

# NMUN•NY 2018

---



25 – 29 MARCH 2018

Documentation of the Work of the Peacebuilding Commission (PBC)



## Conference B

# Peacebuilding Commission (PBC)

## Committee Staff

<b>Director</b>	Claire Molk
<b>Chair</b>	Julius Hermann

## Agenda

- I. Youth Participation in Peacebuilding
- II. Leveraging Partnerships for Sustainable Peace
- III. Opportunities and Challenges for Sustainable Peace in Burundi

## Resolutions adopted by the Committee

Code	Topic	Vote
PBC/1/1	Youth Participation in Peacebuilding	Adopted without a vote
PBC/1/2	Youth Participation in Peacebuilding	24 votes in favor, 0 votes against, 1 abstentions
PBC/1/3	Youth Participation in Peacebuilding	Adopted without a vote
PBC/1/4	Youth Participation in Peacebuilding	24 votes in favor, 0 votes against, 1 abstentions

## Summary Report

The Peacebuilding Commission held its annual session to consider the following agenda items:

- I. Youth Participation in Peacebuilding
- II. Leveraging Partnerships for Sustainable Peace
- III. Opportunities and Challenges for Sustainable Peace in Burundi

The session was attended by representatives of 26 Member States.

On Sunday, the committee adopted the agenda of I, II, III, beginning discussion on the topic of “Youth Participation in Peacebuilding.” By Tuesday, the Dais received a total of five proposals covering a wide range of subtopics, including expansion of the policy for youth peacebuilding, funding, peacebuilding education, youth food security, and youth leadership in peacebuilding efforts. On Tuesday, delegates focused their policy discussions on peacebuilding initiatives, outlining international youth peacebuilding education, fostering youth in peacebuilding leadership among young people, and the risks of youth food insecurity. The atmosphere in the committee was one of collaboration among countries of traditionally different opinions.

On Wednesday, four draft resolutions had been approved by the Dais, three of which had amendments. The committee adopted four resolutions following voting procedure, two of which received unanimous support by the body. The resolutions represented a wide range of issues, including the expansion of the Peacebuilding Fund’s Youth Promotion Initiative, the establishment of an International Peacebuilding Curriculum, ensuring youth food security for sustainable peace, and the promotion of youth leadership in peacebuilding. Mutual understanding and respect during the negotiating processes remained principal attitudes of every delegation of this body.



**Code:** PBC/1/1

**Committee:** Peacebuilding Commission

**Topic:** Youth Participation in Peacebuilding

---

1 *The Peacebuilding Commission,*  
2  
3 *Bearing in mind* the right to adequate food as an important part of maintaining sustainable peace, as declared in  
4 Article 25 of the *Universal Declaration of Human Rights* (1948), as well as in the *2030 Agenda* (2015) Sustainable  
5 Development Goals (SDGs) 1 and 2, concerning the eradication of poverty and hunger respectively for sustainable  
6 peace,  
7  
8 *Acknowledging* that there are more than 700 million internally displaced people (IDPs) worldwide, who often  
9 continue to reside in new Member States due to economic infeasibility or security concerns,  
10  
11 *Alarmed by* the 3.5 million people remaining in urgent demand of food,  
12  
13 *Further acknowledging* the unique disadvantage youth located in areas with high levels of food poverty face in  
14 relation to their inability to participate in peacebuilding initiatives,  
15  
16 *Emphasizing* that 85 percent of the world's 1.2 billion youth reside in developing countries, as stated by the  
17 Consultative Group on International Agricultural Research (CGIAR), and are more likely work within the area of  
18 agriculture,  
19  
20 *Recognizing* that if females had equal access to agricultural resources as males, youth hunger could be reduced by  
21 more than 150 million individuals, as raised in the 2012 United Nations Children's Fund (UNICEF) *Report on the*  
22 *Status of Children*,  
23  
24 *Confident* in agricultural extension programs to provide access to technical, financial, and agricultural assistance and  
25 expertise for farmers in areas more susceptible to conflict,  
26  
27 *Aware* of the fact that several educational institutions currently exist to partner youth with agricultural initiatives to  
28 combat food insecurity and conflict,  
29  
30 *Acknowledging* the closure of the World Bank's Training and Visit Program, an agricultural extension program, due  
31 to a lack of funding which helps decrease chances of food security related relapse disrupting the peacebuilding  
32 process,  
33  
34 *Deeply concerned* with food insecurity situations regarding IDPs, as it relates to the breakdown of peace initiatives,  
35  
36 *Understands* the importance of food security and the challenges it presents to youth participation in peacebuilding,  
37 such as increasing the chance of relapse into conflict,  
38  
39 *Noting with concern* the complex and dangerous relationship between conflict, food availability, and youth  
40 displacement,  
41  
42 *Recognizing* the unique challenges of youth denied basic rights such as food security, making them more susceptible  
43 to being coerced by endangering parties and radicalization,  
44  
45 *Taking into consideration* the lack of information regarding the food security of youth and their families in  
46 developing Member States,  
47  
48 *Expressing its appreciation* for the Junior Farmer Field and Life Schools (JFFLS), a program that teaches youth  
49 entrepreneurial and agricultural skills that can help youth prevent future issues with food security and relapse into  
50 conflict, which disrupts the peacebuilding process,

