

Committee: UN Educational Scientific and Cultural Organization
(UNESCO)

Agenda Item: Developing educational models to enhance youth political participation & engagement in resilience building

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Introduction

In the 21st century, multiple overlapping challenges have surfaced including political unrest, socio-economic inequality, environmental challenges, and health pandemics. Finding solutions to these problems requires new and inclusive strategies. As a notable population, youth have the ability to engage in governance processes as well as resilience building activities within the given societies. They possess creativity and flexibility which, along with their own perception of the world, make them a vital part of rebuilding societies. Unfortunately, structural factors, organizational barriers, and patterns of disproportionate distribution of educational opportunities have caused them to be very passive in decision-making and resilience strengthening processes. Such neglect has consequences both for progressive alternatives and for the resilience and adaptability of societies.

It is believed that the participation of youth in politics is crucial if a balanced government system is to prevail. Their participation is effective in formulating policies which protect the interests and aspirations of the future. Such efforts are however obstructed by several factors including poor provision of public educational services, systemic marginalisation from political space, or stereotypes which culturally perceives them as irrelevant. For young people in situations of war, poverty, or other forms of social deprivation anxiety, such conditions are usually aggravated, hence making it difficult for them to be heard or voicing concerns that affect their livelihood.

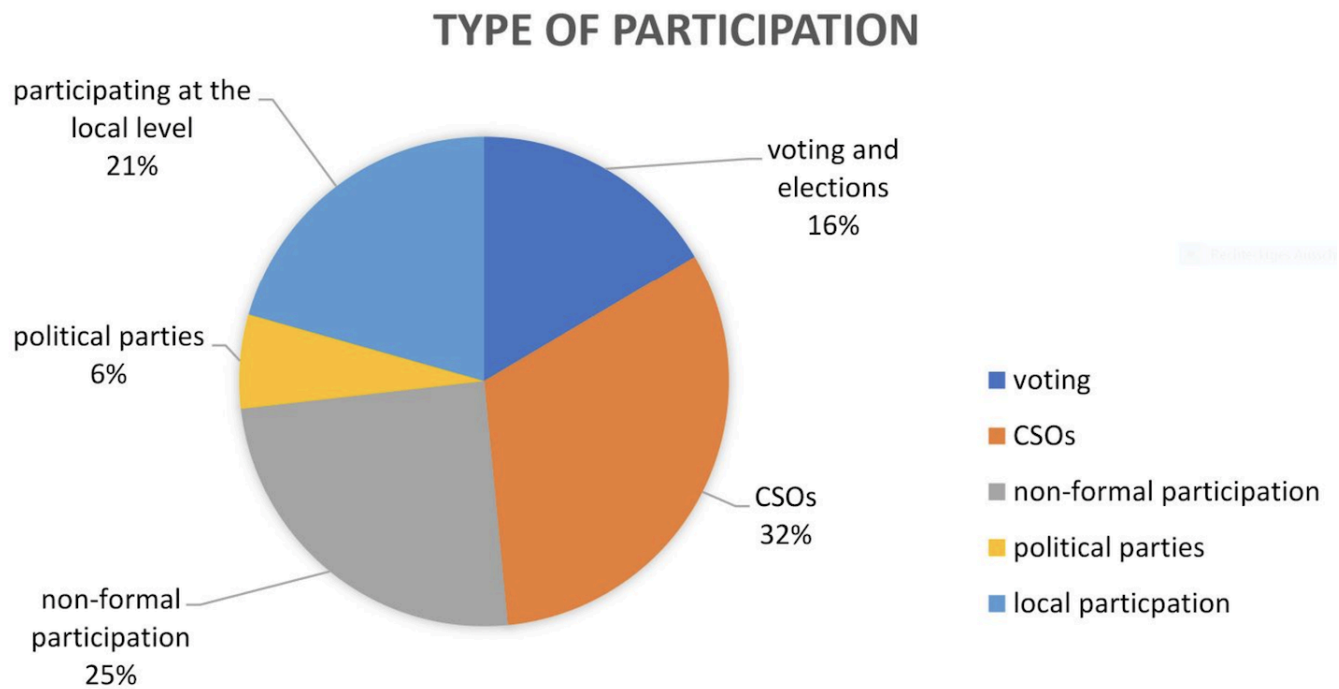
The ability of individuals and communities to respond constructively to stress and adapt after an adversity or a significant hardship is called as resilience. It is now becoming a central theme area of interest in the face of disruptions including climate change, economic turbulence as well as public health disasters. There are certain aspects such as the quality of creating new approaches, and being ready to work with new solutions which are inherent in young generations. Even so, the present education and training systems do not at times prepare such youths to participate in resilience building activities. This hinders their participation and may cause voids in the resilience of the community.

As much as resilience building processes should be viewed in relation with youth empowerment through political activities, targeted strategies of engagement and support for the youth are necessary. Societies that incorporate youth to governance structures and resilience activities are often more effective in responding to several uncertainties and changes that arise. Nonetheless, educational systems tend to focus more on theories and rote learning as opposed to the hands on, civic and analytical skills necessary to engage actively. In addition, the unequal provisions of education opportunities remain a barrier for young people in the margin whereby inclusiveness is required baede to allow such youths to engage in the governance or resilience building processes.

Such challenges of youth engagement are affected by both systemic barriers and structural injustices. It is the nature of these challenges which determines exclusionary factors or participation conceptual mobility inclusively actively. Education as a basic building block will certainly assist the youth in being skilled and knowledgeable to ensure governance and resilience processes. The engagement of young people in governance processes in turn enables a more inclusive and equitable education that would allow them to participate in tackling issues that affect their society and enhancing the development processes. Youth may be able to facilitate resilience building, and governance processes in areas where there are existing and new challenges through advance planning and capacity building.

Global Youth Unemployment Rates (2000-2023)

This line graph illustrates the global youth unemployment rate from 2000 to 2023, highlighting trends and significant changes over time.



Definition of Key Terms

Youth Political Participation: Youth political participation can be defined as the willingness of the young people to actively and willingly involve themselves in pertinent political processes and activities. This encompasses getting involved with electoral processes including voting and running for position in political office, lobbying for policy changes, or voluntarily joining civic bodies. Youth political participation bridges the gap between the youth and the current policymakers as their problems and views are taken into account when formulating policies thus helping to improve and diversify the policymaking process. It is fundamental for the legitimization of democracy as well as the formation of a society which mirrors all its members.

Resilience-Building: the enhancement in the capability of individuals or communities and institutions to foresee events that can be troublesome to them, make adjustments to the situation and still bounce back and perform their primary roles. This is a multidimensional approach that includes measures that reduce vulnerability and prepare stakeholders to meet challenges like natural hazards, sociopolitical, and economic disturbances. In terms of youth, resilience building means encouraging such youth skills as critical thinking, active participation and leadership, adjustment, and other factors that are required in the building of sustainable and dynamic societies.

Civic Education: Civic education instruction equips learners, especially young people, with knowledge of their political rights and the responsibilities that accompany these rights along with their roles, and therefore seeks to encourage comprehension of the political system's democratic values, its structures of governance, and its activities. With civic education, the youth become knowledgeable about their political rights and roles and therefore seek to actively engage themselves in matters concerning their communities. It is a core element of strategies that aim to increase the political voice and active engagement of young people in the society or community.

Inclusive Education: Inclusive education caters for diverse individuals abilities, backgrounds, and circumstances by implementing an education system that enables all individuals to obtain an education of equal quality regardless of their socio-economic status, as well as their gender, ethnicity or disability. It focusses on the concept of fairness and addresses issues in the educational system that may perpetuate the underrepresentation of certain qualitative groups or outright exclude them. Within the framework of this agenda, inclusive education is more specifically oriented towards giving access to whole youth population to political mobilization and capacity building for resisting aggression.

