

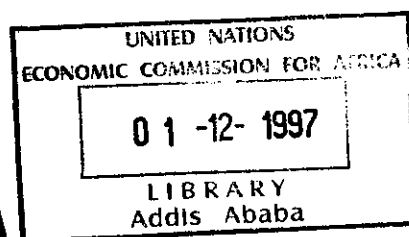


United Nations
Economic Commission for Africa

ECA/MRAG/96/11/TP



Multidisciplinary
Regional Advisory Group



YOUTH IN NATIONAL POST CONFLICT
RECONSTRUCTION AND REHABILITATION:
TOWARDS A PROACTIVE ROLE

By:
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Addis Ababa
July 1996

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Executive Summary

YOUTH IN NATIONAL POST CONFLICT RECONSTRUCTION AND REHABILITATION: TOWARDS A PROACTIVE ROLE

The study is based on the premise that young men have not been involved in post conflict reconstruction and rehabilitation, and so offers the rationale why they should be. Linking its purpose and objectives to the rationale, it explains the root causes of armed conflict based on the concepts and principles of Relative and Absolute Deprivation Theories. These causes are traced to personalization of authority; disintegration of public order and collapse of constitutional governments in many countries; persistence of socio-economic and political crises; exploitation of ethnic inequality; educational inequality and the existence of vestiges of colonialism. Using Content Analysis, a research method, it examines relevant literature and documents, and the classes of conflict and their repercussions on youth. Confined to this, it draws up a profile of the post-conflict youth to act as an indicator for areas and levels of involvement in post-conflict programmes.

Furthermore, it provides an analytical viewpoint of post-conflict activities at the levels of treatment, reconstruction, rehabilitation, and social re-integration. Fundamental principles governing these operations are described taking into consideration existing practices and international instruments from the standpoint of youth. Identified gaps are used to draw conclusions as well as advance recommendations for proactive roles, at the international, regional and national levels. Also given thought are funding priorities as well as modalities.

Internationally, the following initiatives are recommended:

- Dissemination of information on Youth Rights to be spearheaded by UNICEF and UNESCO;
- Establishment of a Council for Non-Educational disruption;
- Establishment of an International Relief Council; and
- Establishment of a Critical Human Resource Bank.

The regional policy directives include inter-alia:

- Establishment within the OAU Structure, a Regional Youth Council for Peace;
- Establishment within the structure of the Association of African Universities (AAU), a Conflict Research Division (AAU-CRD);

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- Establishment within the Association of African Universities, a Trauma Centre; and
- Establishment within the ECA, a Regional Peace Academy.

Nationally, the paper recommends the following:

- Reformation of national military training curricula to include the rights of youths and women, especially during Armed Conflict;
- Raising the recruitment age to the army from 15 to 25, as well as requiring military training for everyone between 25 and 30 years old;
- Establishment of Peace Ministries and policies that recognize schools, churches and medical facilities as "NO WAR ZONES";
- Establishment of policies prohibiting the dominance in the army, of one ethnic group, as well as training an army unit responsible for the provision of Adult Basic Education; and
- The establishment of the Youth and the Army for Peace Programme, whereby high ranking Army Officers are scheduled for speaking engagements in schools and in youth organizations.

INTRODUCTION

Youth are defined by the UN as people who are between the ages of 15-24. Youth represent approximately 19% of the African population and this figure is expected to increase given the present morbidity rates. A youth population growth of this magnitude indicates a huge potential in human resources for Africa's development, a resource base which the region cannot afford to waste, particularly when viewed in terms of adverse socio-economic circumstances. However, Africa's conflict crises are overwhelming - from the Katanga secession of the 1960s through the wars in the horn and the struggle against apartheid in the South, to the recent massacres in Rwanda, Burundi, Somaliland, Sudan, Liberia and Sierra Leone. The continent has moved from one emergency situation to the other. More than 24 full-fledged wars have occurred in Africa within the last three and a half decades, with close to 13 ongoing civil conflicts around the region.

This assessment is confirmed by the predictions of economists and political analysts about profound repercussions of conflicts in Africa, originating from deplorable socio-economic situations. These evaluations made in the 1980s have materialized. Conflict studies conducted by individuals, professional organizations and specialized United Nations Agencies have arrived at the same conclusion, that armed conflicts are some of the urgent problems Africa must continue to deal with today (OAU, 1993, UNECA, UNICEF, ADB and Machel Study, 1995).

Though steps have been taken to reduce inter-state tensions through increased peace and economic co-operation among African countries, there is still much to be desired. The present and urgent problem to contend with are internal conflicts which have multiplied along regional, economic, educational, cultural, political and ethnic lines expressed in:

total war(s) [are] increasingly being waged within national boundaries. Nothing is spared in the quest for power and control - not crops, nor women, children, schools, health care facilities or places of worship (UNECA, UNICEF, ADB, Machel study, 1995).

Conflicts, machineries of destruction, in broad terms, have undermined efforts at development in Burundi, Rwanda, Somaliland, Angola, Liberia, Sudan, Zaire, Niger, Senegal, Nigeria, Congo, Gambia, Chad, Mali, Mauritania and Sierra Leone. They have also affected the lives of both youth and adults.

The study establishes the fact that conflicts have occurred, (and are still occurring) in the region. It indicates that in the previous national post-conflict reconstruction and rehabilitation programmes, youth have never been adequately represented as valuable policy actors. In terms of the overall good of the society it assumes that the involvement of youth aged 15 - 30 years will be more advantageous than their exclusion from the process of reconstruction and rehabilitation. "Reconstruction" and "Rehabilitation" here referred to as the process of "repair", after deliberate destruction, at the physical, social, psychological, political, cultural and educational levels. The task, in turn, entails a (w)holistic approach from both horizontal and vertical viewpoints.

PURPOSE OF THE STUDY

Such being the case, this study seeks to:

- a) Examine the problem of conflict and political instability as they affect the African Youth;
- b) Propose effective national strategies and measures for the prevention and control of conflict; and
- c) Examine the contribution of youth to national post-conflict reconstruction and rehabilitation.

Objectives

In order to accomplish the stated purpose, the study proceeded:

- to study the impact of conflicts on youth;
- to examine the special needs of youth after conflict;
- to determine what intervention strategies were most effective;
- to examine the principles of programmes required to provide youths assistance;
- to examine the international instruments governing the provision of aid; and
- to provide recommendations for the inclusion of youth in post-conflict programmes.

Delimitation

Several conflicts have been studied, but this study limits itself to armed conflict because it has the most negative impact on youth in the region.

Youth Participation in National Post-Conflict Reconstruction and Rehabilitation and The Four-Part Test of "Ripeness" in Public Policy Formulation

There is a general consensus among policy analysts that prior to placing any issue on a policy agenda for consideration, it must be subjected to the four underlying principles of ripeness, namely: the ripe issue climate; placement of the issue on the policy agenda for consideration; Legitimization of issues (its merits for review among competing priorities) and Specification (development and evaluation of worthwhile alternatives within the framework of cost benefit analysis with a view of selecting one with the most benefit for the target population).

By analogy, the Ripe Issue Climate is a concept that places every issue on the policy agenda within the context of time rating and ranking it on the scale of priorities. Simply, this means how much attention is the idea receiving and who is providing it such focus? Evidently, it is an idea whose time people believe has come, that which sweeps across political and territorial boundaries, shoving every obstacle that gets in its way. Generally, people feel that such an event would be recognized by signs like sustained and marked changes in political opinion, repeated mobilization of people with intensely held preferences and providing the bandwagon on which everybody rides.

