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POSITIVE YOUTH DEVELOPMENT IN CONFLICT: GUIDING PRINCIPLES

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GUIDING PRINCIPLES FOR POSITIVE YOUTH DEVELOPMENT IN CONFLICT

The conflict transformation field offers several overarching principles to guide PYD strategies and programming in conflict-affected contexts. Donors, implementing partners, and other actors supporting PYD programming should apply the following principles, regardless of the geographic or thematic emphasis of their interventions to ensure the safe and inclusive participation and engagement of conflict-affected young people. Each principle includes specific considerations as well as practical recommendations and examples tailored to MENA.

APPLY CONFLICT SENSITIVITY AND DO NO HARM PRINCIPLES

Conflict sensitivity entails understanding conflict dynamics and intergroup relations to develop and manage programs that avoid exacerbating grievances along dividing lines or inadvertently creating new ones. Applying Do No Harm principles helps ensure that PYD initiatives do not put youth at greater risk than they would be without intervention. It is important to balance young people's right to participation and protection, in line with the PYD commitment to youth agency and contribution. Programs should use risk and conflict analysis to understand local dynamics and sensitivities; however, some common conflict dynamics and risks of harm that require sensitive PYD programming in MENA include the following:

- Identity-based conflict among youth from different ethnic, religious, or national backgrounds, including conflict between youth from refugee and host communities.
- Unequal access of young women and young men to basic services and rights, such as education, health care, employment, inheritance, and the freedom to make decisions about issues that affect them.
- Exclusion of socioeconomically marginalized youth, youth with disabilities, SGMs, and refugee youth from political, economic, social, and cultural opportunities, as well as from employment and basic services, such as education.
- Intergenerational conflict between youth and adults that is reinforced by hierarchical social norms and compounded by inequalities in access to resources and decision making.



Do No Harm entails anticipating risks of harm to young people and their communities and using them as a basis for programmatic decision making to minimize potential harm while maximizing potential benefits.

Additional Reading:

[*USAID Checklist for Conflict Sensitivity in Education Programs*](#)

[*USAID Conflict Assessment Framework*](#)

[*CDA's Do No Harm Trainers Manual*](#)

[*Keeping Children Safe's Safeguarding in Conflict and Crisis and Keeping Children Safe Online*](#)

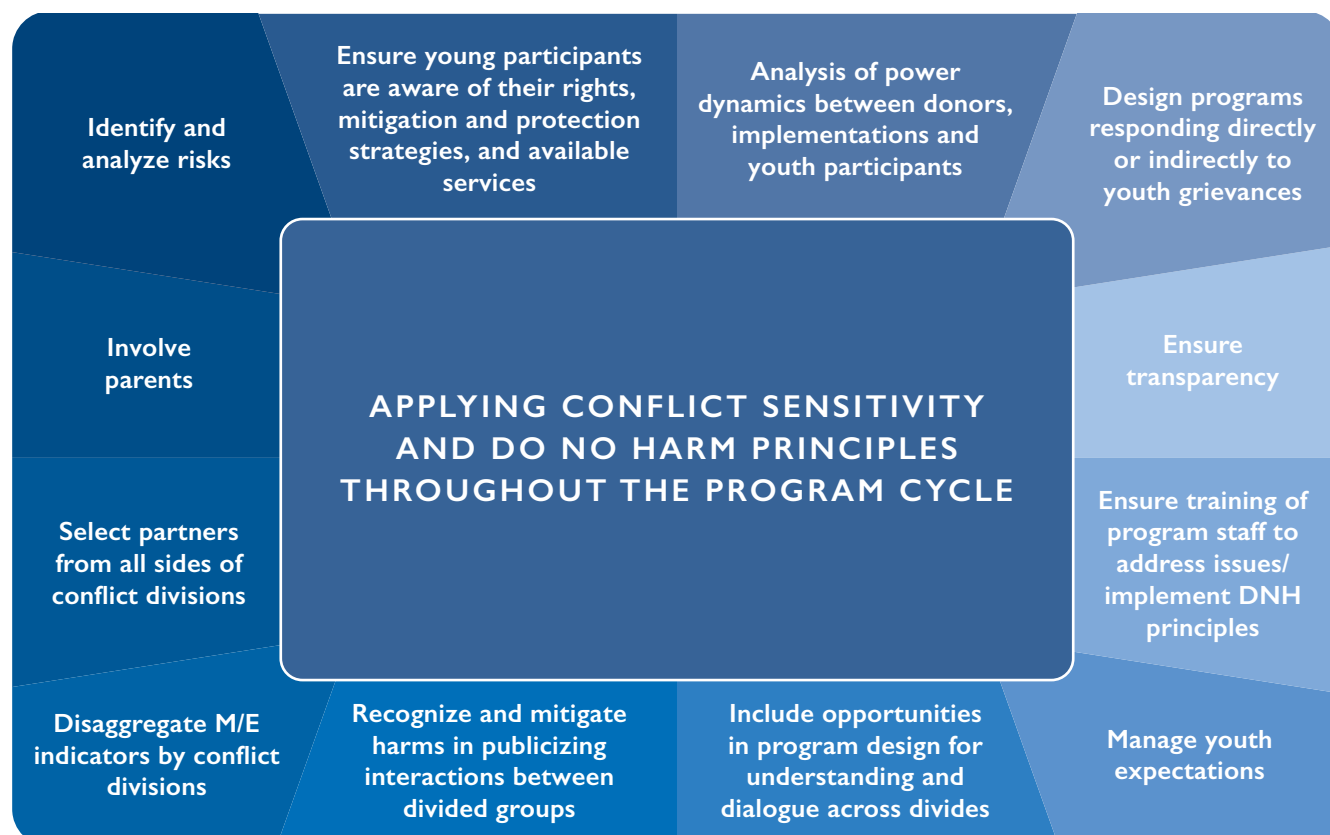
[*Tactical Technology Collective's Holistic Security Trainers' Manual*](#)