Sustainable Development: Sustainable development can be described as development that meets the needs of the present but not the future generations without compromising the ability to meet their own needs. It includes economic growth, social development, and environmental protection. Political participation of the youth and effective mobilization for resilience are interrelated and interdependent with the idea of sustainable development as the youth's engagement enables the formulation of policies and structures that are flexible, diversity sensitive, and forward-looking.

Major Actors Involved

United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO is a UN specialized agency that aims for international collaboration in education, science and culture and was founded in 1945 and has its headquarters in Paris (and other locations). Culture, education and science are the resources of peace which are aimed at reducing societal imbalance. Regarding youth empowerment, UNESCO in its endeavors aims at incorporating civic education, global citizenship and leadership training into the educational systems of regions. Different international organizations, including the European Union, African Union, and World Bank, working together to establish and facilitate policies that enhance youth engagement and empowerment. Partnerships with national governments allow Washington to develop special programs for the needs of the young people considering cultural and socio-economic factors of the country.

United Nations Children's Fund (UNICEF)

UNICEF was established in 1946 with the headquarters in New York, USA, and is a UN's agency that wants to ensure the rights and Welfare of children and

young people all around the world. Its main goal is to enhance education, healthcare and protection opportunities, and aid the fight for policies and programs that address the barriers faced by disadvantaged youth populations. Within its framework, UNICEF has developed a number of educational programs focused on the promotion of civic engagement for the purpose of resilience building amongst the youth. Through a wide network of partnerships with governments, non-governmental organizations, as well as with organizations and agencies of the United Nations, including UNESCO, social initiatives are carried out to prepare the young people with knowledge and skills which will help them become active in the governance and development of their communities.

The World Bank

The World Bank is an international financial organization established with the aim of offering assistance in the form of loans and grants to poor countries in order to foster sustainable economic development and alleviate poverty. The World Bank supports educational reform and resilience-building initiatives, usually targeting the disadvantaged and marginalized. Through its investments within the infrastructures, the organization endeavors to improve the youth's employability, leadership abilities and flexibility amidst difficulties in socioeconomic development. The World Bank works in partnership with UN agencies and regional institutions to implement projects that surround strengthening civic education and participation of the youth in politics and community resilience building activities.

The European Union (EU)

The European Union which is a political and economic union of 27 countries located in Brussels, Belgium also plays a crucial part in the process of enhancing youth empowerment through education. It is because of the support

under the above programs that the EU helps promote youth mobilization, civic activism, and skills acquisition throughout Europe. The EU also works in partnership with UNESCO and other global organizations to build successful models and promote educational policies for youth empowerment around the world. Their activities do not stop in the EU borders but such activity is enhanced through collaborations which are intended to advance youth engagement and resilience for the youth to all seek equal opportunities.

The African Union

The African Union (AU), through the help of the African Youth Charter adopted in 2006, is among the organizations that have worked to promote the engagement of youths in politics and social issues. This framework directs member states to ensure the youth are involved in decision making and other areas at the same time addressing issues such as the youth unemployment and access to resources. Young people should be educated about their civic duties, and the charter calls for the inclusion of civics in school's curricula in order to prepare them for future leadership roles. The establishment of such youth councils or senior parliamentary programs would enable the AU to reduce the gap between the governments and the youth since the youth are seen to be the future builders of a new African society and the unprecedented change and transformation it contains.

International Labour Organization (ILO)

The International Labour Organization is a specialized agency of the United Nations that promotes social justice and internationally recognized human and labor rights. Established in 1919, the ILO focuses on advancing opportunities for decent work, improving living standards, and fostering workplace stability. In the context of developing educational models, the ILO's emphasis on youth employment and empowerment intersects with efforts to

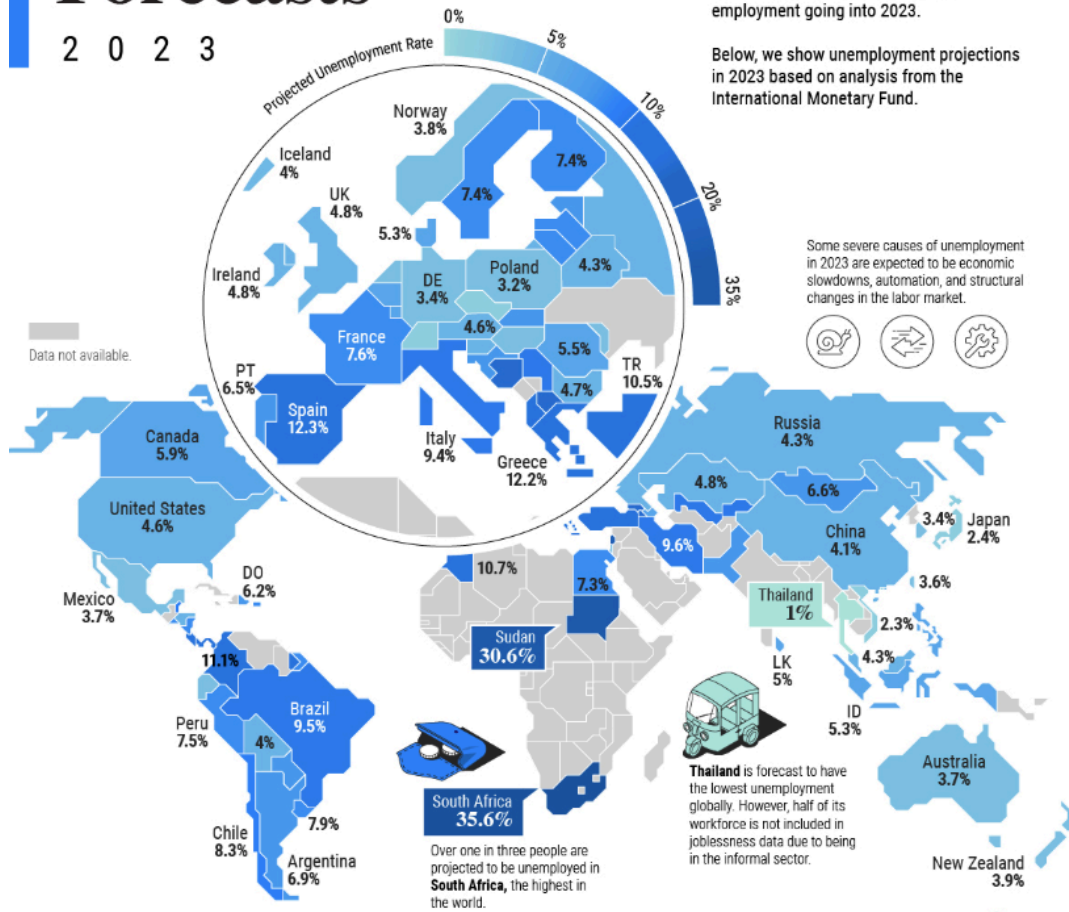
prepare young people for active participation in governance and resilience-building. The organization's reports and conventions often highlight the role of education in fostering economic security and civic engagement.

[Unemployment Forecasts 2023](#)

The visualization employs a world map to portray the 2023 unemployment projections for multiple countries with a focus on the deployment of regional diversity and universal movement as orbitally conducted by the World Bank.

Unemployment Forecasts

2023



Sources: IMF World Economic Outlook (Oct 2022), Nikkei, The Balance Money (2022)



RESEARCH + WRITING Dorothy Neufield | DESIGN VC



Spain

According to the latest data in 2023, youth unemployment in Spain is around 27 percent, indicating a worrisome trend that requires concerted attention. The Spain economy was relatively slow in recovering after the COVID-19 pandemic, thus, a considerable young population was left with no real employment opportunities. Temporary contracts add to the insecurity and high secondary dropout rates mean youth are unable to get the required qualifications for stable employment. Young people in Spain have also been

noted to have skills that are not very appealing in the labor market due to poor education. Such problems can be resolved only with the introduction of educational models oriented on skills, vocational education / training and more close constructive relations between education institutes and employers.