CONSENSUS OF YOUTH PARTICIPATION IN THE NATIONAL POST-CONFLICT AGENDA

The prevailing mood on the African continent is that time has come for youth to be actively involved in all national post-conflict reconstruction and rehabilitation. Such a compelling policy idea has been precipitated by several studies (Richman, 1993; McCallin, 1994; Nikapota, 1995; Frankel, 1993; Hanson, 1995; and Wisman, 1994); and three expert consultation meetings held by the Machel study, 1995, first in Addis Ababa, Ethiopia for the Eastern and southern sub-regions; second in Cairo, Egypt, for the Arab region; and third in Abidjan, Ivory Coast, for West and Central Africa. The problem has further given recognition and placed on the policy agenda by some UN specialized agencies, to wit: UNICEF, 1994 and 1995, UNHCR, 1994 and 1995, and ECA, 1995.

It is, therefore, time for Africa to harness all its experiences and evaluate the merits and demerits of programmes that have been put in place and to examine the effectiveness of such. Based on the successes of past experiences, and the lessons learnt from the failures of some, the world community could determine its way forward. Since the issue of post-conflict youth involvement has been hammered with intensity during the last several months, it provides the opportunity to carry out the present task.

Rationale for including Youth in Post-Conflict Reconstruction and Rehabilitation

The inclusion of youth is based on the premise that: children have the right to their own beliefs and to express them; to participate in decisions that affect them; and to form an integral part of the design and implementation of programmes and strategies directed at their well being. It is also based on the premise that the young men of today, through the educational processes are aware of their true role as a social group in the world, and that they are willing, capable and ready to assume certain responsibilities assigned to them in every facet of public life that is linked to their civil, political, cultural and educational rights. It further alludes to the fact that as future producers, consumers, educators, engineers, scientists, parents, politicians, physicians, teachers, technocrats, etc.; they deserve the right to be included in an issue which threatens the existence of society in which they intend to spend the rest of their lives; that all things being equal, they will be the segment of the population to face the consequences of whatever decisions are made for the longest period of time than any other segment of society.

Given these circumstances, they should be accorded the status of active participation as opposed to that of passive participation. It is also based on the fact that in any given conflict of large scale, children and women constitute the overwhelming majority among the uprooted millions in Africa. Viewed from these assumptions, it becomes necessary to allow youth to be included among the main actors in designing, implementing, monitoring and evaluating peace policies and programmes. Whatever their level of involvement, it is but rational to accept the guidance of detached and impartial adults who have acquired the experience over the years through formal and non-formal educational systems.

Having established the background of the problem and the rationale for involving youth in national post-conflict reconstruction and rehabilitation, this study discusses, inter alia:

1. The Theoretical Framework of Conflicts;
2. The Research method used in the study;
3. Classification of conflicts;
4. Causes of Conflict;
5. Repercussions of Armed Conflict on Youth;
6. Profile of the Post-Conflict Youth;
7. Post-Conflict Treatment, Rehabilitation and Social Re-integration;
8. Post-Conflict Youth: Existing Practices and International Instruments;
9. Conclusion and Recommendations; and
10. Funding for the recommendations.

THEORETICAL FRAMEWORK

Social Conflict theorists have postulated that political, economic, cultural, ethnic and educational inequality has the potential to lead to large scale violence (Lynch and Groves, 1989). Inequality in this context encompasses absolute and relative deprivation of resources which invoke and maintain in individuals the feeling of anger, frustration and injustice (Williams and Flewelling, 1988). The oppressed, suppressed and deprived, see inequality as a vicious tool designed within the framework of injustice to exclude them from the overall societal benefits. Left with no alternative, the most logical expectation becomes the manifestation of high degrees of learned helplessness, anger, and hostility, especially among the youth who are filled with inexhaustible sources of energy that lead to confrontation and conflict.

Such violent behaviour is directed not only towards those architects of inequality but also to those who happen to be easily accessible as targets. Other proponents of this school of thought believe that socio-economic inequalities (social and employment inequality) are directly related to violence in society. Subscribing to this viewpoint are experts (Lynch 1988) and others who argue that ethnic and social inequalities fuel hostilities and latent animosity which end up in conflicts of higher magnitudes.

The preceding analysis explains the root causes and the occurrence of conflict in Africa where the youth have become easy targets as well as the majority of the victims to suffer the repercussions (UNECA, 1994).

RESEARCH METHOD

The study uses Content Analysis, a technique that demands a systematic and quantitative description of oral and written communication. Initially designed to be utilized in analyzing the contents of communication, the method has extended its applicability to include Education (Ade-Mobufor, 1989) and Criminology (Ade, 1990).

In Content Analysis, essential units of analysis comprise themes, characters, items, space and time. In this study, its usage is limited to pre-identified themes which were sorted out from relevant textbooks, journals, newspapers, pieces of international instruments, (UN Declarations), and Public Policies and Public Pronouncements. The exercise, therefore, covers a review of related literature under the various themes, in order to generate new ideas that are used to develop competing policy alternatives.

However, Content Analysis has its own shortcomings, which arise from dealing with non-human subjects (printed material). Hence, the inability of the researcher to interact with the authors and publishers becomes obvious. This, in turn, hinders attempts at verification and clarification. Such limitations which are usually checked by follow-up interviews, in this case, were not carried out, given the financial handicap of the study.

Handicaps notwithstanding, the validity of facts obtained through this method was ascertained, by the credentials of the authors and publishers (For example, UN- specialized Agencies and the backgrounds of individual researchers).

CLASSIFICATION OF ARMED CONFLICT

The Organization of African Unity (OAU), the entity that has been assigned the primary responsibility over conflict prevention, management and resolution in Africa, has devised three broad classifications of conflict, viz: **Primary, Secondary and Tertiary.**

Primary conflicts are traceable to disputes of large scale over boundaries of political entities. They are initiated when issues of "identity", "secession" or "irredentism" by dominant ethnic groups are called to question. Examples of primary conflicts include civil wars.

Secondary conflicts are motivated by the lack of consensus over political goals in a given community. Such disagreements are identifiable among party, ethnic or religious groups that endorse different political viewpoints. As in primary conflicts, these could spill over to civil wars along ethnic and/or religious lines.

Tertiary Conflicts, by assumption, arise from political crises which have been aggravated in wider dimensions by deteriorating social, economic or developmental conditions. Such situations comprise falling prices for cash crops and extremely low salaries (Johnstone et al, 1993).

Apart from OAU's classification, other conflict experts have categorized conflicts under national, international, Liberation wars, and Structural Violence. National conflicts are often those

"internationalized" internal disputes, civic wars, state sponsored violence against citizens, violence against minorities and civil disorders. International conflicts, according to them, are conventional wars and wars of mass casualties; Liberation wars are non-international, but do not transcend national frontiers.

Finally, Structural violence, is that which is neither random nor a sporadic phenomenon. It is carefully designed and directed at specific targets (Ressler et al, 1993).

The essence of defining conflicts in terms of types and levels is to formulate appropriate policies for their management and resolution. Furthermore, the importance of such typology is considered in its ability to initiate future research and policies towards conflict prevention based on a thorough and comprehensive approach. However, it should be cautioned that the categorization of conflicts is always problematic as there is no clear-cut distinction between one category and the other. Most of them tend to overlap.

CAUSES OF ARMED CONFLICT IN THE REGION

Conflict researchers have maintained that formulating plausible post-conflict policy entails a thorough understanding of the causes and nature of the conflicts. Such investigation is not easy for conflicts, which more often than not, have multiple and overlapping causes, especially in multi-ethnic societies. For example, it is not unusual that a political conflict in a multi-ethnic society could easily degenerate into an ethnic conflict depending on which candidate or political party each ethnic group identifies with.