- Lack of trust between youth and state institutions and authorities—driven by corruption, lack of transparency and accountability, and bureaucratic government systems.
- Social norms that position youth, especially young men, as destabilizing actors and/or perpetrators of conflict. Gendered social norms around the role of youth in conflict often characterize young women as passive victims in need of protection and idealize their peaceful nature while characterizing young men as threats and perpetrators of violence.
- Physical, emotional, and digital threats to young people's safety when exercising agency, even when done constructively, in conflict-affected contexts. These threats include cyberbullying, surveillance and violation of privacy, harassment and discrimination, imprisonment, or even violence by authorities or armed groups. Youth may incur backlash from adults or traditional powerholders who perceive that they risk losing power or status because of PYD programs.
- Heightened risks of violence, abuse, harm, and exploitation for certain young people (e.g., those from marginalized groups, those with disabilities and mental health disorders, those formerly associated with armed groups, and unaccompanied and separated minors) because of uneven power dynamics between youth and adults and hierarchical social norms that may make it more difficult for young people to protect themselves or raise concerns. This is particularly true when PYD programs provide essential assistance or services to young people.



PYD programs can maximize their positive impacts, even in highly constrained contexts, by applying conflict sensitivity and Do No Harm principles throughout the program cycle as follows:

Graphic 7: Application of Conflict Sensitive and Do No Harm Principles



- From the planning stage, identify and analyze risks to young participants from staff, programming, operations, and the wider community and context, ideally with young people's participation. This risk analysis should then be used to develop appropriate measures with young people for mitigating risks, preventing abuse and harm, and creating a safe environment for youth participation, as well as monitoring and responding to concerns that may arise. These measures, which can also be described as safeguarding, should include a reporting and response process that staff, youth, and their communities are aware of and is aligned with local laws and procedures; the identification of appropriate services available for care and assistance as needed; the designation and training of a safeguarding focal point; careful vetting, management, and training of staff in direct contact with young people; and confidential channels for feedback and complaints from youth and communities, such as through monitoring and evaluation.

