.pdf) (p.9)
- 11 KIII I
- 12 FGD I.
- 13 USAID, *Positive Youth Development Measurement Toolkit*, (USAID, PEPFAR and YouthPower, 2016). <https://www.icrw.org/wp-content/uploads/2017/02/PYD-Measurement-Toolkit-Final.pdf>
- 14 USAID. *Communities under YouthPower2: Learning and Evaluation*. <https://www.youthpower.org/youthpower-communities-practice>
- 15 KII I2.
- 16 KIII I3.
- 17 SecDev Group. (2017, November). *Digitally-enabled Peace and Security: Reflections for the Youth, Peace and Security Agenda*. Youth4Peace Portal. [https://www.youth4peace.info/system/files/2018-04/2.%20TP\\_Social%20Media\\_SecDev.pdf](https://www.youth4peace.info/system/files/2018-04/2.%20TP_Social%20Media_SecDev.pdf)
- 18 M. Miller-Dawkins, *Understanding Activism: How International NGOs, Foundations, and Others Can Provide Better Support to Social Movements* (Rhize, 2017). Retrieved June 16, 2020. <https://www.rhize.org/understanding-activism>



## ACKNOWLEDGEMENTS

This report was prepared by the Search for Common Ground research team, including Megan Leigh Smith, Research Specialist; Saji Prelis, Research Lead; Rachel Walsh Taza, Program Manager for Children and Youth; Mena Ayazi, Youth, Peace, and Security Associate; Chaima Fartoun, Research Assistant; Sana Gasm, Research Assistant; Limou Dembele, MENA Design, Monitoring, and Evaluation Specialist; Rim Aljabi, MENA Gender Advisor; Hilde Deman, MENA PYD Expert; and Hendrick Townsley, Team Leader, working in coordination with Management Systems International with the support of Bettina Kimpton, Managing Editor; Perin Arkun, Senior Project Manager; Brian Felix, Project Manager; Amina Aaqib and Adam Bloom, Graphic Designers; Chris Bathon, Technical Manager; Jess Ngo, Technical Manager; Laurel Bradley, Technical Manager; and Paul Turner, GISR Chief of Party/Technical Director for Peace and Stabilization. USAID staff who contributed/edited the report includes Rachel Goldberg, Carey Utz, Abir Aldhalimi, Allison Salyer, Ahmad Al-Amine, Idriss Touijer, Talar Karakashian, Angie Haddad, Nadia Blackton, Christine Capacci-Carneal, Monica Villanueva, Muhanad Manna, Hind Houas, David Hunsicker, Najiyah Alwazir, Milad Abraham, and Michael McCabe.

### Disclaimer:

The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.