- 51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106
1. *Encourages* Public Private Partnerships (PPPs) with governments in order to sustain the extension of relevant programs as well as:
    - a. Connect the private sector with youth centers in refugee camps and schools through collaboration on JFFLS;
    - b. Provide access to JFFLS in areas where hunger persists in order to enhance youth abilities in farming, marketing, and selling produce so they may provide for themselves and their families, as well as foster stability;
    - c. Recommend the appropriate distribution of Advisory Group Experts (AGEs) to Sub-Saharan Africa and South Asia countries for the purpose of life skills and vocational training;
  2. *Recommends* cooperation between the Peacebuilding Commission (PBC) and the Food and Agriculture Organization (FAO) through the United Nations Inter-Agency Network on Youth Development, with the PBC serving as an advisory body to bring together experts and to provide Member States with means to prevent the conflicts caused by food scarcity;
  3. *Emphasizes* the need for youth involvement in peacebuilding through agricultural initiatives such as the:
    - a. Promotion of sustainable agricultural practices in JFFLS;
    - b. Involvement and inclusion of youth farmers in the political process on agricultural policies for establishing best practices at all levels;
    - c. Empowerment of youth through necessary financial and business skills;
    - d. Prevention of youth radicalization by providing job opportunities to combat food insecurity;
  4. *Expresses* its hope to resolve the issues of food security of IDPs with the:
    - a. Inclusion of JFFLS in refugee camps to combat IDP food insecurity;
    - b. Provision of internships through the JFFLS in collaboration with the private sector for youth within the agricultural sector to teach relevant skills that are translatable to IDPs for their future success of their personal goals;
  5. *Supports* youth led preventative initiatives to combat food insecurity and conflict such as:
    - a. Organizing youth workshops under World Youth Forum at the regional level on seed production, post harvest management, seed distribution and legislation, offering youth the skills required to be agriculturally competent and self-sufficient;
    - b. Leading field missions with food security and nutrition partners, including national and decentralized government structures, on a regular basis to identify young populations that are most vulnerable to conflict from food insecurity;
    - c. Facilitating a relationship between the youth and indigenous communities who share a unique relationship with the land, to share and promote their traditional agricultural practices and protect their food security;
  6. *Requests* the consistent monitoring and evaluation of youth and their families by Member States through:
    - a. Regional household food security and economic surveys to improve information on the situation to better address food insecurity among youth and their families;

- 107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119  
120  
121  
122  
123  
124
- b. Recording rainy season agriculture and fodder production for better youth agricultural sustainability;
  - c. Training field monitoring agents and youth farmers on seed production, irrigation and other good agricultural production techniques;
7. *Advocates* for the Gender Strategy as advocated by the World Bank Group, so that women in post-conflict areas who work within agriculture are able to:
- a. Thrive against obstacles and situations that female farmers face, such as access to land and technologies;
  - b. Have access to more opportunities to provide for their families and children;
  - c. Empower women by allowing them to be financially self-sufficient;
8. *Further recommends* the PBC coordinates efforts between the FAO, private sector, and Member States' governments through annual forums starting from 2018 on the topics of food security and peacebuilding.