- Ensure that young participants are aware of their rights, protection and risk mitigation strategies, and available services and assistance so they can better protect themselves and play an active role in their own protection and well-being, in line with PYD principles. This may include capacity building in risk assessment, digital security training, physical safety measures, trauma awareness, and stress management (see principle below on integrating MHPSS).
- Include an analysis of power dynamics and perceptions between donors, implementers, and youth participants in conflict assessments to recognize and mitigate the potential for PYD projects to deepen mistrust and tension that already exist¹ in these relationships.
- Design programs to respond indirectly or directly to youth grievances and/or strengthen resiliencies identified in conflict analysis.
- Ensure transparency in selecting, engaging, and providing services to youth to avoid perceptions of inequality.
- Ensure that program staff are trained in impartial and inclusive facilitation as well as actively monitoring intergroup relations among young participants, addressing conflict or tensions, facilitating positive group dynamics through teambuilding and trust-building exercises, establishing ground rules or codes of conduct in a participatory manner, strengthening youth skills for collaboration and respect for diversity (empathy, critical thinking, active listening, responding to conflict, self-control, etc.), and providing opportunities for cooperative action through joint projects or initiatives (contribution).



- Manage youths' expectations about what can be achieved and what will happen after the project's conclusion.
- Include opportunities in the program design for developing understanding and dialogue across conflict and generational divisions among participants and key stakeholders. These decisions should be made based on risk and conflict analysis, which are likely to identify such activities as essential to risk mitigation and conflict transformation strategies. Activities should include building assets and agency around dialogue and conflict transformation (separately and jointly) and creating or identifying safe spaces for dialogue and cooperative action that identify, respect, and speak to the needs of each party.
- Recognize and mitigate risks of harm associated with the visibility and publicity of interactions between divided groups, using a gradual process and potentially beginning interaction through informal channels and spaces as appropriate.
- Disaggregate monitoring and evaluation indicators by conflict divisions, including age, ethnicity, gender, socioeconomic background, or political ideology.
- Select partners from all sides of conflict divisions to avoid exacerbating conflict dynamics.
- Involve parents throughout PYD programs and maintain open lines of communication, particularly around culturally sensitive program content, to help protect youth, encourage safe female participation, and prevent backlash. Supporting youth leadership in parental outreach and engagement can further increase youth ownership and reinforce youth agency.



ENSURE MEANINGFUL INCLUSION OF DIVERSE YOUTH

Ensure meaningful inclusion of diverse youth throughout the program lifecycle to strengthen resilience and address conflict factors around exclusion and inequality. USAID defines inclusive development as “the concept that every person, regardless of identity, is instrumental in the transformation of their own societies and their inclusion throughout the development process leads to better outcomes.”² Some identities have been

historically marginalized or have become vulnerable to marginalization for a variety of cultural, political, and/or contextual reasons. Marginalized identities often experience discrimination in the application of laws and policies and/or access to resources, services, and social protection and may be subject to persecution, harassment, and/or violence. The success of PYD approaches depends on understanding how young peoples’ intersecting identities, especially those that have been historically marginalized, affect their access to opportunities and participation in society as well as identifying and addressing the barriers to inclusion, ensuring that all young people can fully engage and take leadership roles in all stages of the program lifecycle.³ Intersecting identities that might lead to a greater degree of exclusion and marginalization include caste; ethnicity; gender; indigenous, refugee, migrant, or citizenship status; sexual orientation; disability status (developmentary, sensory, physical, psychosocial, and other disabilities may face different forms of discrimination); religion; political opinions; socioeconomic status; marital status; parental status; age; and others. In conflict-affected contexts, inclusion becomes even more important, as exclusion and inequalities between subgroups may be a significant factor in conflict dynamics. Meaningful social inclusion can be practiced in PYD programming through the following approaches:

Additional Reading:

[USAID Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations](#)

[YouthPower Social Inclusion in Positive Youth Development Programs](#)

- Ensure the participation of diverse youth throughout the program lifecycle, including in strategic decision making around agenda setting, grantmaking, staffing, and defining overall program success, as well as more typical stages of involvement in design, implementation, and evaluation.
- Incorporate programming components that support girls and young women to overcome socially driven barriers to their participation in PYD programs, such as the establishment of female-only spaces and greater parental engagement.
- Recognize the rich history and diversity of MENA’s religious, ethnic, and linguistic populations, accommodating their participation through appropriate facilitation and acknowledging the power dynamics between different minorities and the Arab/Arabic-speaking majority.
- Dedicate space and time for youth and program staff to reflect on the internal capacities⁴ for supporting inclusion within the project (such as their own biases and assumptions or power dynamics within the project), as well as external factors (such as patterns of exclusion and power differentials in society and within their groups, discriminatory policies, and social norms) to strengthen inclusive and nondiscriminatory practices and share concrete ways to make the activities more inclusive (e.g., choosing not to use terms or labels that diminish the agency and assets of certain youth, such as “at risk” or “vulnerable”).