However, it must be argued that failure to analyze the causes simply because of their complexities would lead to the stifling of efforts at developing post-conflict instruments that would initiate action to the desired direction. Under this assumption, this section of the study provides a critical review of the causes of conflicts in Africa.

1. Conflicts and Colonialism in Africa

Undoubtedly, Colonialism has played an important part in setting some of the conflicts in Africa. Many occurred where European imperialists carved out the continent without taking into consideration natural ethnic or political boundaries. The obvious result is that one finds land masses which were previously bounded for the expediency of European expansion. Employing the divide and rule maxim, colonial leaders often heightened ethnic tensions and after independence, violence exploded as tribes battled to retain or seize power. Rwanda and Burundi are glaring examples where Belgium backed the Tutsi elite and subjugated the Hutu majority who fought for power. In Nigeria, the Northern Hausa and Fulani favoured by the British have excluded the Southern tribes from participating in government (Hammer, 1994).

2. Conflicts Motivated by Western Meddling after Independence

Post-independent super-power activities or agendas have produced some of the worst tribal atrocities in disintegrated countries such as Liberia, Somaliland, Rwanda and Zaire. What happened was the establishment of dictatorships supported by the superpowers. The regimes supported in these countries fostered and worsened ethnic tensions. The ruling ethnic group packed the army and government with members of their clan and viciously attacked ethnic groups perceived to be enemies. The withdrawal of such assistance has ended up in failed states that have sunk into the "tribal bloodbath" of the 1990s (Hammer, 1994).

3. Politically Motivated Conflicts

Some of the recent conflicts in Africa have been attributed to political upheavals motivated by movements towards democracy and unfair political appointments, ill-conceived and discriminatory economic policies and conflicting political goals among religious and ethnic groups. The process of democratization to respond to prolonged eras of denial of civic liberties and democratic rights has in some countries produced violent outbursts. This has been evidenced in the rigging of elections, (stealing of votes, cancellation of results, and unjustly detaining winners), or massive corruption involved with the buying of electoral votes. It has been proven that unfair developmental policies intended to deprive a particular ethnic group from deriving benefits from economic programmes have also fueled tensions that have led to conflicts among rival factions (Hammer, 1994).

4. Conflicts Motivated by the cynical attitude of Leaders

The cynical attitude of some African leaders has provoked and heightened ethnic tensions and deepened poverty as some leaders have perceive the state as personal plantations. Without understanding that the state must survive and that it is bigger than all persons within its territorial jurisdiction, leaders set out to amass the "lion's share" of communal property. They siphon resources from the crumbling infrastructures and instil an ethos of corruption from high-level bureaucrats to the lowest functionaries. This plunges most countries into deplorable conditions of poverty and falling standards of living (Chicago Tribune, July 6, 1995).

5. Conflict Motivated by State inability to provide Security

Investigations in this area have concluded that weak or collapsed governments unable to provide their citizens with expected security measures, have given rise to conflicts, as various groups organize themselves behind self-elected leaders. Assuming this responsibility (on the ground that any government that fails to provide security and other basic needs for the population forfeits its sovereignty), organizers run into problems of conflicting and irreconcilable means to an end. The lawless atmosphere then gives room for conflicts. Experts who have studied the subject have quoted Somalia and Liberia to substantiate their findings (Johnstone, et al. 1993).

6. Ethnicity and conflicts

It has been documented that the landscape South of the Sahara has been engulfed by a series of ethnic conflicts motivated by political, economic, religious and educational factors. Though these conflicts originate from various sources, the central issue has always been linked to deprivation. Deprivation occurs when an ethnic group suppresses or represses another with the specific intent of excluding it from participation in developmental, governmental and educational activities that are perceived to have enormous rewards. The oppressed, left with no other option, thus elect to employ violent behaviour as a means of gaining some of their legal benefits. Whatever the motivation, conflict has almost always been identified along ethnic lines, for instance, the Hutus V. Tutsis in Rwanda.

7. Economically Motivated Conflicts

Like most of the causes, economically motivated conflicts stem from a variety of issues which include but are not limited to:

- massive unemployment and underemployment;
- dispute over land with large economic potential, such as farm land/plantations;
- gross disparities in wealth among different groups; and
- deplorable salaries paid in almost worthless currency.

All these drive already impoverished communities in the region to the brink of their capacity to survive. The end product becomes poverty which has been determined as a "key dynamic fueling conflict in Africa" (Sly, 1995).

8. Religiously Motivated Conflict

As the name implies, these conflicts occur as a result of clashes over religious views. Religion becomes the driving force of violence. Examples of such conflicts have been identified to include the role played by the Islamic Military in the upsurges across North Africa. Basically, these conflicts are used to accomplish gains in the political, cultural and economic arenas clearly seen from a religious perspective.

9. Educationally Motivated Conflicts

Studies that have focused attention on the issue have concluded that unfair discriminatory policies that either grant access to educational facilities or encourage separate educational facilities solely on the basis of race and nationality, have provoked and produced conflict in the South African sub-region (UNICEF, 1987). These policies are usually formulated by the government as instruments to deprive earmarked races from advancing economically, politically, and socially, through education and training.

Summarily, scholars have attributed conflict to:

"...vestiges of colonialism and persistent economic, social and political crises [that] have ...contributed to the disintegration of public order[,]....collapse of functional governments in many countries..., the personalization of power and leadership and the manipulation of ethnicity and religion to serve personal or narrow group interests [that] have fomented inequalities, grievances and conflict" (UNECA, ADB, UNICEF and Machel Study, 1995).

Table 1 below presents the root causes of Armed Conflict and their indicators:

| Conflict | Indicators |
|--|--|
| 1. Conflict motivated by Colonial Past | <ul style="list-style-type: none"> - divide and rule maxim - boundaries of convenience - lumping of ethnic groups of distinct culture in the same country |
| 2. Conflict motivated by External Forces | <ul style="list-style-type: none"> - super-power interest in the country - provision of financial, political, military support to ethnic group in favour of its agenda - continuous support of the group in power regardless of the violation human rights - support of the violent overthrow of people in power |
| 3. Politically Motivated Conflict | <ul style="list-style-type: none"> - conflicting political goals - dominance of one ethnic group in the political arena - unfair political appointments - discriminatory political policies - inadequate structures for the institution of democracy - rigging or unfair cancellation of elections |
| 4. Conflict Motivated by the Cynicism of Political leaders | <ul style="list-style-type: none"> - abuse of the principles of statehood - consideration of the state as private property - transfer of state assets into personal pockets |

- | | |
|--|---|
| 5. Conflict Motivated by state inability to provide security | - breakdown of central security authority - rallying behind charismatic leaders on the basis of ethnicity, age, religious or philosophical affiliation - power struggle among leaders |
| <hr/> | |
| 6. Conflict Motivated by Ethnicity | - distinct ethnic group with conflicting goals - suppression of one ethnic group by another |
| <hr/> | |
| 7. Religiously Motivated Conflict | - clashes over religious views or philosophy - clashes over the spread of religious principles - religious fanaticism |
| <hr/> | |
| 8. Economically Motivated Conflict | - massive unemployment or underemployment - disputes over land with economic potential - gross disparities in wealth or income distribution - deplorable salaries in worthless currencies - discriminatory developmental policies |
| <hr/> | |
| 9. Educationally Motivated Conflict | - ill-conceived discriminatory educational policies intended to exclude or provide inferior education based on race or ethnicity |

REPERCUSSIONS OF ARMED CONFLICT ON YOUTH

Whatever the justifications for conflicts, their repercussions on youth require immediate attention. These comprise: the destruction of economic, political, social, cultural, educational, health care and religious institutions. They in turn, translate into famine, malnutrition, hunger, starvation, spread of disease (cholera, dysentery, bubonic plague, measles, etc.), massive unemployment, poverty and large numbers of internally and externally displaced persons.