Afghanistan

The country of South Asia, Afghanistan is one of the countries where political participation and resilience building of its youth faces significant challenges due to factors like conflict. The wars and violence have even created a hurdle for the youth of the country to be developed as active global citizens by impeding their education, especially girls and disadvantaged communities. Afghanistan regularly attempts these practices with the help of international organizations like UNESCO, UNICEF, World Bank that provide financial and technical resources to enhance education systems. However, such efforts are stifled by institutional challenges and persistent instabilities of the political landscape which have not greatly enabled the youth of Afghanistan to meaningfully engage in socio-governance and resilience building processes.

Iraq

Youth unemployment in Iraq in 2023 stands at more than 30%. This is the direct result of the fundamental problems of political chaos, a continuing war, and a lack of sufficient infrastructure to create jobs. A lot of young Iraqis do not have access to good quality education or vocational skills and are therefore quite unskilled to enter the resource market. In this light, while creating educational models, one needs to focus on building educational institutions first, bringing in

vocational education and training, and entrepreneurship for economic transition. More importantly, engaging young people in governance and resilience is very important in addressing the drivers of instability and bringing about peace in the country for a long time.

Somalia

Somalia located in the horn of Africa also faces similar problems of youth engagement and building resilience such as armed conflicts, joined with poverty and a poor education system. Education is out of reach especially for girls and young displaced individuals who are needed to partake in governance and resilience. The Somali government in collaboration with the African Union, UNESCO and UNICEF is implementing education access and youth leadership programs, and their implementation is hampered by instability and insufficient resources.

Brazil

One of the most affected are youth in Brazil who struggle with unemployment despite the country having a youth unemployment rate pegged at around 20% as of 2023. This unemployment is a result of economic cycles and social stratification. Even with sufficient political instability that has affected the ability to formulate policies consistently, a large percentage of youth are unprepared for careers due to lack of vocational non-existing training programs. A significant portion of the youth from lower class households has difficulties in obtaining adequate education satisfying the industry's requirements. In Brazil, educational models ought to include teach the youth key employability skills that will enable them to integrate into the workforce supplemented with wide availability of vocational training and focus on

business development for the youth to be involved in governance and governance resilience processes.

Yemen

Yemen, located in the Arabian Peninsula, is perhaps the best example of a country that is unable to empower its youth due to the persistence of war and ongoing humanitarian disaster. The educational infrastructure has been completely ruined to the extent that millions of the youth are not exposed even to the most basic levels of education, what more to civil education and training for resilience. Institutions like UNICEF as well as United Nations organizations such as the UNDP carry out emergency educational programs as mantle intervention and other innovative strategies for the purpose of enhancing youth participation. Unfortunately, the level of stagnation and disorganization brought about as a result of war, impairs the extent and effectiveness of those strategies in practice.

Chad

is a landlocked country located in Central Africa which is also wracked with poverty and under-educated populace making it hard to cultivate the youth's participation in political and active resistance. To this day the country is faced with such problems as lack of infrastructure, lack of financing for education, and high disparities between the genders concerning education coverage. These gaps are being filled with assistance from organizations like UNICEF and the African Union that are implementing collaborative international projects in the country that provide for civic education and leadership skills development of the Chadian youth. But the main obstacle

remains , such as the political situation of the country and the availability of the resources necessary for the realization of these projects.

India

India's youth unemployment rate is roughly 25% as of 2023, underscoring a mismatch between its rapidly expanding educated workforce and the availability of skilled jobs. While the country has made significant strides in higher education, structural barriers in rural areas, such as inadequate infrastructure and limited connectivity, continue to limit opportunities for many young people. To address this, India must develop educational models that emphasize job-specific skills, digital literacy, and vocational training. Furthermore, bridging the rural-urban divide and fostering partnerships between industries and educational institutions will be critical for engaging youth in political participation and resilience-building.

USA

In the United States, energy in the design of programs aimed at young people's political activity is directed towards action civics and promotion of resiliency skills among youth. Programs such as Generation Citizen enable students to engage and take responsibility while addressing real-life local concerns. Several states utilize participatory budgeting processes which incorporate young people in decision making on expenditure enabling them to participate in development of their communities. In addition, as part of the drive to deal with polarization in society and epidemic of disinformation, U.S. schools incorporate digital literacy and critical thinking concepts. These initiatives are illustrations of how the country seeks to engage young people as active citizens in a democratic environment and prepare them to address issues in a globalized society.

Greece

In Greece, youth unemployment is estimated at around 28% as of 2023 being one of the remnants of the Eurozone debt crisis. Economic austerity, lack of industrial variety and absence of any business motivation to employ younger workers have created limited job openings. In spite such highly educated Greeks, the labor market rarely accommodates available jobs which prompts 'brain drain', as young experts look for work elsewhere. It is important that when developing educational models in Greece it does so with the objective of adapting curriculum to the needs of the labor market, fostering entrepreneurship and creating opportunities for young people to connect with civic engagement and resilience building in Greece.

Germany

The German nation is one of the countries that is involved in the immense development of youth around the globe, The dual system of education in Germany allows for an ideal balance between theoretical education and practical, vocational training. With its strategic location in Central Europe and being an active member of the European Union, Germany has a great influence for the EU concerning youth affairs: mainly education and political inclusion. Federal Youth Council in Germany ensures that youth are well represented in government processes in a broader sense and Germany partners with UNESCO and the European Union in promoting youth education and resilience building. Germany has also extended funds to youth programs in other countries aimed at enhancing the leadership skills of the target youths in developing countries.

Canada

Canada does not fall short of its inclusive education policies, particularly those for Indigenous and marginalized communities. Situated in North America, Canada works in synergy with international organizations including the Commonwealth of Nations, UNESCO and UNICEF in efforts to strengthen youth engagement and resilience building around the world. Canadian authorities are also involved in programs aimed at developing youth leadership and encouraging political activity and community resilience. Further, Canada also supports programs that promote youth empowerment around the world promoting access to education as an equalizer.

South Africa

Located at the southern tip of Africa is South Africa that plays a major role in the contested space of youth empowerment around socio-economic conditions and historical injustices. The country has a youth agency called the National Youth Development Agency (NYDA) which spearheads youth leadership, civic engagement, and entrepreneurship initiatives. Together with the African Union, South Africa works with UNESCO to promote fair education as well as youth resilience initiatives across the African region. These collaborations seek to deal with structural inequalities and promote active engagement in political processes among the youth in South Africa.

Japan

located in East Asia, appears as a strong player in the area of integrating education for resilience. With an emphasis on technology and disaster awareness, Japan's education system integrates community participation and resilience development as a core subject. The nation works together with UNESCO as well as with regional institutions such as Asia-Pacific Economic Cooperation (APEC) in propagating its experience in youth education and creating resilience amongst the youth. The focus of Japan's overseas collaboration is on nurturing the youth and their capability to tackle global issues.

Finland

is considered as one of the countries with the most promising education systems in the world, which focuses on social responsibility, critical inquiry and sustainable development, in integrating young people. Finnish education policies are youth-oriented and include a wide sweep of integrated leadership development and resilience components. Situated in Northern Europe, Finland is an EU member state, which works closely with UNESCO and Nordic Council in international education activities. As part of its global activities, Finland encourages the sharing of experience in education reform and the development of networks to enable youth mobilization on political and sustainability issues.