- Recognize and build on youth leadership by partnering with diverse youth-led groups and initiatives, including informal and formal groups, networks, and movements, as well as those representing marginalized communities.
- Based on the conflict analysis, develop tailored outreach and engagement strategies for subgroups that are traditionally marginalized or “hard to reach” by civil society or society more broadly, recognizing that different subgroups may have different aspirations and needs within each PYD domain and that identifying certain subgroups or identities (e.g., youth formerly associated with armed groups and violent extremist organizations, members of the LGBTI community) may cause harm, in which case programs will need to take appropriate measures to protect participants’ identities (e.g., focusing on eliminating barriers and preventing risks for marginalized or excluded youth rather than actively identifying them as well as preparing protocols to protect and anonymize personal data).
- Recruit program facilitators and trainers who reflect youth diversity, speak local languages, and model respect for all youth. Adult facilitators should also be equipped to proactively facilitate inclusion and nondiscrimination among youth and between youth and adults. This includes creating opportunities for different youth to demonstrate leadership (e.g., having a rotation of youth participants lead exercises and discussions during workshops or meetings), encouraging youth ideas and creativity, supporting youth to find common ground with one another, and jointly making decisions with young participants.
- Strengthen assets among youth, project staff, and partners that help develop respect and understanding for differences and similarities, such as empathy, compassion, and critical thinking, as well as establish a sense of self, such as self-confidence and appreciation for one’s own culture and beliefs.
- Provide opportunities for older youth to develop relationships outside of their community/subgroup while encouraging positive dynamics and establishing clear, culturally appropriate boundaries for peer engagement to ensure that everyone is safe and feels respected.
- Ensure that youth have space to reflect on their own identities and safely explore and develop beliefs and identities independently of their communities or subgroups. For sensitive issues, it may be important to engage and sensitize parents/caregivers and provide separate spaces for youth subgroups to reflect and discuss with members of their own group (e.g., separate discussions by genders, ethnic or religious groups, or refugee and host communities) before joining mixed groups for discussion. This requires careful management to prevent reinforcing marginalization and may not be appropriate for heavily stigmatized groups that may face an increased risk from being actively identified.
- Use traditional and social media to highlight positive examples of inclusion and youth participation, challenge stigma and discrimination, and promote positive social norms of inclusion and youth participation.
- Track, measure, and evaluate inclusion throughout the project using inclusive project indicators and tools that measure participants’ attitudes and biases toward different subgroups, especially marginalized groups and identities, while balancing the potential risks/benefits of data collection for staff and participants.⁵

INTEGRATE MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT

Conflict has a profound impact on young people and their relationships, families, and communities, which are crucial to their development and well-being. Long-term exposure to conflict without appropriate mitigation can adversely impact young people's physical and mental health, creating or amplifying feelings of isolation, uncertainty, fear, anger, loss, and sadness.⁶ Conflict may also disrupt family relationships and strain or fracture social cohesion in communities, undermining the support and protective functions they could otherwise provide. For these reasons, MHPSS interventions are critical for the healthy development and well-being of conflict-affected youth. Four KIs for this study cited MHPSS activities as a fundamental need for PYD programs in conflict-affected contexts.^{7, 8, 9, 10}

MHPSS encompasses a broad spectrum of interventions designed to protect or promote psychosocial well-being and prevent and treat mental health disorders. Conflict affects people in different ways, and a layered combination of MHPSS interventions and services is necessary to alleviate the various impacts on individuals, families, and communities. This holistic treatment approach is best described through the MHPSS intervention pyramid (Figure 2). The first layer is the broadest, focusing on (re)establishing security and basic services (e.g., education and health) in a participatory and culturally appropriate way for youth and their communities. The next layer includes interventions to (re)establish or strengthen youth access to key community and family supports for recovery and resilience. The top two layers reflect additional support for a smaller number of youth who require more focused interventions from trained and supervised workers (or paraprofessionals) and an even smaller percentage of youth who require specialized psychological or psychiatric assistance from mental health professionals.