It is also known that some of the expected negative effects of the post-conflict era are extensive loss of life, physical injuries (disability), a wide range of psychological problems, many traumatic cases, water pollution by dead bodies, human waste, destroyed military equipment, fatal land mines, and ammunition. The incidence of abuse directed at children cannot even be recounted as evidenced, among others, in rape, sexual molestation, kidnapping and indecent exposure.

Today, it is not strange to run into youth as young as six, who have fought in armed conflict. These children, called child soldiers, have been indoctrinated, brainwashed, and taught to hate to the extent of killing. They have been transformed into "assassins" in their early years. The virtues of childhood (honesty, love, respect for human life, fear of death, etc.), have been destroyed. The decay of this vital segment of the population (youth) poses enormous hardship at all levels of tomorrow's society.

Needing consideration also is the fact that after conflict, the partial or total collapse of the economy triggers migration to areas within or without the immediate fighting environment perceived to provide safety nets, areas that are blessed with the means of livelihood (food, employment, shelter, clothing, water, health care and other social service centres). Such movement stretches to breaking point, existing services and infrastructures, and the situation, if not properly controlled, could cause another outburst of violence when the crowd competes for scarce resources. This further endangers the lives of the already fragile segment of the population - youth.

All medical and psychological studies support the proposition that armed conflicts have serious ramifications (Roda Korset, Radda Marnen and Raoul Wallenberg Institute, 1991). An examination of these studies has produced an itemized list comprising, inter alia:

- i) fear and anxiety;
- ii) chronic sadness and depression;
- iii) avoidance behaviour;
- iv) a sense of guilt that children would have been able to prevent the death of their parents, relatives and/or friends;
- v) distortion of moral values; and
- vi) involvement in criminality and deviant behaviour, for example, theft, rape, drug abuse, murder.

To repair the damage would require the efforts of experts in specific fields and those of the international community at large.

PROFILE OF REPERCUSSIONS ON YOUTH

Universally, it is accepted that the "child is the jewel of families and society", that "the child is father of the man", and that the child guarantees the future on which society will continue to strive. Unfortunately, in armed conflict situations, they become front line victims (in large numbers) of:

- educational disruption;
- psychological distress;
- psycho-social problems;
- malnutrition (following the destruction of food and water supply);
- torture and sexual abuse;
- detention without due process of the law;
- abduction to be used as human shields;
- forced recruitment as child soldiers;
- separation from parents and significant others through death, displacement, or capture;
- indiscriminate killing or eye-witness to the killing of other innocent children;
- disease stemming from destruction of health care institutions and no mechanisms set aside for the prevention and cure of childhood diseases; and
- land and water pollution (leading to water and air borne diseases) as a consequence of dumping dead bodies and human waste.

PROFILE OF THE POST-CONFLICT YOUTH

Given the preceding description, it becomes necessary to draw a profile of the post-conflict youth so as to better understand their predicaments and the way they too can be part of a post-conflict reconstruction and rehabilitation solution. The post-conflict youth are more likely to have experienced one or a combination of the following:

- lost either one or both parents, one or several relatives, or friends and neighbours;
- been separated from family, friends and relatives;

- suffered from psychological, physiological and traumatic problems, torture, sexual abuse, imprisonment, injury, illness, malnutrition and kwashiorkor;
- witnessed the destruction of his/her school(s), health care facilities, water supply, farms, recreational facilities, homes, churches, offices, etc.;
- been recruited as a child soldier;
- watched others killed in the battle field;
- participated in bombings, raids, intimidations, hostage taking, dispersion of harmful chemicals, assassinations, attacks on refugee camps, random attacks on other children and adult civilians;
- seen land mines, tanks, war planes, firearms, grenades, tear gas, rubber or real bullets, electrical shock prods, various marching armies, and
- disabled by warfare.

This presents a vivid picture of the problems people in the "helping professions" who are called upon to assist with post-conflict reconstruction and rehabilitation are bound to encounter. It also compels one to focus attention on the central issues of children of post-war: issues of protection, treatment and rehabilitation and how to actively involve them in post-conflict reconstruction.

POST-CONFLICT TREATMENT, RECONSTRUCTION, REHABILITATION AND SOCIAL RE-INTEGRATION (TRRSRI)

The amount of effort which has been devoted to post-conflict periods can be regrouped into four distinct measures which must be taken simultaneously: **treatment, reconstruction, rehabilitation and social re-integration**. These measures must first be directed at children, and then to adults.

1. Treatment

This is the process of healing the "wounds" of psychologically and physically disabled children of the post-war era. It is the time to nourish the malnourished, to feed the hungry, to provide medical attention and psychological counselling, and to mobilize people in the "helping professions" (social workers, nurses, counsellors, teachers, criminal justice agents, police, lawyers, doctors, therapists, etc) to render services immediately.

Apart from medical and psychological treatment, children should be protected from further physical harm, including sexual molestation and abuse in camps and possible abduction, while their other immediate needs are being fulfilled. Investigations must be carried out in cases where separation has taken place so as to reunite the children with the family members, friends and neighbours who survived the war. These significant others would play a very important role in the healing process. Just as they were there to provide

the food, clothing, shelter, health care (immunization, sanitation, safety measures from accidents), and even the psychological well being in the pre-war era, they must be present to wipe away the ugly memories of war.

2. Reconstruction

This refers to efforts at rebuilding or repairing infrastructures (economic, educational, health care, cultural, religious and political) institutions that suffered physical damage from bombs, firearms, grenades, land mines, air raids, military occupation, tanks and heavy artillery. The task calls for repairing roads, bridges, air and sea ports, railroads, buildings, power facilities, major industrial and manufacturing plants, water facilities, food processing centres, communication lines and print media equipment.

These activities require the employment of highly trained personnel as well as the use of heavy equipment (tractors, drillers, heavy duty trucks), with stocks of spare parts, fuel and power available. They also demand the restoration, or establishment of shops and storage areas, adequate enough to safeguard their continuous availability when and if needed. This calls for the recruitment of trained security officers, crime prevention experts or military personnel to wade thieves and/or frauds away.

3. Rehabilitation

The term refers to activities geared towards medical, psychological and physical treatment of human beings and animals, the restoration of economic and income generating activities such as agro-businesses in the farms, opening of centres for the supply of basic services, and normalizing the activities of families and communities. Medical rehabilitation generally employs three measures, viz:

- prosthetic construction, which enables youth who have lost their limbs to regain physical functions;
- occupational therapy, which helps disabled youth to possess the necessary skills to function as equal members of the society; and
- physiotherapy, which helps youth retain or regain their capabilities after injury.

The scope of post-conflict rehabilitation is expressed in:

"helping victims again find their place as functioning members of society[,] ensuring that missing family members are reunited; that food, clothing, and necessities are available; that victims and victims's families have a means of self-support. Participation in usual family responsibilities, school routines, and civic activities all contribute to the re-establishment of the web of life that is often rent by the abuse of basic rights" (Ressler et al, 1993:135).

Rehabilitative measures for the post-conflict youth also include: establishing social support mechanisms, developing community action and implementing special programs.

- Establishment of Social Support Mechanisms

Important in the rehabilitation process are social support mechanisms. These systems are meant to provide the medium for youth of the same cultural and linguistic background to share similar traumatic experiences.