**Code:** PBC/1/2

**Committee:** Peacebuilding Commission

**Topic:** Youth Participation in Peacebuilding

---

1 *The Peacebuilding Commission,*

2

3 *Reiterating* the principles espoused in Security Council resolution 2250 (2015) pertaining to the five pillars of  
4 peacebuilding,

5

6 *Underscoring* the importance of the Peacebuilding Commission's (PBC) role outlined in General Assembly  
7 resolution 65/312 (2011) and Security Council resolution 2282 (2016) in strengthening partnerships prioritizing the  
8 importance of general equality in peacebuilding efforts,

9

10 *Noting* the *World Programme of Action for Youth to the Year 2000 and Beyond* adopted in 1996 to enhance youth  
11 participation in peacebuilding,

12

13 *Stressing* the importance of creating an adaptable educational framework focused on minimizing the  
14 disproportionate disadvantages and inequalities youth face through discussions within education regarding how to  
15 participate in peacebuilding as in accordance with General Assembly resolution 70/127 (2015),

16

17 *Bearing in mind* the enormous potential impact that public-private partnerships (PPPs) present for youth  
18 involvement and education in less-developed Member States restricted educational capabilities,

19

20 *Disturbed by* the vast number of youth affected by conflicts which has resulted in tens of thousands of deaths,  
21 resulting in disruption of education,

22

23 *Reiterating* that sustainable peace requires the involvement of youth and, as highlighted in the Security Council  
24 Open Debate on Women, Peace and Security in October 2017, particularly young women, in order to ensure the  
25 transition from peacekeeping to peacebuilding,

26

27 *Highlighting* that including youth in peacebuilding and decision-making increases their understanding of the  
28 challenges decision-makers face, fostering awareness of the need for cooperation and long-term solutions, as shown  
29 by the Pakistan Peace Initiative,

30

31 *Engaging* with indigenous youth in peacebuilding in accordance with Article 7 of General Assembly resolution  
32 61/295 (2007),

33

34 *Recognizing* the potential of unbiased youth for peacebuilding through mediation and training on the development of  
35 soft skills in order to ensure collaboration between post-conflict affected groups,

36

37 *Fully believing in* the need for more inclusivity of youth in worldwide summits similar to the World Assembly of  
38 Youth, Canada's Youth as Peacebuilders Forum, and Rio+20,

39

40 *Affirming* the inclusion of indigenous peoples in cross-cultural exchanges, and the propensity such exchanges have  
41 for the preservation of indigenous cultures,

42

43 *Expressing its concern about* the lack of an adaptable international peacebuilding curriculum and the absence of  
44 community-oriented activities and internships focused on peacebuilding that can be implemented within local,  
45 regional, and international communities,

46

47 *Highlighting* the need for the implementation and monitoring of a world-wide, adaptable curriculum for young  
48 people,

49

- 50 1. *Recommends* the creation of an easily adaptable *International Peacebuilding Curriculum*, for conflict  
51 prevention and post-conflict education to promote a more unified and inclusive peacebuilding education and  
52 guiding resources for Member States that:  
53
- 54 a. Elevates the youth perspective and involvement in peacebuilding by promoting youth empowerment  
55 through education on how youth can be involved in participation, protection, prevention, partnership,  
56 and disengagement discussions and actions for peacebuilding;  
57
  - 58 b. Creates an educational reference guide that can be easily adapted to address each Member State’s  
59 needs;  
60
  - 61 c. Facilitates workshops and cultural exchange programs able to be implemented in communities and  
62 schools, on historical and cultural awareness such as civic education and sustainable practices,  
63 negotiation, conflict resolution, and mediation within contextual groups, as shown in the Casamance-  
64 Program;  
65
  - 66 d. Supports responsible usage of media and information that:  
67
    - 68 i. Promotes literacy with an emphasis on historical and cultural awareness;
    - 69 ii. Eliminates inequalities inherent in youth participation, allowing for educated participation in  
70 policy creation and discussions as exemplified in the Brazil Literate Program, which educates  
71 youth and young adults on common literacy through extracurricular courses;
    - 72 iii. Facilitates the development of Media and Information Literacy (MIL) to increase youth  
73 competence in fact-checking and mitigate potential social media-related risks, such as  
74 radicalization and hate speech;
    - 75 iv. Supports local media allowing young people to deepen their understanding of politics, conflict  
76 prevention and mitigation, such as Golden Kids News (GKN) and National Youth Secretariat  
77 (SNJ), which provide a medium through which youth may voice opinions, broadcast news,  
78 and discuss policies;  
79
  - 80 e. Promotes gender equality and inclusion of young women in the fields of peacebuilding by:  
81
    - 82 i. Emphasizing the education benefit of the inclusion of women in peacebuilding activities and  
83 the potential impact they can have when included in these conversations;
    - 84 ii. Fostering partnerships across the private sector, academia, and non-governmental  
85 organizations to accelerate change and enable young girls to actively participate in  
86 peacebuilding activities;
    - 87 iii. Acknowledging the positive impact the inclusion of young girls in education can have on  
88 males’ education by providing a diversity of perspective;  
89
  - 90 f. Targets the unique benefit and inclusion of indigenous peoples in fields of peacebuilding through:  
91
    - 92 i. Promotion of programs that encourage indigenous youth to document their cultures,  
93 traditions, and map out their land proportion in order to build a connection between societies;
    - 94 ii. Ensuring cultural exchanges to maintain integration and participation of indigenous people in  
95 all future educational and vocational exchange plans and programs;
    - 96 iii. Programs aimed at the preservation of endangered indigenous languages;  
97
  - 98 g. Motivates youth participation in peacebuilding through first-hand experiences of modern-day  
99 peacebuilding examples such as:  
100
    - 101 i. Mentorships and governmental internships that encourage youth political activity;
    - 102 ii. International and cultural exchange programs allowing youth to utilize knowledge and  
103 experience gained through “open school” programs, which promote accessibility to conflict  
104 free spaces during non-school hours and allow participation in dialogue, sports, culture, arts,