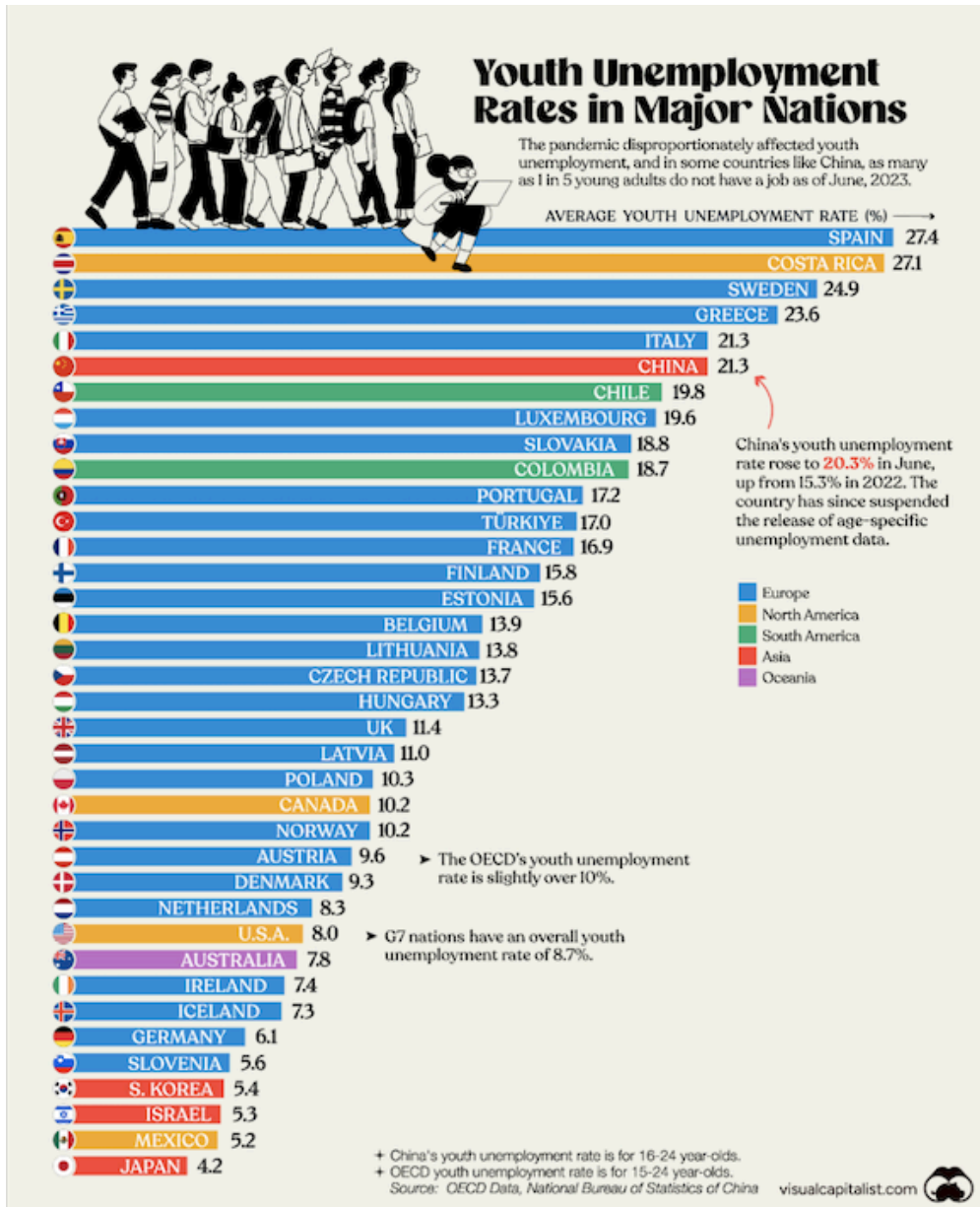
Sweden

Sociodemographic analysis of Sweden's youth unemployment in 2023 levels it from 15% to 20%. These figures also demonstrate difficulties in coping with social outcomes even in developed welfare states. The country's harsh

labour policies discourage many inexperienced workers ready to hop right in as well as the overarching differences between the labour market demand and level of education. Excluded groups, like immigrant youth, struggle with language barriers and discrimination which adds to the high unemployment rate. Sweden

Youth Voter Turnout in U.S. Elections (2016-2024)

The line graph shows the share of voters aged 18-29 in presidential elections held in the U.S from 2016 to 2024, within the scope are trends pertaining to the level of youth participation in political activity.



General Overview of the Issue

Historical Background

History has shown that the youth are one of the most powerful groups when it comes to societal change. It is hardly surprising that in the mid-20th century young people were at the forefront of one of the three crucial

movements that shaped world history between 1944 and 1974 – The civil rights movement in the United States, the Anti-Apartheid movement in South Africa, and the fight for decolonization in African countries and Asia. These movements also showed that young people are helpful in fighting injustice and changing systems. Nevertheless, their impact and efforts were often disregarded as adolescent participants were frequently excluded from structured political activities and decision-making spheres.

With regard to the role of youth, the phenomena of the global North's 'shock and awe' tactics to formally colonise the Global South were later challenged and refuted with the 1948 Universal Declaration of Human Rights along with the African Youth Charter 2006 to include the youth in both governing and education. These included targeting the youth through education and politics. However, the application of these has not been uniform across nations. Many states failed to convert such ideas into concrete programmes with the end result that such youth became politically silent.

At the start of the 21st century, globalisation and the advancement of technologies caused new trends in the political engagement of the youth. Social media has acted as a game changer for young people facilitating them to mobilize, voice their opinions and advocate for changes in policy. Many such as young people participated in the Arab Spring movements, or Greta Thunberg who inspired global youth climate strikes have used these tools in a fight for global issues. At the same time, these technologies also lead youth into the storm of political polarization, misinformation, and socioeconomic gaps making the task of political participation and building resilience even more difficult.

Economic Factors::

The socioeconomic factors relating to political engagement are apparent within young people in developing and emerging economies. Young people's socioeconomic status has a direct link with their political and civic engagement.

Young people from these backgrounds are unable to access their rights, engage in governance, or enact social change. Such economic constraints must be dealt in order for educational frameworks to design that would empower the young people & societal cohesion.

Many underdeveloped countries rather view education as privilege than an essential. Various socioeconomic divide barriers are typical in regard to able to young attending school, college or vocational training. Due to a lack of infrastructure, resources, teachers, and income for civic education programs, rural schools in sub-Saharan Africa are few. These deficiencies generate a generation of children who lack the political interest and skills necessary to be involved. The urban-rural divide aggravates these inequalities. Although educational opportunities are more available for urban young people, crowded classrooms and specially trained teachers are still hard to come by. Young people from rural settings are often subjected to long traveling hours to attend school, the negative influence of their surroundings and the harsh economic factors that prompt them to drop out of school to support their families. These youth cannot make politically informed choices or work for the systems change that society needs as they do not have the knowledge of governance, rights, or any civic duties.

Unemployment among the youth is a significant obstacle to political participation. Young people in regions of high unemployment tend to be unemployed themselves or have little possibilities to participate in politics such as voting, advocacy or protests. Some countries in Sub-Saharan Africa fall below a 50 percent threshold in youth employment, which contributes to the strife of being politically active. Youth unemployment and underemployment makes poverty a perpetual phenomenon that hardly sees any social issues addressed. The other scenario of underemployment, where youth take up jobs that are either low paying or do not commensurate with their training exacerbates the situation. Teenagers are often forced into informal, low-skilled, or low-paying jobs that provide no career opportunities. Such a degree of economic precarity breeds disillusionment with political systems, which appear to be ineffective in

addressing young people's needs. Disengagement cuts off their political space and political agency to effect any changes for the better.

Similarly, youth social and political participation, activism in particular, is hindered by economic deprivations. Protests and participation in advocacy and local government meetings take time, costs, and access to information. Youth who are economic underclass may lack the resources to participate in political activities or own communication gadgets and may even place work ahead of volunteerism. Economic pressures also contribute to the passive behavior. Their absence from political discussions handles their requirements unfulfilled policies and activities. Badly off youth are especially deterred from participating in any of the political moment due to the fear of repression which some protests or advocacy may invite in today's authoritarian or volatile political situations. Economic vulnerability resultant of insecurity makes one susceptible to abuse and therefore raises a formidable wall against mobilizing for social change. This recurrent phenomenon of the economic exploitation and the political marginalization acts to compound the barriers to youth engagement across classes.