- Development of Community Action

This strategy works at two levels: assessment of economic problems and identification of abused youth. This is to ensure that abused children who have specific needs such as psychological problems, receive religious counselling, prostheses and cosmetic and/or reconstruction surgery immediately. It also requires that activities be initiated with youth involvement centred around:

- rehabilitating farm lands in order to occupy rural youth;
- rehabilitating wells so that youth can be proud they were parties to providing good, clean water in the absence of pie-borne water;
- rehabilitating local health centres for health care;
- rehabilitating primary schools; and
- implementing strategies for ameliorating agricultural skills in the community (business agriculture).

These actions address the issues of employment disruption as well as psychological distress.

- Special Programs

Special programs are intended to solve the problems of youth who have found themselves in extremely difficult circumstances. These include cases of children who have taken to the streets (street children) and become drug abusers/peddlers, thieves, armed robbers, even murderers, and/or child prostitutes.

The absence of special programs makes children who abruptly find themselves without family support (parents having been killed in the war or forced to relocate without them), most likely turn to this brand of equally destructive activities.

4. Social Re-integration

This measure facilitates the re-entry of youth who have been involved in conflict into the normal social life of their normal pre-conflict communities. The educational, economic and protective needs have to be thoroughly evaluated and high-risk cases taken cognizance of. It should be clarified that the execution of these measures is conducted by both adults and youth. Unfortunately, youth are not perceived as major forces in the rendering of these services: reconstructing the society, rehabilitating it and providing a safe passage into the social world.

FUNDAMENTAL PRINCIPLES GOVERNING POST-CONFLICT ACTION

The immediate aftermath of post-conflict can best be described as that of confusion, chaos and disaster as power has been cut, no phone lines exist, fuel has been destroyed and infrastructures levelled. It is one in which tempers still flare: the defeated longing for ways of escaping punishment and embittered armies determined to destroy the future of enemies, hence the abduction, the indiscriminate killing of children, the kidnapping and attacking of camps, sanctuaries orphanages and other facilities that shelter children. It is also that period whereby there are huge numbers of people concentrated in one area, and where, understandably, many logistic and organizational deficiencies prevail. Viewed from this perspective, it is therefore, desirable, that post-conflict priority be to protect youth survivals.

Since the demands of this period involve a vast array of materials and most likely specialized skills, it becomes imperative that some guiding principles be adopted to fulfill the needs of post-conflict rehabilitation, reconstruction and social re-integration. Such should be studied prior to the commencement of action by any agency or organization willing to provide services.

To be effective, it is, therefore, necessary to:

- understand the scope of the assignment, with measurable time frames attached to each action;
- Put in place, prior to action, monitoring and evaluation mechanisms;
- prior to engagement, develop, review, rate and rank alternative plans. For example, how would decaying bodies be disposed in the event equipment to dig mass graves fail?;
- develop recruitment plans for youth involvement at national and local levels';
- devise a screening strategy and training plan that should last a few hours, eg., training for youth to be involved in treatment of the injured, or burial of the dead;
- provide medical and psychological treatment regardless of race, religious affiliation, ethnicity, political background or military affiliation. Where both adults and youth are in critical conditions, preference must be given to the

youth. Also, medical personnel must not be attacked under any circumstances.

- identify and support families that can continue to protect the health and well being of their youth;
- prevent the spread of malnutrition by protecting the existing sources of food, good water supply and continuous building of huge reserves;
- monitor the supplies of food and equipment to ensure that they are adequate;
- utilize existing systems to the greatest extent possible; and
- expand existing systems only if there is need to accommodate a large number of clients.

POST-CONFLICT YOUTH: EXISTING PRACTICES AND INTERNATIONAL INSTRUMENTS

The common practices after every armed conflict relate to the delivery of emergency relief services. In most cases the activities are executed by international NGOs, UN Specialized agencies, and agencies of foreign governments, and local organizations familiar with humanitarian services. They take international instruments such as international law, humanitarian law, international covenants on Civil and Political Rights, UN Conventions on the Rights of the child, Declaration on the Protection of all Persons from being subjected to Torture and other cruel or Degrading Punishment, Universal Declaration of human rights, IV Geneva Convention, Protocol 1 to the Geneva Convention and the Declaration of the Protection of Women and children in Armed Conflict.

Service delivery is influenced by a number of factors:

- emergency relief
- basic knowledge of international instruments
- doctrine of primary jurisdiction, which pertains to the exclusive right to perform a duty. The exclusive jurisdiction is in turn influenced by specialized knowledge in the field.

The funds used to support services are derived from multiple sources which include:

- donations
- long term loans;
- in-kind contributions;

The food for work programme is one of the most innovative ways of supporting the performance of certain tasks.

It is important to re-iterate that the tasks undertaken are linked either to reconciliation, reconstruction, rehabilitation or social re-integration. They are characterized either as short term or long term. The basis for such classification rests with the state of emergency. It must, therefore, respond to the basic question: how soon is the service needed?

Delivery of services

Existing services rendered include but are not limited to the formulation and implementation of peace agreements, protective and preventive action, provision of basic services, fulfillment of psychological, employment and educational needs and implementation of social re-integration programmes, if available.

Formulation and Implementation of Peace Agreements

This task gives cognizance to the fact that nothing works unless the relationship between feuding parties has been normalized. It begins with a humanitarian ceasefire, and transportation of humanitarian observers to acceptable demilitarized and other zones of peace. This facilitates the distribution of emergency relief items through areas identified as passages of peace. It establishes an atmosphere that acts as a reminder of a need to hammer an agreement addressing the root causes of the armed conflict.

Of course, the cessation of hostilities between or among the conflicting groups calms down the experts entrusted with the responsibility of drawing up the instruments. Their deliberations may go through several phases of peace agreement negotiations, namely: mediation, reconciliation and arbitration. Verification and establishment of the validity of evidence sometimes require visits to one or more locations. It is not unusual to videotape pieces of evidence for further viewing.

Participants for the peace agreement are drawn from the various nations of the region. They could be Heads of state, Ministers or persons from international, regional, sub-regional or national agencies. In the African region, those chosen must work under the banner of the Organization of African Unity (OAU) assigned the primary jurisdiction over conflict prevention, management and resolution in Africa. The source of the right is reflected in the "Report of the Secretary-General on the establishment, within the OAU, of a mechanism for Conflict Prevention, Management and Resolution" adopted by the Assembly of Heads of State and government on 29 June, 1993. This was done during the session organized in Cairo, Egypt on 28 to 30 June, 1993.

In some cases, disputing parties might elect to use additional outside institutions in the quest for a permanent resolution to their problems. For example, Rwanda and its surrounding neighbours have continued to work with the carter Center towards a solution for the well-known crisis of the twentieth century.

The question of peace agreement from the perspective of youth is governed by the United Nations Charter. It stipulates in its preamble: "Mankind owes to the children the very best it has to offer". That "very best" in realistic terms is PEACE, because it offers them the opportunity to grow up as responsible and useful members of the society.

PROTECTIVE AND PREVENTIVE SERVICES

These are measures taken to protect and prevent loss of life, injury, illness, torture, malnutrition and disability, destruction of sources of basic services, economic, recreational and educational centres. These act as indicators for the establishment of zones of safety for civilians.

Persons engaged here are usually army and medical personnel, from international agencies like the United Nations Peace Keeping force, sometimes supported by military units of member states, UNHCR field protection officers, , the International Committee of the Red Cross (IRC), Medecins sans Frontière (MSF) just to mention a few. In some occasions, governments either outside or inside a region may decide to send in troops after consultation with the national government.

The protective and preventive exercises that they perform as far as youths are concerned are guaranteed by the following:

Protection from Loss of Life

- Article 6, United Nations Convention on the Rights of the Child: "1. State Parties recognize that every child has the inherent right to life." "2. State Parties shall ensure to the maximum extent possible the survival and development of the child";

- Principle 8, Declaration of the Rights of the Child: "The child shall be in all circumstances the first to receive protection and relief."

