

Defining Indicators of Development for Youth in Conflict

by

Colette Daiute
The Graduate Center,
City University of New York

Overview

- Some youth voices about conflict
2. Defining “Youth in Armed Conflict”
 3. Goals of youth development in armed conflict and communal violence
 4. Toward Indicators

Some Youth Experiences of Conflict

The Last Assault by Aldirro

*It was a beautiful afternoon
when the sun was just
beyond the horizon
Life was totally calm
One and other people
were wandering in the sandy
streets of the beautiful and calm village
...simple residences
Suddenly
A feminine cry
broke the silence
that was in the village
Then*

*A rainstorm of bullets
fell on the village
villagers started to run around
disoriented
in the large streets
looking for refuge
Some hours later, everything stopped
the village was deserted
in the streets
were the bodies of old people, children
and women, lifeless
It was the last assault*

From Nordstrom (1997). A different kind of war story. Philadelphia: University of Philadelphia Press, p.2.

Youth Experiences of Conflict (continued)

If I have the chance, I want to go to college and study something related to what I did as a medic in the NPA – I was good at what I did, I even used to operate on those who were shot... Mama asked me why I wanted to stay with the NPA. I told her I wanted to experience life as an NPA... Back then I wasn't afraid of dying...At least I had the chance to tell my Mama the reasons why I was going. It was the first time I told her about how I felt.

Sta. Maria, M. (2006). p.239).In Daiute, Beykont, Higson-Smith, & Nucci (Eds.) International perspectives on youth conflict and development. New York: Oxford University Press.

Youth Experiences of Conflict (continued)

It happened in my neighborhood. I was just the observer. My neighbor's father-in-law was drunk. His daughter –in –law hasn't got any children with his son and he was very furious because of that and he wanted to rape her. I stood aside and I didn't want to interfere. After he left, she came to my place. He was sorry when he got sober, but she is still angry with him and she will never forgive him.

From Daiute, C., & Turniski, M. (2005). Young people's stories of conflict and development in Post-war Croatia. *Narrative Inquiry*, 15(2), 217 – 239.

Youth in Armed Conflict

“Youth affected by armed conflict include those young people who are in the vicinity of, perpetrate, are victims of, and/or are otherwise directly affected by any of these forms of violence and their consequences and not just by open warfare. Youth affected by armed conflict may be refugees, internally displaced persons (DP) or returnees, or may never have fled their homes. They may or may not themselves have been victims or perpetrators of physical violence. However, each has been affected in myriad ways by the instability and social, economic, political and psychological upheaval brought on or exacerbated by armed conflict, both during the hostilities and after the war has officially ended. Some of the effects of armed conflict on youth are visible, some are not, some are immediate, while others may only become apparent over time.”

Developmental Effects of Participation in Armed Conflict and Communal Violence

Socialized into a Culture of War

Disruption of normal life, relationships, pre-war institutions, expectations, and body;

New life, survival, conflict skills, and meaning in conflict situations

Left with Psycho-social Confusion

Locked in present;

Disruption of and replacements of ways of knowing and communicating;

Confusions of Identity (Language; Values; Rituals; Social-relations)

Uncertain about Economic, Family, and Civic Possibilities

Lack of trajectory, training, choice, or destiny

Uncertainty about civic situation or potential participation

Developmental Goals

(Re)socialize to Culture of Peace

Restore primary relationships;

Participation in society – home, community, and mainstream education; work; civic activities

Address Psycho-social Issues

Establish some sense of future, through participation and skills;

Allow and support expressions about conflict;

Re-establish identity practices – language, ethnicity, etc.

Understanding and code-switching

Create Structures for Youth Determination in Civic and Family Life

Local and National

Dimensions (& Tensions) of Youth Development Indicators

Units of Analysis	Stake-holder Participant	Scale	Valence	Purpose	Process of Creation	Result	Domain
Individual	Workers on behalf of youth	Universal	Negative/ "bad"	Practical	Population-based	Outcome	Knowledge
Comm'ty	Youth	Regional National	Positive/ "good"	Strategic	Modeled	Process	Behavior
Nation	Youth Contexts Family Comm'ty Nation Etc.	More local			Other:		Process

Toward Indicators of Youth Development in/after Armed Conflict

Individual, local (areas of armed conflict), negative, outcome, population-based and modeled

1. Countries involved in armed conflict (post-conflict included)
(Sources: UN, Other)
2. Youth involved in armed conflict
(Sources: Radda Barnen database; CRC Monitoring; Human Rights Watch; others)
3. Mortality Rates – from violent causes, including “accidents”
4. Life expectancy statistics
5. Refugees (model youth stats from population ratios?)
6. Secondary school drop outs

Toward Indicators of Youth Development in/after Armed Conflict

National/local (areas of armed conflict), positive, process, population-based and modeled

1. Returnees
2. Youth rejoining education (Sources: In or add to education stats?)
3. Demobilization (Sources: UN Compliance Stats; CRC Monitoring;
3. NGO's in country – (Sources: Major Funders: EU; World Bank; others)
4. Youth participation in programs that monitor – Scouts; others;
5. Funding for rebuilding homes, schools, hospitals/clinics, businesses;

Issues

1. Long term recovery of institutions
Opportunities for youth?
2. CRC allowances – Article 38 allows participation by 15 year olds