Additional Reading:

[*Young People Will Transform Global Mental Health*](#)

[*INEE, Guidance Note on Psychosocial Support*](#)

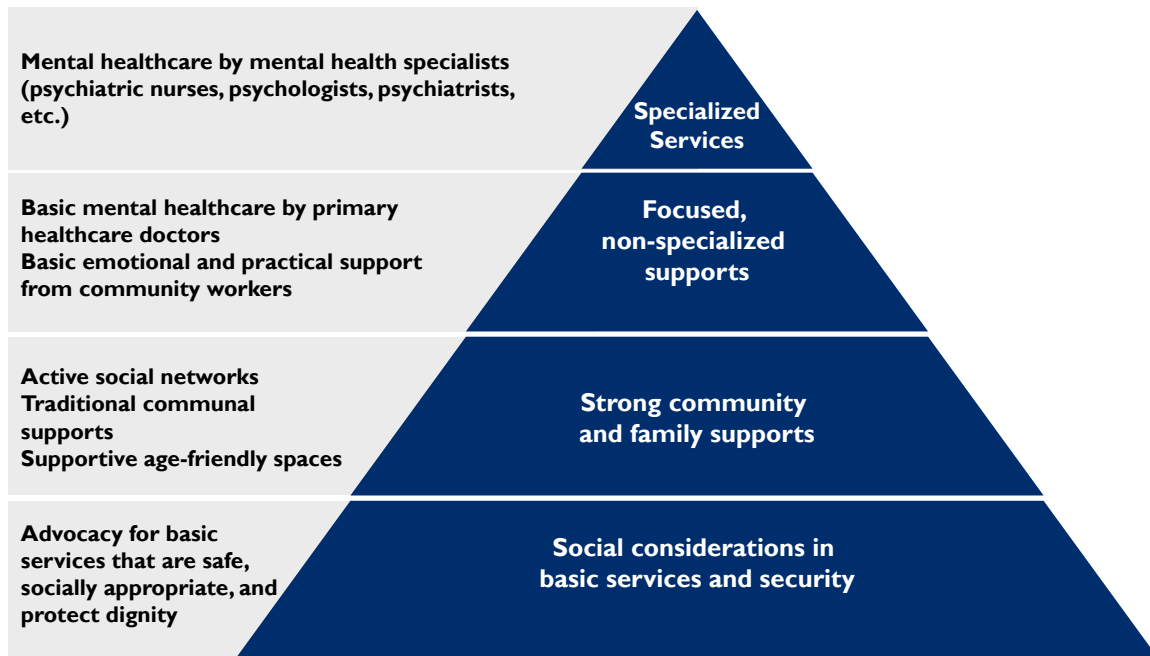
[*UNICEF, Community-Based Mental Health and Psychosocial Support*](#)

[*Evidence-Based Child and Adolescent Psychosocial Interventions*](#)

[*Youth MHPSS Toolkit*](#)



Graphic 8: Levels of Psychosocial Support Programming



For the purposes of this document, integrating MHPSS into PYD programming entails psychosocial support interventions (layers 1–2) to support overall social well-being and promote healthy coping mechanisms for youth and their communities, as well as mental health interventions (layers 3–4) to provide specialized support under the supervision of mental health professionals for the smaller percentage of youth with mental health disorders.

Psychosocial support programming should be integrated for all conflict-affected youth and their communities to support their overall well-being. Psychosocial support is closely tied to youths’ day-to-day relationships and coping mechanisms and does not require facilitation or supervision by mental health professionals or specialists (although it is critical these professionals are available for a referral for youth with specific psychological needs). Youth have diverse coping skills and responses to conflict, and most young people will be able to heal and thrive with basic psychosocial support and will not require specialized mental health services.¹¹ In PYD programming, psychosocial support interventions may include the following:

- Provide or support youths’ access to structured, meaningful activities—education, skills training, sports, recreation, and so forth—that support their development, strengthen their relationships, and reestablish a feeling of normalcy during and immediately after disruptions by conflict or crisis.ⁱ

ⁱ As a 23-year-old man in Medenine describes, “Every day, it’s the same scenario, a long empty day to pass, I have nothing to do, I have no goal to achieve,” pointing to the lack of alternatives that young people face for meaningful engagement when they are not in school or employed. Another young man (age 26) says, “Spend time in cafés, and you understand everything. We have no choice. Young people spend all day sharing a coffee, playing cards, counting passersby.”