- Article 1, Declaration of the Protection of women and children in Armed Conflict: "Attacks and bombings on the civilian population, inflicting incalculable sufferings especially on women and children, who are the most vulnerable members of the population, shall be prohibited and such acts shall be condemned".

Torture

- Article 37 sub (a), UN Convention on the Rights of the Child: "No child shall be subject to torture or other cruel inhuman, or degrading treatment or punishment". These pronouncements and others are the cardinal principles that must be committed to mind while action progresses. They answer the question: Why am I doing this?

Provision of Basic Services

The activities under this category are wide enough to cover the provision of shelter, food and water, medication, shoes and clothing. They entail the employment of reconstruction and rehabilitation measures in a vast number of areas.

Like other services, the operation here requires a joint venture with clear division of labour carried out by employees of international, regional, sub-regional, national NGOs, and UN agencies (UNHCR, UNDP, WFP and WHO). For example, during some operations, World Vision was involved in the distribution of food, Medecins Sans Frontière, the distribution of domestic utensils and both IOM and UNHCR both provided transportation to and from camps. Also the Norwegian Council for Refugees (NCR) has been known to be active in the organization of information centres in collaboration with Ministries of communication and information, an important service needed by the returnees.

The focus here is linked to the constant monitoring of supplies, the reliability and validity of information generated, and the availability of means of transportation both for personnel and material items. The exercise of these duties are in compliance with the stipulation of the following international agreements that relate to the rights of youths:

- Article 23, of the Fourth Geneva Convention states:

"Each... Party shall allow the free passage of all consignments of medical and hospital stores and objects necessary for religious worship intended only for civilians of another.. Party, even if the latter is its adversary. It shall likewise permit the free passage of all consignments of essential foodstuffs, clothing and tonics intended for children under fifteen expectant mothers and maternity cases."

While the language is very specific to the age of children to receive services that provision in armed conflict could be modified to read "intended for all children" so as to provide basic needs for large numbers of children fifteen and above.

Provision of Psychological Services

The programmes implemented are specifically intended to help youths notably unaccompanied ones who are victims of traumatic experiences. The scope of these range from protection to timely cure so as to ensure the organic development of the youth as integral processes which are influenced by the environment. Specialized mental health interventions including traditional rituals are required including monitoring strategies.

The labour provided in this area is by medical professionals, counsellors, clinical psychologists who come from international medical NGOs (Red Cross), government medical establishments in the regional, subregional and national levels.

Unfortunately, facilities for the intervention of psychological problems especially those originating from Armed Conflicts are hard to come by in the region. The one that has gained recognition in the region is the Liberian Model which has been recommended for replication in French speaking African countries. Until this need is met, the region will continue to rely on foreign experts who are not knowledgeable in traditional rituals.

Noticeably, the delivery of psychological services are provided for by Article 39 of the UN Convention on the Rights of the child. It states: "states Parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of: any form of neglect, exploitation, or abuse; torture or any form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and re-integration shall take place in an environment which fosters the health, self-respect and the dignity of the child."

Provision of educational services

The main goal is to restore educational services to students/youth who have suffered disruption of schooling. There is need for the rehabilitation of damaged facilities and the training of new teachers to replace those lost in conflicts. Also, textbooks and other teaching aids are required because they have either been destroyed or rendered ineffective.

Visible assistance in these areas in the past, has been provided by UNICEF, UNESCO and other international and national NGOs. They have also been helped by national governmental institutions given the authority to manage the educational enterprise according to the dictates of their mandates and national policies. These efforts have been given recognition based on the stipulation that:

the child is entitled to receive education...at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on the basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society" (Principle 7, Declaration of the Rights of the child).

The noble principles expressed in the quotation are usually undermined by armed conflicts.

Provision of employment opportunities and safe passage of social re-integration

The underlying issue as the programmes are being implemented is to provide child soldiers safe passage back to normal society. The re-integration process requires the disarmament and demobilization with the choices of either going back to school, undertaking some vocational training, or remaining in the army as a career option. Other innovative programmes provide alternative schooling for these youth.

Agencies actively involved in discharging the services are national government ministries, international and national NGOs whose programmes are sponsored by UNICEF and UNESCO. UNDP also participates in the sponsoring of developmental projects as a way of generating jobs, whereas ILO sponsors job training programmes.

The offering of these services are grounded mostly in national and international concerns. For example, the national authorities in Mozambique formulated a policy that prohibited the press from publishing the full names of children. It was also advised not to publish any photographs showing the faces of youth. These practices vary from state to state.

INADEQUACIES OF EXISTING PRACTICES

The foregoing analysis has indicated some inadequacies/gaps that are present in post-conflict practices. They reveal the absence of sound mechanisms established to respond to the horrors of Rwanda, Burundi, the cynicism that exists in a world that professes to be one under the leadership of the UN, the lack of sound strategies of coordination among relief agencies and their thin knowledge of the basic provisions of international instruments which dictate the need and scope of their activities, the minimal attention paid to develop and constantly evaluate information, the lack of adequate monitoring and rapid assessment techniques, the gross duplication of services, the unavailable standards of screening and using displaced local labour, mostly youth as an employment creating strategy, the increased reliance on foreign experts who are not conversant with the complexities of local issues - linguistic barriers common among the masses who are still functionally illiterate, and the lack of recognition to the participation of youth within the framework of youth proactivism.

Some of them are members of the medical professions, who have lost their lives in the course of saving the lives of children and adults. This involvement of the children, the media has failed to publicize. Some have watched their clinics, hospitals, and other facilities earmarked for the treatment of levelled to the ground - a gross violation of humanitarian international law and the Un Convention on the rights of the child.

Regionally, however, the Liberia Student Palava Management Committee has demonstrated that the youth could and should be allowed by adults to play a proactive role in all post-conflict affairs. Their views were expressed in Abidjan, during the third regional Consultation meeting on the impact of armed conflict on children in West and central africa, sponsored by ECA, ADB, UNICEF and the Machel Study, on November 7 - 10, 1995. They stated:

"The issues which we require immediate actions are:

1. ...Education which will adequately prepare us to continue the good work that a few of you have started;
2. ...that we partake in decisions governing our families, countries and the world in general;

3. ...that our rights be made known and strict measures taken against violators;
4. ...that peace be promoted within every country with or without armed conflict;
5. ...that the international community, the United Nations and the world in general develop structures that will promote the health and education of both women and children;
6. ...that more children share in peace programmes and serve as peace makers such as the Liberia Palaver Management Committee" (ECA, ADB, UNICEF and Machel Study, 1995:24).

The youth also pointed out the cynical attitude of the adult world that is very vocal but very dormant in implementing worthwhile goals they have identified. They maintained:

"We have noticed the deep emotions expressed by each and every one of you after you had heard our experiences. But we are concerned not only with the showing of emotions, but also with the energizing of those emotions [to address] those same happening(s) that we consider NIGHTMARES" (ECA, ADB, UNICEF and Machel Study, 1995:23)

Precisely, well-refined adult institutions with the greatest concentrations of scholars in the region have organized seminars, conferences, meetings, workshops as fora for gathering data for solutions for the region's threatening problems of ignorance, disease, and poverty. Worthy recommendations have emerged from the deliberations which, in most cases, have gone no further than report preparation. Sometimes the truth has been compromised. Youth are not stupid. They are watching the adults who are expected to assist them to participate actively in national post-conflict agendas. Adults should understand that the future lies in the eyes of youth. Action and not words, is what the youth are asking for. Adults must be forced to foster peace, not war on the face of the earth.