- 105 and leisure activities, for the rehabilitation of other youth within their own communities  
106 directly impacted by conflict;  
107
- 108 2. *Calls* for the implementation of the aforementioned curriculum as a means of promoting conflict-prevention  
109 work within Member States not recently affected by conflict in order to encourage opportunities allowing  
110 students to work with youth in conflict-affected areas and refugee camps, as well as those within conflict-  
111 affected areas and refugee camps to study within host schools and universities;  
112
- 113 3. *Draws attention* to the aforementioned curriculum's ability to aid in overcoming the need for programs  
114 addressing youth on a national and local level that:  
115
- 116 a. Provide basic civic education and training for future participation in public life;
  - 117
  - 118 b. Foster a sense of belonging and participation;
  - 119
  - 120 c. Prevent youth involvement in criminal activities in post-conflict societies through the creation of:  
121
    - 122 i. Spaces for youth within post-conflict governments;
    - 123 ii. National youth programs across ministries and municipal levels providing political decision-  
124 making authority;
    - 125
- 126 4. *Proposes* the establishment of an expert group consisting of 62 national experts, two from every Member State  
127 of the PBC, with equal gender representation within the body, responsible for:  
128
- 129 a. Monitoring the implementation of the aforementioned curriculum in different Member States;
  - 130
  - 131 b. Assisting and training Member State officials in the implementation of said curriculum;
  - 132
  - 133 c. Presenting an official progress report on the implementation of the adaptable curriculum at the annual  
134 PBC session;
  - 135
- 136 5. *Suggests* further development and increase membership of education organizations such as the United Nations  
137 University and Institute for the Advanced Study of Sustainability, and expanding programs similar to the  
138 Erasmus Programme, which promotes students to study across the globe beyond continental limitations, all of  
139 which would give more youth the opportunity to be formally educated on the topic of peacebuilding.



**Code:** PBC/1/3

**Committee:** Peacebuilding Commission

**Topic:** Youth Participation in Peacebuilding

---

1 *The Peacebuilding Commission,*

2  
3 *Recognizing* General Assembly resolution 70/214 (2015) outlining the importance of cultural identity for  
4 empowerment of communities and inclusive sustainable peace,

5  
6 *Following* the *Charter of the United Nations* (1945) Article 1 Clause 2, which states the principle of equal rights and  
7 self-determination of people, as well as Article 2, Clause 1 and 4, protecting Member State sovereignty regarding  
8 their own national decisions and independence,

9  
10 *Fulfilling* Article 22 of the *Universal Declaration of Human Rights* (1948), which stresses the importance of social  
11 security for all humans, including youth,

12  
13 *Affirming* the necessary role of peacebuilding in the prevention of future violence and the importance of youth in the  
14 development of peace as stated in the 2012 *Guiding Principles on Young People's Participation in Peacebuilding*  
15 (Guiding Principles),

16  
17 *Reaffirming* the strategic progress that the Peacebuilding Commission (PBC) has established, working towards  
18 sustainable peace and the prevention of conflict and violence in the global community, as stated in the *United*  
19 *Nations Peacebuilding Architecture Report* (2010),

20  
21 *Recalling* the fundamental goals and policies presented in the *Amman Youth Declaration on Youth, Peace and*  
22 *Security* (2015) as a key framework for youth participation efforts in sustainable peace,

23  
24 *Noting* the successful effects of Child and Youth Peacebuilding (CYP) initiatives in the Republic of Colombia,  
25 which focuses on awareness-raising and education, and has lead to a decrease in youth-related violence,