- Support and strengthen youths' development of social and emotional knowledge and skills (social and emotional learning), including ensuring culturally appropriate coping mechanisms, recognizing and managing emotions, and constructively responding to conflict, through cooperative play, emotional regulation exercises, role-playing, reflective discussions, and so forth. This may be particularly effective when combined with developing and strengthening technical and vocational skills, which have reduced stress among adolescents (see text box "Program Example: Incorporating MHPSS into PYD Initiatives").
- Support and strengthen peer dialogue, mentorship, groups, or support networks, recognizing the importance of positive peer interactions for youth's sense of belonging, social capital, identity formation, coping, and resilience. This may include separate groups based on age and gender, specific to youths' needs or interests. Peer engagement and mentorship also play crucial roles in the disengagement and reintegration of young people from armed groups, gangs, violent extremist organizations, and prison; youth may serve as a bridge between disengaged youth, their victims, and the community.¹²
- Fund and support youth-led psychosocial support initiatives, such as raising awareness on constructive coping methods. Peers may be more credible messengers than adults and authorities, particularly in conflict settings.
- Raise teachers' awareness of the impact of psychological trauma on youth's health and well-being, as well as on teachers themselves, and help them create trauma-informed, safe, and positive environments for youth in educational settings. Activities can include educating teachers on the impact of potentially traumatizing events experienced by youth and ways to respond to youth who are experiencing trauma. Such activities can be categorized as community interventions.
- Train or sensitize caregivers, community members, and youth themselves to promote mental health awareness, recognize stress reactions and the signs of deeper psychological needs and illness and how they may differ by age or gender, understand positive coping strategies and how to access or refer mental health support, and reduce stigma and improve help seeking.

- Integrate activities that strengthen youths' positive interactions and relationships with their teachers, parents, and peers, such as engaging them in cultural and recreational activities, conducting trust- and teambuilding exercises, building capacity in positive parenting and responsive caregiving (including for youth who are parents), and holding discussion groups and facilitated dialogue.
- Incorporate activities that support positive self-expression, such as arts, recreation, sports, and play.
- Develop communications and awareness campaigns with youth, targeting different age ranges, to reduce negative stereotypes and stigma (which youth often internalize, generating depression or hopelessnessⁱⁱ and limiting their agency and contributions¹³) and promote constructive coping and positive youth contributions.

Program Example: Incorporating MHPSS into PYD Initiatives

The **Advancing Adolescents** program offers an example of how PYD and MHPSS activities can reinforce each other in conflict-affected contexts to produce stronger PYD outcomes. Teaching young people about neurobiological drivers of emotional stress and building their capacity for emotional attunement lowered levels of insecurity, stress, and other mental health difficulties. At the same time, practical training in vocational and technical skills helped build youth's confidence and hope. The randomized control trial found that sessions on technical and vocational skills had a more significant impact on youths' stress levels than recreational activities did, indicating that building assets and agency may have reduced stress overall.

Mental health programming, for the smaller percentage of youth with mental health disorders who need specialized support, aims to improve psychological well-being by reducing psychological stress levels, improving daily function, and promoting healthy coping strategies. A trained mental health professional should supervise mental health interventions. In PYD programs, this should include the following:

- Identify and establish linkages or partnerships with local, trained mental health professionals (psychologists, psychiatrists, psychiatric nurses, etc.) to provide specialized services for young people with mental health disorders. If appropriate support cannot be found in health institutions or social affairs services, implementers may look to NGOs and international organizations with a local presence, which tend to fill mental health service gaps in MENA. Ensure that these providers and services use evidence-based treatments that are culturally appropriate and abide by Do No Harm principles. This process should include anticipating and preparing to accommodate specific needs based on participating youths' backgrounds and identities, such as gender-sensitive mental health support and appropriate languages or translations.
- Assess and strengthen identified mental health professionals' capacities in PYD approaches that have been shown to improve outcomes for youth recovery and resilience.¹⁴

ii In Tunisia, for example, youth describe suffering from depression linked to their marginalized and "humiliating" position in society: "Even if you make the effort to change, society gives you an eternal tattoo, a label of an offender, a failure, or a source of problem," in the words of a 23-year-old-man from Tunis.