Intertwining economic self-sufficiency training with civic education in combating the economic challenges limiting political engagement among the youth is critical. In this case, civic education must inculcate in people such as the youth, governance, and rights along with skills towards the job. Vocational and political education has an important value in preparing children to be involved in the political system. Young people who have financial knowledge, have entrepreneurial skills and have particular job-training can be potentially self-sufficient. Their financial independence allows them to go to community activities, rally demonstrations, and aspire for political office. They can link political participation to economic empowerment and the resilience of society by including civic education in the vocational education and training of youth.

Organizations and international institutions including the ILO and UNDP have established a clear connection between youth unemployment and lack of

political participation. These parties formulate strategies which involve education, employment, and entrepreneurship in order to curb the problem of youth unemployment. Quality education and training is equally an aspect which the African Youth Charter emphasizes as a factor promoting political activism and economic resilience among the youth. Initiatives promoted at the regional level such as the EU's Youth Guarantee can contribute in addressing these and broader issues. All unemployed youth less than twenty-five years of age should be given an offer to work or education or an apprenticeship within four months as per the provisions of the Youth Guarantee. The use of such approaches in developing and emerging economies may help the youth in becoming financially sustainable and politically active.

In order to develop young resiliences, one needs education strategies that enhance civic education and provide the basis for economic development. These strategies are capable of breaking the cycle of economic and political exclusion by empowering the youths to claim their rights, get involved in the decision-making process and change the society. Civics education should also embrace environmental aspects, community building and peace building as strategies in equipping the youths with skills required in addressing complicated societal problems. There is need for governments, educational institutions, and civil society organizations to work together towards implementing these strategies. Partnerships with local businesses can help provide young people with internships and apprenticeships to help bridge the gap between education and employment. Activities that are community based can help youth gain civic engagement as well as markets necessary for their skill set.

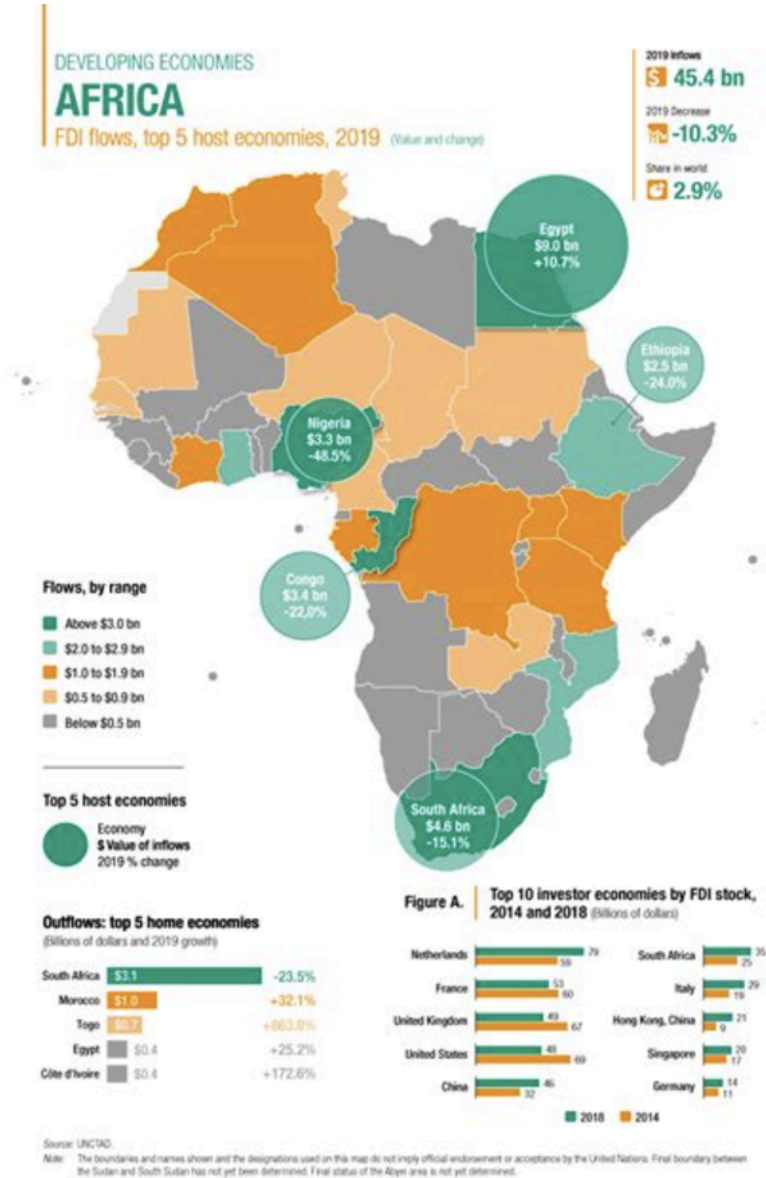
There is an urgent need for educational change, job creation and integration policies that seek to deal with economic factors that inhibit young people from participating in politics. Financing of education as well as vocational training should deal with structural inequalities in the factors of production which is the cause of youth unemployment and under employment in the labor market. Countries can realize their political and economic transformation by equipping the youth with knowledge, skills and resources necessary for participating in

governance. Specific targeted initiatives can foster economic independence, political participation and youth resilience. These kinds of activities will prepare young people to contribute positively to the community's development and to the development of the national governments ensuring that the future is sustainable and more equitable.

FDI Flows in Africa (2019):

A map showcasing Foreign Direct Investment (FDI) flows into Africa's top five host economies in 2019, along with outflows and investor trends,

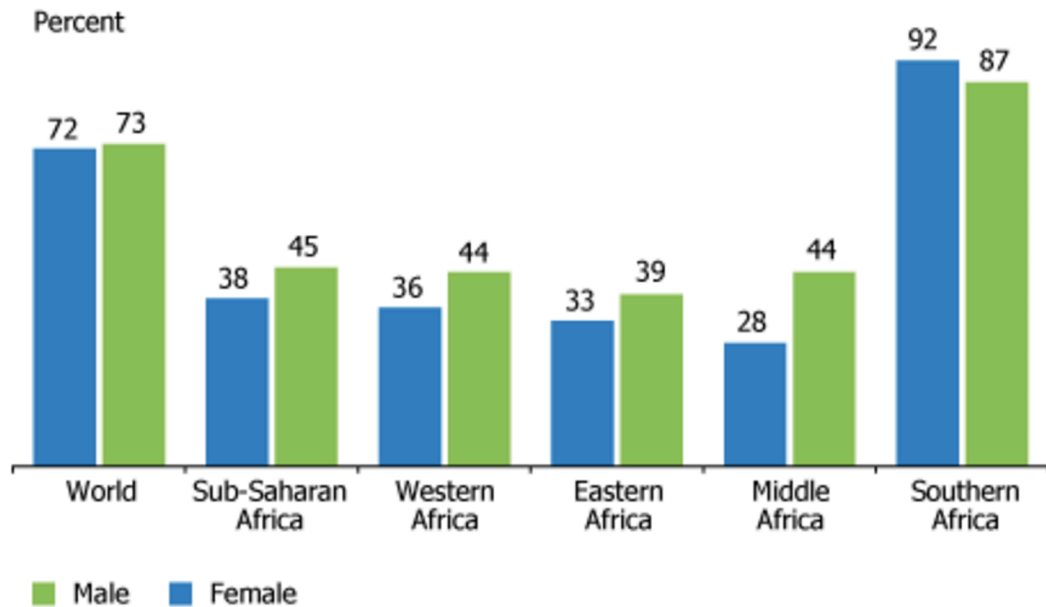
highlighting economic dynamics in developing economies and their impact on socio-economic growth.



Youth Education Gender Gap by Region (Global and Sub-Saharan Africa)

This bar graph shows gender differences in youth education worldwide and in Sub-Saharan, Western, Eastern, and Middle Africa. It highlights the

gender difference in schooling, especially in Middle and Western Africa, where worldwide and Southern African data are more balanced.