26  
27 *Bearing* in mind global peace youth initiatives, such as United Network of Young Peacebuilders (UNOY), which  
28 strives to positively impact the world by forming a movement of young leaders from all backgrounds of faith,  
29 culture, nationality and ethnicity following guidelines as laid out in the *Guiding Principles*, in order to maintain and  
30 obtain peace,

31  
32 *Recognizing* the importance of youth involvement in local development and the vital role they play in the  
33 strengthening of community as stated in the 2017 General Assembly resolution 72/146,

34  
35 *Concerned* by the marginalization applied to former radicalized youth and ex-child soldiers that hampers their  
36 ability to reintegrate into society,

37  
38 *Viewing with appreciation* viable and sustainable relationships and partnerships with rural youth to ensure their  
39 current and future involvement within peacebuilding conversations with existing non-governmental organizations  
40 and institutions, such as Rural Integrated Center for Community Empowerment (RICCE) in Liberia, as well as  
41 Bangladesh Rural Action Committee (BRAC), and economic inclusion tackled by the 2017 G20 Initiative for Rural  
42 Youth Employment,

43  
44 *Recognizing* difficulties that emerge from the the absence of structured lines of communication between youth living  
45 in rural areas, which negatively impacts peacebuilding efforts,

46

47 *Applauding* the success of existing youth councils, such as International Youth Council and Youth Advocacy  
48 Teams, which empowers youth voices towards civic engagement and participation,  
49

50 *Keeping in mind* the important work already accomplished in the interest of indigenous peoples, through embracing  
51 the inherent cultural heritage of each region at stake, as stated in the *United Nations Declaration of the Rights of*  
52 *Indigenous Peoples* (UNDRIP) (2007),  
53

54 *Highlighting* Sustainable Development Goal (SDG) 5 of the *2030 Agenda for Sustainable Development* (2015) with  
55 appreciation for the role of women, especially young women, in the advancement of sustainable peace programs,  
56

57 *Convinced* of the role the Association of Southeast Asian Nations' (ASEAN) Free Trade Agreement, Mercosur, and  
58 similar regional trade agreements have in the development of nations' ability to create economic and participatory  
59 opportunity for youth,  
60

61 *Taking into account* the Korea Trust Fund for Economic & Peace-Building Transitions that work in order to assist  
62 countries to implement peacebuilding activities,  
63

- 64 1. *Suggests* the adoption of the *2020 Regional Youth Empowerment for Peacebuilding Guidelines* (RYEPG) to  
65 facilitate post-conflict states' engagement of youth in the peacebuilding process via local and national-level  
66 youth organizing to promote dialogue between young people and their respective governments in order to:  
67
  - 68 a. Support collaboration and communication amongst regional blocs, such as UN Regional Groups, to  
69 encourage regional peacebuilding activities to prevent the resurgence of conflicts;  
70
  - 71 b. Encourage the expansion of dialogue of youth specific issues to address them through regional  
72 partnerships based on cooperation between Member States;  
73
- 74 2. *Recommends* that Member States continue to develop comprehensive youth policies that engage youth in  
75 peacebuilding process while taking into account the unique conditions of respective governments and  
76 implement these policies to promote solutions concerning youth participation in peacebuilding;  
77
- 78 3. *Suggests* the expansion of programs like the International Youth Council and the Youth Advocacy Team where  
79 young people can engage in the discussion of issues pertaining to themselves, to include a regional level and its  
80 specific characteristics which could:  
81
  - 82 a. Promote trust and amicable relationships between youth and their local and national governments;  
83
  - 84 b. Act as a platform for youth to voice their concerns and ideas;  
85
  - 86 c. Work independently and collaboratively;  
87
  - 88 d. Connect with other councils in regular meetings to exchange, learn and develop;  
89
  - 90 e. Link and cooperate with other youth-based organizations in host nations;  
91
  - 92 f. Survey and report the issues facing a region's youth to the national government so that national youth  
93 policies can be revised regularly in accordance with the results received;  
94
- 95 4. *Invites* Member States to put special focus on youth within marginalized and ostracized groups when applying  
96 the RYEPG such as:  
97
  - 98 a. Former radicalized youth of all backgrounds and child soldiers and combatants who can:  
99
    - 100 i. Inform their peers of the dangers of radicalization based on their personal experiences, thus  
101 becoming mentors for younger generations and agents of peacebuilding;