CONCLUSION AND RECOMMENDATIONS:TOWARDS A PROACTIVE ROLE

Evidently, the indicators utilized by the study have produced findings that have the potential to awaken policy makers at all levels to cooperate and coordinate action that would lead to the formulation and adoption of various pieces of legislation focusing on the youth in their pro-active capacity in the peace arena.

However, given the scope of the study, only a few of them would warrant significant discussion within the parameter of policy directives. Perhaps it is important to recapitulate the enunciations of the Liberia Student Palava management Committee as presented in Abidjan. They serve as a check of validity to the conclusions drawn, as stated in the section captioned "Inadequacies of Present practices". On a scale of priority, their presenter specified the areas of immediate intervention as the youth see it. These comprise:

- their right to education, a right which is often disrupted by armed conflict;

- their right to participate in decision making processes which affect their families;
- importance attached to the dissemination of information concerning the rights of children as contained in international and national laws;
- the essence of promoting peace as opposed to conflict which has devastating effects on them;
- the invaluable task of the international community and the UN in addressing developmental issues that relate to women and youth; and
- the absence of youth active involvement in peace programmes.

These reinforce the policy recommendations and the way forward as strategies to guarantee youth proactive role in post-conflict agendas.

INTERNATIONAL INITIATIVES

The African region as an integral part of the international community would certainly need assistance in involving its youth in post-conflict agendas. The scope of such help would include major actors such as the United Nations and its specialized agencies, International NGOs and PVOs, and foreign governments concerned with peace. The international initiatives would require high level of co-operation and coordination among various participants. The following constitute action at the international level:

1. Dissemination of Information on Youth Rights

This initiative should be spearheaded by UNICEF and UNESCO in:

- reviewing all international instruments and extracting from them provisions that deal specifically with the rights of youth during situations of armed conflicts;
- translating the rights into many national languages;
- duplicating and disseminating them in the various educational institutions and youth organizations using the help of youths;
- initiating Public Service Announcements (PSAs) focusing on the most violated rights. These should be taped by youth and distributed to various radio stations;
- developing and implementing the Armed Forces Radio programme. This should be implemented by hosts of radio talk Shows who will devote a segment of their programme called "The Armed Forces and the Rights of the child".

As a condition, hosts will be required to have a youth discussing their rights during the segment; and

- organizing regional seminars in collaboration with OAU for the Ministers of Armed Forces on the subject of armed conflict and the rights of the child.
- developing and disseminating PSAs for broadcast over international radio stations (BBC, VOA, Radio France International), etc.
- identifying and using the services of the Print Media such as Times, Newsweek, London Times, Financial Times, Le Monde, International Herald, New York Times, etc.
- collaborating with Regional print media such as "West Africa".

2. Establishment of a Council for Non-Educational Disruption

UNICEF and UNESCO, in collaboration with international NGOs and PVOs should be charged with the following:

- establishing a Council for non-educational disruption whose members should be drawn from international and regional NGOs and universities among whom should be 50% youth representation. The youth must be aged 24 - 30.
- developing mechanisms of protecting schools from destruction during armed conflicts;
- developing mechanisms for the immediate restoration of educational services should they be disrupted. This should ensure youth involvement in whatever capacity;
- developing mechanisms of setting up "schools without walls" in the camps and communities where school facilities have been destroyed;
- developing screening and training programmes for teachers for the established "schools without walls" or temporarily erected schools around the camps or communities where schools have been destroyed;
- arranging with religious leaders to use their churches for classes while rehabilitation is going on;
- developing a strategy of quickly assessing and grouping the students in their normal grades for instruction by using pre-tests that can be administered by other youth orally;
- developing a mechanism of acquiring, storing and distributing school audio and visual aids in the event these are destroyed;

- developing and putting in place a strategy for acquiring food for students, especially non-perishable items;
- formulating a plan for securing articles of clothing if needed by students;
- developing and implementing a plan that requires the use of youth labour, if possible, all activities should utilize 50% youth labour;
- establishing links with foreign governments that could dispatch units of their armed forces in consultation with national governments to assist in protecting school facilities or quickly rehabilitate those that have been damaged using local materials. This unit should be familiar with the delivery of humanitarian services.

3. Establishment of an International Emergency Relief Council (IERC)

The council, whose members will come from all international agencies will, with the assistance of UNICEF, UNDP, UNDRO, ILO, WFP, FAO, WHO, OFDA, UNESCO focus attention on the quick means of responding to the needs of youth after pos-conflict. Agencies will be required to share these strategies with their national offices.

- developing and ranking the needs in terms of emergency responses;
- developing early warning systems that the various international NGOs will implement in their national offices;
- developing strategies for overcoming major obstacles that prevent effective delivery of services;
- establishing a system of how local youth labour will be employed as opposed to foreign labour;
- developing a plan whereby local experts should be used in areas where youths do not have the required skills. In such circumstances, the experts must be required to utilize the labour of youths in non-technical areas;
- developing and implementing networking mechanisms whereby services need integration;
- developing and implementing a plan that will minimize duplication of services;
- identifying and ranking specific risks to youth and establishing monitoring mechanisms;
- developing and implementing strategies that help unaccompanied youths to reunite with members of their families;

- developing and implementing a monitoring mechanism that will ensure the availability of basic needs (food, clothing and shelter);
- developing a system of collecting and disseminating information about the availability of basic services, such a system should identify the service provider;
- translating such information into national languages and using the print and electronic media (radio, TV) for disseminating. Such exercise should consider the use of PSAs;
- developing and implementing mechanisms for verifying the effectiveness of media programmes;
- designing, duplicating and distributing flyers relating to the availability of services in schools, churches, village halls, markets;
- using the services of town criers for oral dissemination of vital information (youth accompany the criers);
- identifying and using local markets that hold once a week effectively for PSAs. This strategy could be reinforced by the distribution of flyers and
- Establish monitoring and Evaluating mechanisms.

4. Establishment of a Critical Human Resource Bank

This initiative will be placed directly under the control of UNICEF and WHO. The initiative intended to solve post-conflict trauma, psychological problems of youths will seek to develop and maintain an adequate list of volunteers from the medical professions, counselling careers, experts and practicing professionals in the fields of psychology, clinical psychology and traditional rituals as healing strategies (around the world UNICEF and WHO will develop and constantly review methods of rapidly assembling and deploying these professional in regions of need. Work with them in training youths in assisting them in non-technical areas;

- assist in acquiring and maintaining an adequate supply of tools and equipment that will enable them deliver the required services;
- prepare them for learning some skills from local experts, should they exist;
- assist them to train local professionals who need remedial courses to perfect their skills;
- monitor and evaluate the effectiveness of the programme.

REGIONAL INITIATIVES

As it is the case with international initiatives, those at regional will focus directly on the development, implementation, monitoring and evaluation of mechanisms that would enhance youth participation in post-conflict activities. The youth can play an important role in peace building in their schools and in their communities. They can help to identify and ameliorate problems between communities which could lead to conflict. They can be trained in techniques of conflict resolution, conciliation and mediation and also be utilized for rapid action in emergency situations.

In keeping with the agenda for peace, the youth can be trained to play an active role in peace building and rehabilitation activities thus providing them the opportunity to participate constructively in their society. Youth mediators could also serve as a link, or mediate, between young people belonging to opposing tribes or ethnic groups and play a vital role in informing the public on issues of democracy, governance (electoral process, responsibilities of citizenship, popular participation) and human rights.