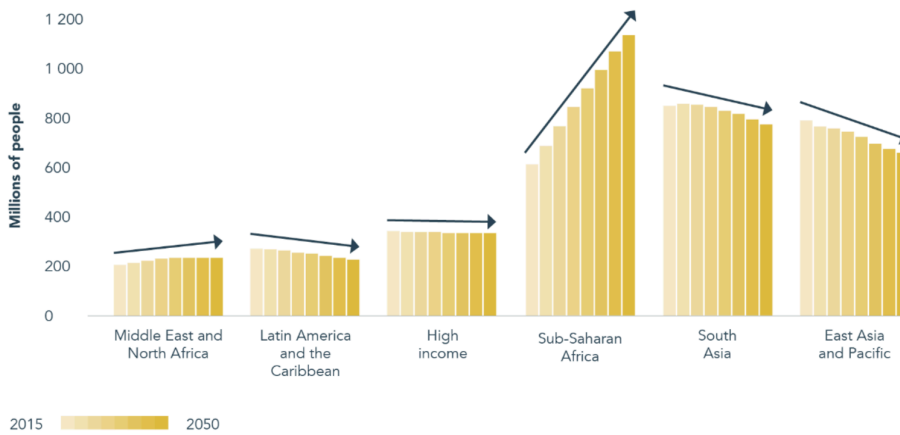


[Global Youth Population Projections \(2015-2050\)](#)

The graph integrates prophecies of both worldwide and regional demographic developments of youth population from 2015 to 2050. It is expected that the youth population of East Asia and the Pacific will decrease while that of Sub-Saharan Africa will increase by 522 million. These figures support the rationale for developing educational and political inclusion strategies for the growing region.

Figure 3.3 Global youth population projections

Over the next three decades, sub-Saharan Africa's youth population will grow faster than any other region. By 2050, sub-Saharan Africa will make up 33 percent of the world youth population, up from 19 percent in 2015. During this period, sub-Saharan Africa's youth population will increase by 522 million while the rest of the world's youth population declines by 220 million.



Note: Country groups follow World Bank classifications. Youth defined as population age 0 - 24 years old.

Social and Cultural Dimensions:

Sociocultural elements boost young political participation. Some societies support teen politics, while others set age, gender, and other criteria. Age and societal variables can either facilitate or impede youth political engagement and resilience. These processes must be understood to avoid youth political involvement hurdles in inclusion education.

Most societies believe young people are less politically mature, intelligent, and experienced. This prevents kids from participating in government and promotes prejudices that prevent real engagement. Gerontocratic arrangements give older people power. Most political systems limit leadership age, disenfranchising youth. Most jurisdictions limit the age of their legislative representatives, preventing the most active and imaginative teens from leading. Leadership, civic education, and intergenerational conversation can show youth's potential to overcome these biases. Participants in youth parliaments and local governing councils learn management and policymaking skills.

Young women struggle because gender roles limit their political engagement. Today, these norms limit women to the house, denying them education, public service, and leadership. Cultural norms prevent young women from voting in most southern and Middle Eastern nations. Family values like marriage and children trump women's education and politics. Early marriages and other discrimination hinder young women's education and leadership. Educational programs targeting such impediments must promote women's empowerment and leadership. Mentorship, scholarships, and political discourse venues can help young women transcend established beliefs. Leadership schools and civics programs can also inspire young women to lead.

One often feels his arguments or actions are futile because his opponents are in a much better position, such as many of society's youth, who rely on the establishment's benign disinterest and low cultural expectations for acceptance and encouragement. Returning to the issues, most South Asian and Middle Eastern societies valued respect for elders and adherence to order. The stringent limitations on women's anti-social behaviors were so prevalent in these civilizations that many women lived their whole virtual lives in seclusion, almost like vampires. Scandinavian countries respect and value all community members, regardless of age or gender.

Over time, activism and engagement must modify adolescent filthy cultural attitudes. Promoting young learners as leaders can shatter preconceptions and boost youth leadership acceptance. Media influence on culture must also be discussed. Young leaders were more visible as communities saw them in political, activist, and community-oriented roles, changing public perception. Social media has enabled the pictures of diaspora young leaders who are climate change or human rights and governance campaigners. Parents, community members, and educators should promote global youth cultural relevance through such educational initiatives. Resources encouraging youth community development could increase trust and support among older generations.

Youth participate heavily in governance in multi-ethnic and multi-culture integrated communities. To incorporate kids in decision-making, Scandinavian policymakers include youth. Other nations don't prioritize this. It examines youth participation and intergenerational policies and practices. Youth councils, political institution advisory boards, and politician youth quotas are included. Youth from diverse regions working together across borders would also promote inclusion and understanding.

Education fights discrimination and promotes inclusion. Schools may prepare children for engaged citizenship by teaching civics, gender fairness, and leadership. Debates, role acting, and community service can teach political involvement. Schools may provide a secure space for adolescents to discuss cultural challenges and find solutions.

Such policies and young political activities and engagement require education, campaigning, and policy change to help youth overcome socio-cultural hurdles. Some countries, civil society groups, and international agencies should promote inclusive education through active citizenship, gender balance, and leadership courses. It's crucial to highlight media, advocacy, and youth as leaders and changemakers who fight stereotypes. Discourage impediments to young participation in government and promote equal representation. Parent, teacher, and community leader participation in youth involvement campaigns is crucial. By addressing these social and cultural elements, governments can support youth democracy and resilience. Young people drive sustainable, inclusive development.

Political Dynamics

Every society has a particular political structure and governance model that enables or limits young people's involvement as decision makers or agents of change. Democratic systems, for instance, expand the scope of youth participation in the governance processes through integrating policies, whereas authoritarian regimes might escalate active political opposition to a dangerous

level, hence the youth are practically disenfranchised. It is important to grasp such political dynamics because they determine how young people can be supported and for what purposes.

In authoritarian regimes, youth participation is not only constitutionally denied but is actively and systematically suppressed by draconian regimes. Such regimes administer violence and brutality to oppressed peoples and specifically target the political participation of the youth. Governments usually cast a wide net to intercept political participation amongst the youth by abuse of authority. Democratic movements are heavy in the pursuit of freedom and justice for the oppressed; thus, such is met with extreme put-downs, forceful arrests and harassment. For example, many young demonstrators who participated in the Arab Spring were met with harsh government repression, which included censorship, spying, and violence. Such measures not only quash any desire young people aged 15 to 25 had about participating in politics in the first place but also instill an atmosphere of fear which is detrimental to youth engagement.

Furthermore, the restrictions posed upon the citizens' democratic rights in authoritarian countries hinders the process of civic education and political culture building among the youth. Young people often, in the absence of any reliable information and free discussions, do not know their rights, do not participate in political conversations and do not fight for any change within the system. Such exclusion reinforces the political alienation and limits the youth's ability to participate in diverse community resilience initiatives.

On the other hand, how to involve youth in governance in democratic systems is well practiced. There are countries like Finland and Canada which have developed policy frameworks that facilitate youth participation in governance at different levels. For instance, in Finland, youth councils have been set up to provide advisory services to local area authorities in their efforts to solicit young people's views and influence policy formulation. In the same context, Canada also uses programs as tools which strengthen parliamentary youth engagement with young leaders in public consultations. Such programs offer avenues for

youth where they can obtain working experiences, learn on leadership and engage in governance activities.

Regardless of these developments, the young, there are obstacles to political activism that still exist in even the democratic experience. For instance, age limits set upon candidacy usually do not allow for the bright, the youngest ever, to contest for high office. Similarly, when there is no funding given to youth-based efforts toward political action, young people cannot be able to mobilize, for or address any political campaign. Further, as a consequence of societal norms, the youth who are deemed inexperienced are also perceived as being unqualified for any leadership position which hampers their involvement as well. Tackling these challenges involves reforms that set the minimum voting age lower than the current requirements, age to contest in the elections, and securing funding for youth-centric political campaigns. Such measures can start encouraging young people to become more involved in governance responsibilities and more so to promote issues that concern them within policy formulation.