- 102                   ii. Aid their own reintegration into society through participation with their peers;  
103
- 104           b. Indigenous populations and ethnic minorities by:  
105
- 106                   i. Identifying formally recognized indigenous communities;  
107                   ii. Assessing indigenous communities' desires to engage in peace building conversations;  
108                   iii. Identifying the inhibitors and challenges of indigenous communities' participation;  
109                   iv. Evaluating the feasibility and ability for the Member States to support the participation of  
110                   indigenous communities;  
111
- 112           c. Women and girls by:  
113
- 114                   i. Strengthening the specialized empowerment and the importance of their inclusion in  
115                   peacebuilding dialogue;  
116                   ii. Encouraging their civic engagement and participation in local governance through the  
117                   implementation of gender quotas;  
118                   iii. Coordinating with local women groups, non-governmental organizations, and civil society  
119                   organizations on encouraging women and girls' civic engagement and participation;  
120                   iv. Welcoming cooperation with regional UN Women groups to ensure the quality and  
121                   implementation of said quotas and social programs;  
122
- 123           d. Youth living in rural areas by:  
124
- 125                   i. Fostering viable and sustainable relationships and partnerships with rural youth to ensure their  
126                   current and future involvement in peacebuilding conversations with existing non-  
127                   governmental organizations and institutions;  
128                   ii. Recognizing the unique challenges that youth living in rural areas face in relation to  
129                   participation in communication and mainstream media;  
130                   iii. Recommending that local authorities prioritize youth employment and training opportunities  
131                   in rural areas;  
132
- 133   5. *Calls* the member states following RYEPG to model existing programs such as vocational training of vulnerable  
134   youth to sustain regional and intercontinental partnerships for the provision of opportunities and continued  
135   empowerment of youth as exemplified by:  
136
- 137           a. The Union of South American Nations (UNASUR), an intergovernmental organization promoting  
138           economic collaboration within regions to strengthen economies by further consolidating  
139           communication between youth and governance in actions such as the UNASUR Youth National  
140           Congress, empowering youth to be politically active in peacebuilding efforts;  
141
- 142           b. The India-Brazil-South Africa (IBSA) regional group that works in conflict-affected and post-conflict  
143           areas to provide medical, economic, cultural, and educational services to individuals within these  
144           regions, including opportunities for youth empowerment through vocational training programs and  
145           capacity-building projects to address national government policies;  
146
- 147   6. *Encourages* Member States to maintain cultural sensitivity as a beneficial factor for sustainable peacebuilding  
148   by:  
149
- 150           a. Attracting and reaching out to youth most marginalized to foster social cohesion and connection to  
151           peacebuilding strategies;  
152
- 153           b. Valuing traditional methods of conflict resolution, such as mediation and reconciliation used in  
154           transitional justice approaches, to appreciate positive effects of cultural heritage and preserve  
155           traditional methods for future generations;  
156

- 157 c. Enhancing intergenerational dialogue about conflict resolution, which both sides of the age spectrum  
158 will profit from;  
159
- 160 7. *Encourages* Member States to expand existing national cultural integration programs for peacebuilding through:  
161
- 162 a. Allocation of national and international funding into culturally cognizant mechanisms in support of  
163 local initiatives focusing on cultural heritage;  
164
- 165 b. Cooperation with UNESCO as an advocate in the promotion of regional interconnectivity between  
166 cultural and structural development;  
167
- 168 c. Strengthening the capacities of regional mechanisms to protect from misleading influences not  
169 connected to local conditions;  
170
- 171 8. *Suggests* that each Member State applying the RYEPG that requires financial aid to:  
172
- 173 a. Submit a request to the financing partners for the evaluation needed funds;  
174
- 175 b. Allow financing partners to evaluate the Member State profile and assist them by their own criteria  
176 based on the efforts shown by the government of the country to interconnect with youth;  
177
- 178 c. Seek partnerships for financial assistance in the development of RYEPG through:  
179
- 180 i. Private and Public Partnership;  
181 ii. Non-Governmental Organizations;  
182 iii. Korea Trust Fund for Economic & Peacebuilding Transitions;  
183 iv. Peacebuilding Fund;  
184
- 185 9. *Invites* post-conflict states to apply the set of guidelines presented in RYEPG in order to encourage dialogue  
186 between youth and governments in order to promote stability and empowerment of youth to achieve sustainable  
187 peace.