- Create a functioning, well-communicated referral mechanism to ensure that appropriate care is provided in a timely, professional, and confidential manner. Nondiscriminatory, sensitive handling of referrals and responses is particularly important in conflict settings, where stigma and social divisions and biases may affect the referral and provision of care. Age and gender sensitivity are also important in this process, considering that half of all mental health disorders start by the age of 14 and mental health disorders appear to manifest differently by gender.
- Identify, train, and support caregivers, school counselors, youth workers, and trusted community members, including youth and religious leaders (ideally identified through a participatory process with youth) to provide basic, focused psychosocial support for those who may need more attention than others (but do not require specialist care), such as individuals with disabilities, individuals in minority groups, survivors of gender-based violence, and former combatants. Developing these skills among relevant stakeholders can support the early detection of more severe mental health disorders and ensure rapid referral in the event of symptom escalation.



Key overall considerations and best practices for MHPSS interventions in conflict-affected contexts in MENA include the following:

- Ensure that PYD programs create safe, supportive spaces and environments where young people of all backgrounds and identities are treated with respect and dignity, protected from harm, and supported to actively participate (see recommendations above for Do No Harm, social inclusion, and meaningful participation) and meet their basic needs effectively, including providing information to all youth on accessing basic services, such as health care and education, and providing focused psychosocial care for youth who are experiencing distress or need additional attention.
- Within MHPSS interventions, Do No Harm best practices include focusing on group and individual psychosocial interventions, refraining from singling out specific youth for special care, ensuring that only trained and qualified professionals provide specialized mental health treatment to individuals who need it, using appropriate and evidence-based interventions, understanding that a one-off or single-session psychological debriefing or training is not sufficient, and identifying and building on youths' strengths to help foster a sense of control over their own ability to recover and thrive (versus fixating on the victim identity, which can promote hopelessness).¹⁵ Safeguarding and child protection processes and training are also essential for all PYD programs to protect participants' safety and prevent additional harm.

It is essential for MHPSS interventions to engage caregivers, families, schools, and communities to ensure their buy-in and empower them to provide basic MHPSS services.
- Involve diverse young people in mapping and assessing MHPSS resources, supports, and systems that already exist in their communities and environments and in determining culturally and contextually appropriate interventions that are backed by empirical evidence, taking into account the associated risks and resources by age, gender, ethnicity, religion, and so forth and sensitizing responses accordingly.
- In MENA, the provision of MHPSS services in family, school, or community settings takes on a greater importance as a result of the significant cultural stigma around mental health, discussed earlier in this study. It is essential for MHPSS interventions to engage caregivers, families, schools, and communities to ensure their buy-in and empower them to provide basic MHPSS services. This includes strengthening their capacities for supporting and caring for stressed youth (including youth who may adopt self-destructive coping mechanisms in response to distress, such as drug usage and social withdrawal), as well as providing them with access to psychosocial support and care when they are experiencing conflict-related stress or are caring for young people who require additional attention or support, such as those with disabilities or serious distress or mental health disorders. Some youth may be parents or caregivers themselves.