The existence of participatory structures that guarantee the representation of youths is also of great concern. Youth councils, youth advisory boards or the establishment of quotas for the inclusion of young representatives in the legislatures are examples of structures which can make young people participate more in governance. These mechanisms not only allow young people to engage in all aspects of policy-making but also guarantee that these young people's interests and aspirations are represented in political actions that bear significance on the future of the young people. For example, Scandinavian nations have integrated youth constitutional participation through the provision of curriculum based education and training which has resulted to the establishment of policies that encompass the value of young people becoming active and engaged citizens.

Nevertheless, the functional effectiveness of these mechanisms is however predicated on the level of their implementation and acceptance by government authorities and the civil society. Youth councils and youth advisory boards often

are in most cases powerless, both in terms of authority and resource which can enable them to affect policies in a way that is useful. In this respect, political will to provide appropriate funding and institutional backup for these mechanisms needs to be generated so that these mechanisms are more than just superficial and do provide ways in which the youth can participate.

The role of political parties in empowering the youths to participate fully seems to have merit. Political parties can act as platforms through which the youth participate in governance, advocate for their concerns and be involved in policy formulation. However, in most cases, political parties are gerontocratic and make scant or no attempts to identify and nurture younger leaders. A mechanism that encourages political member parties to give attention to youth involvement and create youth branches or committees is likely to capture the interest of the youth in governance and resilience building processes.

Moreover, global programs and instruments can be effective in encouraging the youth to participate actively in political processes. The United Nations and the European Union are two examples of organizations that prevent countries from silence young people by advocating for programs and policies that include the youth in the decision-making processes. For instance, in the UN's Youth2030 strategy, it is recognized that young people have to be empowered as agents of change, and commitment is made to enhance their participation in governance, policy making, and implementation. In the same respect, the European Union's Youth Strategy suggests measures that are to be adopted by member states to promote youth participation and resilience.

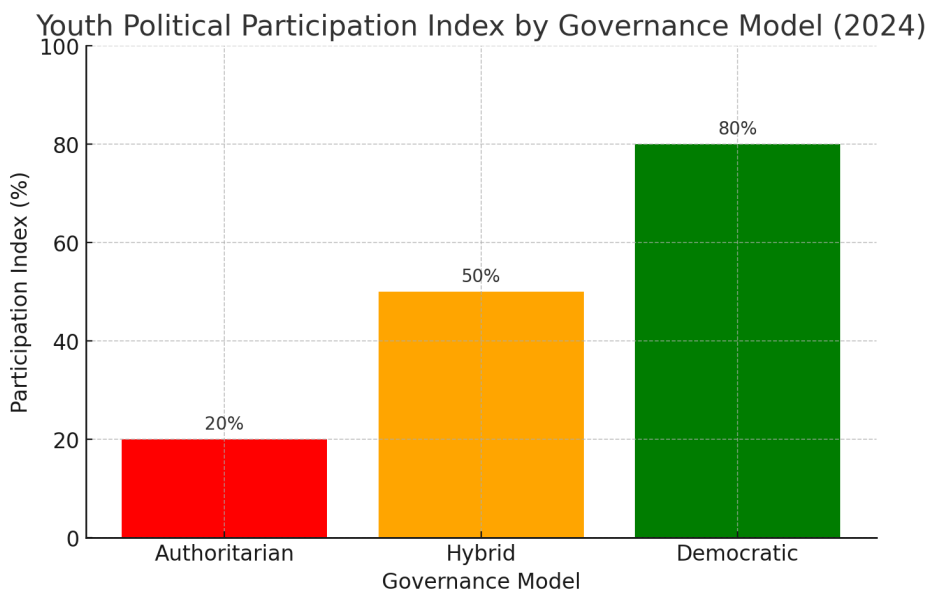
In order for youth political participation to be enhanced within varying governance systems, it is important to address the structural, social, and economic factors which constrain their participation. This encompasses dimensions such as investing in civic education programs that empower youth with knowledge and skills in the aspects of governance, creating platforms for intergenerational engagement, and encouraging collaboration among governments, civil societies, and youth organizations, amongst others. By addressing these challenges, societies can harness the ability of the young

people to participate in democracy and in the building of society in a manner that their voices are heard and their input counts.

To summarize, political engagement among youth appears to be greatly influenced by political context, with authoritarian regimes limiting the participation while democratic systems permit engagement. However, even in democracies there are age limits, resources and social dimensions which inhibit participation by youths. For these challenges to be effectively addressed there is need for institutional frameworks, corrective policies and empowerment of the youths in matters governance and building of resilience. In order to create active citizens that are able to engage with the issues of the countries, they have to be given opportunities which make it possible for the voices of the young people to be channeled towards development and democracy.

Youth Political Participation Index by Governance Model (2024)

A bar graph which illustrates youth level of participation in political processes across the authoritarian, hybrid and democratic governance systems, emphasizing the profound impact of political structures on the youth's political participation.



Geographical and Digital Contexts:

It is obvious that one's birthplace and geographical characteristics respond directly to the education and involvement in the different political processes. Rural regions are usually burdened with construction of classrooms, absence of trained teaching personnel, and poor internet facilities which are all a barrier to the execution of the civic education. The scenario is however different with urban young people who have resources, but still endure overcrowded schools and an unequal distribution of technological devices.

Of great impact nowadays for youth engagement are social networks and social/media campaigns as well as online courses or webinars for active participation in the digital age. But such opportunities come with challenges like disinformation, cyber bullying, and increased gaps between online haves and have nots. To illustrate, urban adolescents in Western developed countries are normally equipped with sufficient digital devices in surplus while young people living in rural areas or economically disadvantaged regions do not have such privileges. To overcome these challenges, more needs to be invested in infrastructure for digital devices, cheap broadband access, and the embedding of online devices in classroom instruction.

Strategies for Resilience Building:

Involving youth in resilience building processes entails preparing them to cope with problems such as climate change, social inequities and economic uncertainties. Educational institutions have to be in the forefront of this instead of being passive and reactive participants i.e. imparting the skills of critical thought and synergy. In addition, young people may participate in disaster risk reduction and conflict resolution as well as community activities that will prepare them to be useful in resilient nations.

Disaster prevention has been taught in Japan where it has become part of the curriculum so that the students can know how to react to natural calamities.

Rwanda too has gone through the same process particularly in the post genocide phase where young people were promoted to seek to heal the nation and build it through educational and community programs. There is need to liase or combine both forms of education in order to prepare youth for effective leadership against world challenges.

Timeline of Important Events

Date:	Event:
20 November 1989	The UN embraces the Convention on the Rights of the Child, providing a legal context for children’s rights to include access to a quality education and being able to be heard in decision making processes.
12 August 2010	The UN General Assembly declares also the International Year of the Youth during which participation and civic engagement are advanced as main objectives of the world development processes and policies.
17 November 2015	UNESCO has also received, and through the Education 2030 Framework for Action, endorsed the Delivery of the Education for All 2030 and Action Framework that includes youth empowerment as vital towards achievements of SDG 4 (Quality Education).

<p>23-25 September 2015</p>	<p>The UN Sustainable Development Goals (SDGs) are discussed, with its 4th goal concerning, “ensure inclusive and equitable quality education” and the 16th goal “Promote peaceful and inclusive societies for sustainable development”.</p>
<p>28 September 2022</p>	<p>The Transforming Education Summit takes place, during this members states undertake and endorsement of reforms which commits nations towards integrating civics and resilience in to the education frameworks of the youth.</p>

Related Documents:

United Nations Resolutions and Frameworks: The considerable efforts of the UN to promote youth political participation have been reflected in its various resolutions and platforms. The Participation of youth in decision-making processes at all levels of governance is emphasized in UN Security Council Resolution 2250 (2015) which concerns Youth, Peace, and Security. This historic resolution recognizes the role of young people in conflict prevention and peacebuilding in societies and the need to develop them. It urges action-oriented policies designed to preserve and enhance the voice of the youth in post conflict national recovery plans and inclusive community resilience building. Also, the UN General Assembly Resolution on Youth Development (A/RES/72/146, 2017) specifies the importance of giving youth exposure to substantial education and training that will help them engage in active citizenship. The resolution advocates that the concepts of civic education are taught as part of the curriculum in schools to positively influence the youth to appreciate politics and become active participants. Other documents such as the Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century report by UNESCO (2015) further support the position that education assists in the development of youths' critical thinking, media literacy and democratic practices. Collectively, these documents form a global policy direction in which young people are seen and valued as active citizens and developers of communities.