It is also expected that all organizations involved with any initiatives will establish high level co-operation with UNICEF. The following will facilitate the accomplishment of that goal:

1. Establishment within OAU structure A Regional Youth Council For Peace.

The Council, to be staffed by youths aged 24-30, will be within the sub division of the present OAU Conflict Management Division. The mandate of the council will be:

- to identify and define phases of peace negotiation agreements whereby youths can be involved;
- to identify and develop mechanisms whereby youths can gather and verify reliable data for peace agreements;
- to plan and carry out speaking engagements on a variety of peace issues across the region;
- to plan and implement peace media programmes especially the electronic media whereby the youths will be the major participants;
- to develop fund raising programmes for youths in peace activities;
- to assist in the establishment in every nation within the region student conflict management committees modelled after the one in Liberia.

2. Establishment within the structure of the Association of African Universities (AAU) A Conflict Research Division (AAU-CRD)

This division will be assigned the exclusive right to initiate conflict research in the region. To this end the division will be required to:

- To collaborate forces with OAU, the Political Science Association of African Universities, regional research institutions such as OSSREA, CODESRIA and international ones with a focus on Africa such as International Alert to identify research priorities with special inclination to how youths can be effectively used in the prevention of conflicts, in peace building;
- to develop and constantly monitor the effectiveness of multiple rapid research designs to be used in collecting and analyzing data on a variety of issues on how youths can be involved in the peace process;
- to duplicate and distribute such research techniques to research organizations like CODESRIA;
- to assess and establish areas of research where youths; labour must be employed;
- to research on and furnish to OAU multiple indicators for Early Warning Systems as well as constantly monitor and evaluate the effectiveness of such indicators; and
- to conduct yearly seminars/conferences for members of AAU on the subject of Conflict Research.

3. Establishment within the Association of African Universities A Trauma Centre

The centre's main obligation will be:

- to investigate how youth support groups can be used to remedy traumatic/psychological effects;
- to study the Liberia trauma centre and to recommend its replication first at regional level, second at subregional and finally at national level;
- to develop, implement and regularly evaluate programmes addressing post-conflict psychological impacts on children;
- to identify and establish the various traditional rituals useful as healing processes;
- to conduct annual seminars on various ways of identifying youths suffering from post-conflict psychological problems for teachers, PTAs (Parent-

Teacher Associations) and other educational organizations at subregional and national levels;

- to investigate and establish a referral system;
- to use the electronic and print media to disseminate information about the availability of services and service providers;
- to research on and establish how various churches can act in the healing process; and
- to investigate and establish networking mechanisms at subregional and national levels.

4. Establishment within the ECA a regional Peace Academy (RPA)

It is expected that the establishment of the academy will enhance ECA's participation in examining the best means youth can be helped to render services in the post-conflict area. The academy will have subregional offices and in collaboration with OAU, AAU, UNICEF, UNESCO and other regional peace organizations, will:

- focus attention on how education can be used in maintaining peace;
- advise member states on how youth cultural exchange programmes can be used to maintain peace. These programmes focus on the organization of cultural dances and musical groups whereby various ethnic groups can be scheduled for performance annually, preferably in the Summer;
- develop and implement at national level programmes such as "Schools Without Conflict" (SWC). The programme will involve establishing various ways by which teachers and students conflict management committees must resolve student problems peacefully;
- advise member states on how youth exchange sports programmes can be effective tools for peace maintenance;
- develop and implement at national level programmes such as Women Against Conflict (WAC). This programme will involve teaching women various ways of settling disputes among youths without violence. It will also teach women how to work with youth in organizing peaceful rallies against moves that may involve conflict;
- develop and implement a programme for army officers called the "Army of peace" (AOP). This project will entail the formation of themes reflecting the ethnic diversity of the nation. Organize speaking engagements on those peace initiatives that are dear to women and youths;

- work with national curriculum departments on the content of curriculum for peace education especially with the section involving international instruments and the strategies for implementing peace agreements;
- advise national education agencies on how to monitor and evaluate the peace education programme;
- work with the electronic media on a documentary on the atrocities of armed conflict like the ones reflected in newspapers and magazines (Ethiopian Herald of February 4, 1996, Newsweek of August 1, 1994). Such documentaries should be used regularly during i) speaking engagements/conferences at national level for army officers; ii) for PTAs and university students; iii) should be shown prior to mediation to feuding parties considering armed conflict as a solution to their problem;
- work on the publication of a pictorial text which should be duplicated and used as a teaching aid for peace education in elementary school, while the full text is used at university level;
- develop and implement sustainable multiple fund raising programmes at international, regional, subregional and national levels. Monitor and evaluate their effectiveness regularly.

NATIONAL INITIATIVES

Nationally, the various governments and their agencies will be advised to formulate and adopt the following policies and programmes that will promote youth proactive role in peace maintenance. Governments will be advised to:

1. reform their national educational policies pertaining to military training. The revised version should provide for the inclusion of segments of international instruments stipulating the rights of youth and women in their training programmes. Any recruits who fail to master the principle should be advised to leave;
2. raise the recruitment age from 15 to 25;
3. establish a policy prohibiting anyone being recruited and sent to the battle front without prior military training;
4. establish some basic military training for anyone between 25 and 30 years old;
5. train a special military unit that will spend time providing basic education to the illiterate adult population integrated with peace education and income generation. Members of this unit should be youths aged 25 to 30;

6. establish Peace Ministries that will collaborate forces with the army in promoting peace. Such ministries will have departments or divisions responsible for implementing the OAU Early Warning System, so as to detect trouble spots before they develop into large scale conflicts. The ministries will work with ECA's Regional Peace Academy (RPA) on peace initiatives relating to cultural educational and sports exchange programmes;
7. establish national policies that recognize schools, churches and medical facilities as "No WAR ZONES" or "ZONES OF PEACE";
8. work with the various religious groups on national policy that will enable youths to work towards peace maintenance;
9. establish an army recruitment policy that will discourage the dominance of one ethnic group; and
10. establish a programme called "Youth and the Army for Peace". This programme will be implemented by high ranking officers who will work with the peace Ministry on scheduling for them speaking engagements and peace rallies in the various educational institutions.
11. address the educational needs of the rural post-conflict youth by including in the regular curricula, some practical work-related experiences, for example, providing part-time employment on farms and the community and providing special skills for the training of youth who had dropped out of school before the conflict.

FUNDING FOR THE RECOMMENDATIONS

It has been proven that well-developed policies and programmes, if not translated into financial implications, will remain nothing else but sterile ideas. The recommendations made would not be actualized unless funding is provided for them. It is also important to review the existing resources to find out where accommodation can be made without further expenditure. The following financial measures must be taken as a strategy for funding the initiatives recommended here:

1. 40% reduction in military budgets across the region;
2. engagement of several units of the army in income-generating activities such as road construction, farming, real estate development, etc.;
3. organize fund raising activities such as those of UNICEF;
4. videotape cultural events (dances, choirs, etc) and produce from tapes either for rent or for sale;

5. organize fund raising dinners, dances and musical tours around the region;
6. secure low or no-interest loans for income generation to sustain programming. These should be carefully studied so as to project realistic profits which would be channeled towards the implementation of programmes;
7. request funds and/or material donations from donor agencies;
8. strengthen programmes like the "Food for Work" programme;
9. Establish within the ADB and World Bank, a unit that would provide small credits for youth to establish micro enterprises, purchase tools, farming equipment and materials and make a difference in the capacity of youth to participate in post-conflict reconstruction;
10. Establish production studios for the musical programme; and
11. organize regional and world tours for African Youth Musical Groups;
12. Last, but not least, those agencies that are entrusted with youth issues (UNICEF, UNESCO), and even those that are not, should look into their long term plans so that they could include some programmes that protect youth interest. As part of their support for the World Youth Programme of action, they may wish to allocate some portions of their budgets to activities related to youth participation in post-conflict.

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