- Include awareness raising on negative coping mechanisms and constructive, evidence-based methods for responding to these mechanisms, recognizing that different mechanisms have varying levels of stigma or social acceptability depending on context, gender, and so forth, which may affect appropriate identification and treatment. For example, suicide and self-harm have been used very publicly as a gesture of protest and covered widely by media in some MENA contexts,ⁱⁱⁱ and abuse of certain substances may be more socially accepted than others in different places, in accordance with cultural or religious practices and beliefs.
- Support youth advocacy and participation in policymaking to ensure that social services are delivered in a meaningful, equitable way and address social factors, such as poverty and discrimination, that influence young people's mental health, recognizing that these services and youth's ability to navigate and shape them are key to youth resilience and recovery¹⁶ and that inequalities in service provision and delivery are linked to conflict.
- Acknowledge and create space to examine the interconnectedness of youth's individual trauma and distress to the social, political, and economic exclusion they experience, as well as the collective trauma that conflict creates for communities or certain groups. Acknowledging social, cultural, and historical trauma and the influence of broader social factors and marginalization on youth's psychosocial well-being will likely resonate more strongly with youth and lead to better outcomes.¹⁷
- Given the cultural stigma around mental health in MENA, MHPSS interventions do not need to be labeled as "mental health" or "psychological" support or activities, but can simply be incorporated into programming (programs may incorporate arts and recreation activities for positive self-expression, for example, without labeling them as "psychosocial support activities"), labeled under a more socially acceptable term (a "friendship bench," for example, instead of "peer counseling"), or described under the umbrella of "well-being."
- Facilitate opportunities for youth to connect to their cultural and religious identities and traditions, where appropriate, as these may be an important component for MENA youth to reestablish a sense of normalcy, belonging, and hope as well as reduce stress. This may entail working directly with religious leaders (including to address youth grievances or mistrust of religious leaders, as appropriate), scheduling program activities to enable youth to participate in religious practices or occasions, and creating space for youth to reflect on their psychosocial well-being as part of their own value systems and religious communities. Practice conflict sensitivity and ensure inclusivity in these efforts to accommodate all religious and cultural identities and practices, including for youth who do not have religious affiliations.
- Provide psychosocial support to PYD staff themselves, who may be experiencing their own distress and conflict-related stress or may need additional support while working with youth who require greater attention and care. Programs engaging youth who require focused psychosocial interventions may also require higher staff-to-participant ratios to reduce the burden on staff and ensure that youth get the attention and support they need.

iii For example, in a focus group discussion with hard-to-reach youth in Tunisia, one 27-year-old male in Medenine said, "We look at daily Facebook images of unemployed young people who commit suicide and put an end to their suffering in public in front of everyone." H. Deman and Z. Saidani, *Youth Consultations on Peace and Security: Findings from Focus Group Discussions and Interviews Including Hard to Reach Youth in Tunisia*, (SFCG, 2017). 15. https://www.youth4peace.info/system/files/2018-04/12.%20FGD_Tunisia_SFCG%20%28FINAL%29_0.pdf

- Anticipate and innovate methods to provide psychosocial support to youth and families when conflict and/or crisis limits mobility and youth cannot leave home or shelter or when conflict leads to temporary displacement or migration. These conditions place additional strain on youth and family psychosocial well-being, including elevated stress, reduced social and recreational outlets, and a disrupted sense of normalcy. Social media, radio broadcasts, television, and ICT can be effective methods for bridging physical distances, as long as new risks are mitigated (e.g., moderating online spaces and establishing rules for respectful interaction in chat groups).
- Consider the specific psychosocial support needs of youth disengagement from violent extremist and armed groups as well as the communities to which they are returning. Social reintegration is just as important as economic reintegration for disengaged youth, including their need to reconstruct their social identity, rebuild social relations, treat their psychosocial needs and trauma, and address the social alienation and stigma that may have contributed to their engagement with violent groups in the first place.¹⁸



ENDNOTES

- 1 G. Simpson, *The Missing Peace*, 42.
- 2 A. Cotton, A. Magnoni, D. Simon, and B. Tolman. “Suggested Approaches for Integrating Inclusive Development across the Program Cycle and in Mission Operations” (USAID, 2018). Retrieved June 19, 2020.
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https://www.edu-links.org/sites/default/files/media/file/Social%20Inclusion%20brief_final_0.pdf
- 4 Ibid., 3.
- 5 Ibid., 4.
- 6 *Guidance Note on Psychosocial Support: Facilitating Psychosocial Well-Being and Social and Emotional Learning* (Inter-agency Network for Education in Emergencies, 2018), 7. Retrieved June 20, 2020.
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- 7 KIII.
- 8 KII2.
- 9 KII5
- 10 KII12.
- 11 *Guidance Note on Psychosocial Support: Facilitating Psychosocial Well-Being and Social and Emotional Learning* (Interagency Network on Education in Emergencies, 2018), 7.
- 12 G. Simpson, *The Missing Peace*, 17.
- 13 Ibid., 17.
- 14 Ibid., 105.
- 15 INEE, *INEE Background Paper on Psychosocial Support and Social & Emotional Learning for Children & Youth*, (INEE, 2016),
<https://inee.org/resources/inee-background-paper-psychosocial-support-and-social-emotional-learning-children-youth>
- 16 Ibid., 105.
- 17 Ibid., 105.
- 18 Ibid., 108–111.



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