**Code:** Resolution 1/4

**Committee:** Peacebuilding Commission

**Topic:** Youth Participation in Peacebuilding

---

1 *The Peacebuilding Commission,*

2

3 *Reaffirming* the conclusions of the 2005 World Summit and the need to promote channels of dialogue with local  
4 communities,

5

6 *Further acknowledging* Security Council resolution 2250 (2015) on the importance of development projects which  
7 integrate youth,

8

9 *Recalling* the mandate granted by General Assembly resolution 60/180 (2005) to work with and assist post-conflict  
10 nations in establishing a lasting sustainable peace,

11

12 *Supporting* the Peacebuilding Commission's (PBC) *Gender Strategy* and the Peacebuilding Fund's (PBF) Gender  
13 Promotion Initiative III in engaging youth in accomplishing the *2030 Agenda for Sustainable Development's* (2030  
14 Agenda) (2015) Sustainable Development Goal (SDG) 5 regarding gender equality,

15

16 *Welcoming* the creation of the PBF's Youth Promotion Initiative (YPI), which extends its call for proposals to both  
17 governments and non-governmental organizations (NGO),

18

19 *Believing* in the need for greater youth engagement at all levels of government,

20

21 *Cognizant* of the lack of communication between youth and their accompanying legislatures,

22

23 *Drawing attention to* the disproportionate disadvantage that youth face in conflict-affected areas as this population is  
24 an underrepresented population in policy discussions directly affected by these outcomes as stated in the *Amman*  
25 *Youth Declaration* (2015),

26

27 *Acknowledging* that conflict-affected areas lack resources to comprehensively integrate youth participation in  
28 government,

29

30 *Recognizing* that post-conflict areas may lack transparent accountability procedures to effectively and equitably  
31 receive and distribute financial aid,

32

33 *Emphasizing* that regional and sub-regional actors involved in localized PBC aid disbursement efforts may be  
34 indirectly involved in the conflict itself,

35

36 *Stressing* that the direct or indirect involvement of local leaders in peacebuilding efforts has the propensity to  
37 compromise funding and undercut the value of peacebuilding initiatives,

38

39 *Emphasizing* the need for non-governmental and regional groups to support peacebuilding initiatives through  
40 multilateral efforts to engage youth,

41

42 *Viewing with appreciation,* the India-Brazil-South Africa Dialogue Forum (IBSA), which promotes South-South  
43 cooperation via the IBSA Fund, for entrepreneurship, labor intensive skills, and information sharing projects which  
44 empower youth socioeconomically in conflict-affected areas,

45

46 *Acknowledging* the work of the Young Sustainable Impact Innovation Program as an incubator for young  
47 entrepreneurs developing sustainable technologies aimed at mitigating the effects of conflict resulting from  
48 environmental catastrophes,

49

50 *Guided by* the collective responsibility of the body to engage youth in achieving SDGs 16 and 17 through  
51 multilateral partnerships, such as IBSA and the Union of South American Nations (UNASUR), which promote  
52 multilateral cohesion and dialogue on professional skills development and digital inclusion projects in conflict-  
53 affected areas,  
54

55 1. *Encourages* YPI priority three funding to prioritize government and NGO programs which seek to engage youth  
56 politically through:  
57

- 58 a. Developing mentorship and internship opportunities on all levels of domestic government;
- 59
- 60 b. Encouraging governments to utilize all available methods to educate youth on political engagement  
61 opportunities;
- 62
- 63 c. Implementing policies which foster youth participation in electoral processes;
- 64
- 65 d. Providing diplomatic engagement and other capacity-building workshops to youth in order to train  
66 them for life as active citizens;
- 67
- 68 e. Fostering intergovernmental organizations and multi-stakeholder partnerships such as IBSA;
- 69

70 2. *Suggests* YPI funding to be prioritized for government programs striving to strengthen their capacities to  
71 promote coexistence and peaceful conflict resolution, as stated in priority two of the YPI, by:  
72

- 73 a. Creating a single position or a council to directly engage with the nation's youth, by collecting youth-  
74 centered ideas from the youth and taking these ideas into the decision making and law-making  
75 processes;
- 76
- 77 b. Holding national open forums for youth to speak to their governments on an annual basis;
- 78
- 79 c. Sending representatives to the annual UN Global Forum on Youth, Peace and Security;
- 80
- 81 d. Supporting the creation of formalized spaces for youth within post-conflict governments and United  
82 Nations Peacebuilding structures as well as national youth programs across ministries at municipal  
83 levels to provide political decision-making authority to experienced youth;
- 84

85 3. *Further recommends* the YPI include development of E-governance infrastructure within priority two in order  
86 to strengthen governmental institutions that promote youth engagement through:  
87

- 88 a. Educating youth in methods to utilize E-government infrastructure and promote the accessibility of  
89 online civic participation;
- 90
- 91 b. Using E-governance to create a platform for citizens to express opinions towards specific policies and  
92 proposed legislation;
- 93
- 94 c. Encouraging Member States to employ youth in projects enhancing and developing E-governance  
95 infrastructure;
- 96

97 4. *Strongly supports* disbursement policies from the PBF's YPI to include:  
98

- 99 a. Approval of proposed project is in accordance with established protocols for the Immediate Response  
100 Facility;
- 101
- 102 b. Maintenance of at least 20% of contributors to be between the ages of 18 and 24 years old;
- 103
- 104 c. Submission of semiannual reviews by project sponsors to the PBSO to facilitate transparency;
- 105

- 106 5. *Recommends* the creation of an international aid disbursement convention, Leveraging Efficient Aid  
107 Disbursement (LEAD), organized through the PBSO to ensure the efficient disbursement of material aid, in  
108 conjunction with YPI projects, reaches vulnerable populations and will:  
109
- 110 a. Consist of all members of the PBSO;
  - 111
  - 112 b. Meet on a semiannual basis, with the hosting Member State rotating every year;
  - 113
  - 114 c. Maintain a mission to prevent ineffectual aid disbursement whilst promoting equitable and accountable  
115 allocation of material aid directly to youth developments under the YPI;
  - 116
  - 117 d. Conduct semiannual audits of material aid disbursement in YPI sponsored projects and produce reports  
118 on findings;
  - 119
- 120 6. *Advocates* for the continued development of a quota system to ensure gender and ethnic minority representation  
121 in political engagement programs that are collaborating on PBC programs and incorporate youth in their  
122 peacebuilding efforts such as:  
123
- 124 a. Gender quotas should be set at 50 percent distribution between genders;
  - 125
  - 126 b. Ethnic quotas proportional to the demographic makeup of the Member State that program;
  - 127
- 128 7. *Supports* the amending of accountability procedures for disbursement of funds from the PBF's YPI to include:  
129
- 130 a. Mandatory semiannual updates from projects receiving funding from recipients of YPI or IRF  
131 programs;
  - 132
  - 133 b. Reviewing the individual processes of projects which have fallen behind schedule or gone over budget;
  - 134
  - 135 c. Recommendations to relevant actors in order to correct any project discrepancies;
  - 136
  - 137 d. Suspension of funding, if deemed necessary by the PBSO to ensure compliance with actor's proposed  
138 project until the project's systems are corrected;
  - 139
  - 140 e. Providing scholarships and/or adequate wage incentives for interns and volunteers in peacebuilding  
141 activities;
  - 142
- 143 8. *Suggests* the PBF YPI establish a fifth priority area for YPI funding programs centered on issues of civic  
144 engagement and dialogue such as:  
145
- 146 a. Platforms for youth who are sidelined by religious, ethnic, or geographic origins to express grievances;
  - 147
  - 148 b. Forums for young people in media production and broadcasting as a medium to share ideas, practical  
149 solutions to their problems, and concerns;
  - 150
  - 151 c. Initiatives that mainstream a culture of peace by countering violent and discriminatory discourse  
152 online;
  - 153
  - 154 d. Community engagement programs to amplify youth voices through national media, such as UNICEF's  
155 "U-Report" program;
  - 156
- 157 9. *Encourages* the partnering of the model of Young Sustainable Impact Innovation Program with the YPI to assist  
158 in developing Member States affected by conflict stemming from ecological catastrophe with the intended goal  
159 of ensuring a peaceful future through the entrepreneurial contribution of the youth;  
160



- 161 10. *Urges* the governments of all Member States to analyze their own systems of youth engagement and seek to  
162 identify opportunities to improve those systems utilizing the YPI;  
163
- 164 11. *Encourages* non-governmental organizations to survey the most effective peacebuilding initiatives in their areas  
165 of operation and help implement those policies elsewhere utilizing the YPI;  
166
- 167 12. *Further encourages* the body to strengthen multilateral dialogue and cohesion at the local level on youth  
168 participation in peacebuilding efforts through regional and sub-regional partnerships as demonstrated by IBSA  
169 and UNASUR;  
170
- 171 13. *Urges* Member States to utilize YPI funding to uphold the *Amman Youth Declaration* and recognize the  
172 importance of integration of youth in peacebuilding systems and political decision making.