International Agency Reports: Several studies published by international organizations focus on the evidence and realistic measures to strengthen youth political participation, such as those prepared by the international labour organisation (ILO) . “At the intersection of education and economic empowerment,” says ILO report Youth Empowerment through Decent Work in Post-Conflict Settings (2018). Such a document points out the necessity of establishing educational programs for the youth, which will not only rekindle civic engagement but will also focus on skills acquisition for the enhancement of their capacity to participate in governance and economic activities. The focus

of the World Bank's World Development Report (2021) was on education as a contributor to an inclusive governance framework. It provides proof that practical civic education that moves individuals to further action can result in the youth participating more effectively in political and community decision making. In the same way, the OECD's Education at a Glance (2022) offers recommendations on effective approaches to the development of political literacy as part of the overall education system, especially in the member states with the observed trends of lower levels of both youth elections and political activism. Such reports do not only articulate problems but map out pathways for meeting those challenges as well by working towards establishing educational structures that are geared towards resilience and take up active citizenship within communities.

Regional Institutions and Flagship Journals: Youths have long been regarded as the future without factoring the fact that they possess great potential to shape what the future is today. For example, youth organizations and networks such as the African Union (AU) and the European Union (EU) engage youth in their decision-making bodies with the African Youth Charter (2006) being a significant document that calls upon member countries to develop policies that support mainstreaming political education in a nation's academic system and build mechanisms to promote youth involvement in politics. Educational reforms that would build up young people's capacity in leadership, in resilience building and governance are also emphasized. The EU Youth Strategy (2019 – 2027) places emphasis also on political participation of youth by focusing on young parliaments and educational initiatives which tackle democratic disinformation. The discussion has also received rather substantial attention from academic as well as policy journals. For instance, the Journal of International Affairs and Global Governance contains papers that discuss case studies of particular countries that have developed functional models of civic education for the youth. These publications explore more of the obstacles and the prospect of political participation among the youth addressing instructors and policymakers.

Non-Governmental Organizations and Think Tanks: Education reform advocates including NGOs and think tanks have sought to implement actual reforms that would promote political interest and participation as well as resilience among the youth. They are fundamental in advocating for missing pieces in the present systems, elevating the lesser heard voices, and providing implementable approaches for better and all-rounded civic education. For instance, Human Rights Watch's report, *Realizing Rights: Empowering Youth through Civic Education* (2020) highlights the potential of young people youth in this case marginalized ones when exposed to such programs. The report says that the young people who are educated through such programs become aware of their rights, learnt to think critically, and become active participants in decision-making within society. In its reports, HRW uses practical examples of cern programs to point out that the activism of the young people remains a challenge because of systematic barriers that are case persistent the right to participation. Likewise, Amnesty International has actively pressed for human rights education to be encompassed within other educational disciplines, viewing it as a means of preparing youth for advocacy and policy-making engagement. Amnesty International shares the necessity of respecting and protecting the youth's rights and responsibilities within a democratic society by their teaching through workshops, special curricula, and joint initiatives. Most of their projects aim at the youths as recipients such that they provide means of addressing the actively existing issues such as inequalities, marginalization and governance. The work of Amnesty International also emphasizes the need for safe spaces for young people to speak, share views, and work together on solutions to the issues affecting their community. One such effort has been the work of think tanks, including the Brookings Institution as well as Chatham House, which trace the nexus between youth education, political activism and resilience—two sides of a single coin. Brookings Institution, for example, suffered with the question, how can we reform our educational systems to encourage youth to govern and develop their communities. Their policy briefs stress that schools must be equipped with curricula that address both civic education and the digital landscape to minimize misinformation as well as prepare youth on the complexities of modern democracies. Chatham House has

also played a significant role, where the research focused on forging links between universities, the civil society and the local authorities. Interactions of this nature are essential in developing comprehensive approaches that not only increase the levels of civic engagement but also provide the society with the capacity to counteract the adverse effects of political violence and social polarization. As active defenders of the system, both NGOs and think tanks draw attention to the need for reshaping the existing educational frameworks for the youth to be able to contribute to governance and resiliency in a given context. As a common thread through their reports and recommendations, such integration includes the incorporation of participatory methodologies such as debate programs, model parliaments, and service-learning projects that provide firsthand experiences of civic involvement. By presenting facts through data and fieldwork interventions together with the recommendations of the scholar's, these institutions provide the picture of how the youth should be nurtured so as to be politically aware, critical, and participative in the community.

Past Solution Attempts

Civic Education Reform Initiatives: The citizens of today require knowledge not only of their country's political system but also of their country's history, culture, democracy, and rights in its society, as various countries and organizations have engaged in changing civic education to encourage the political evolution of teenagers. For example, Education for Democratic Citizenship (EDC) was introduced by the Council of Europe which sought to encourage democratic principles and active political participation among the youth in member countries. Included in the program were supplementary materials for schools and teachers and courses in democratic education for national curriculum. However, implementation was successful only in some countries due to variation in political commitment, educational infrastructure and educational resources. In many situations, the associations were superficial resting on memorization of democratic norms than participation. This little involvement weakened the impact of the initiative stressing that there is a need for practice-centered approaches to learning.

Youth Empowerment Programs: Governments and NGOs have embarked on youth inclusive projects like, leadership workshops, mentorship programs, youth councils among other initiatives to enhance resilience and encourage political action among the youth. The African Youth Charter (2006) is one such significant example that aimed at enhancing the young people all over Africa through educational and political empowerment. True, the charter provided a basis for member states to formulate policies on youth as development, but its effectiveness was highly determined by the political will of the national governments to bring it about. Many times, the lack of adequate funding, absence of infrastructural development and political conflicts have obstructed advancement. In addition, the charter has also been unable to target sections such as rural and poorer youth because of design limitations and environmental hazards. These shortcomings indicate the critical need to maintain political will and increase financial investment with the integration of outreach activities.

Technology-Driven Solutions: The citizens of today require knowledge not only of their country's political system but also of their country's history, culture, democracy, and rights in its society, as various countries and organizations have engaged in changing civic education to encourage the political evolution of teenagers. For example, Education for Democratic Citizenship (EDC) was introduced by the Council of Europe which sought to encourage democratic principles and active political participation among the youth in member countries. Included in the program were supplementary materials for schools and teachers and courses in democratic education for national curriculum. However, implementation was successful only in some countries due to variation in political commitment, educational infrastructure and educational resources. In many situations, the associations were superficial resting on memorization of democratic norms than participation. This little involvement weakened the impact of the initiative stressing that there is a need for practice-centered approaches to learning. Governments and NGOs have embarked on youth inclusive projects like, leadership workshops, mentorship programs, youth councils among other initiatives to enhance resilience and encourage political action among the youth. The African Youth Charter (2006)

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International Partnerships and Collaboration: In an attempt to encourage youth political engagement as well as resilience-building in the youth population, the World Bank has adopted the Youth, Peace and Development Agenda which emphasizes collaboration of governments, NGOs and international organizations. Such programs provided most emphasis on building capacity, education reform and policy advocacy. Even though such endeavors are broad in scope, they often do not have culturally and politically relevant micro oriented solutions. For example, such frameworks have had limited impact since the psychosocial perspective did not take into account the

conditions where youth lived – in postwar or unstable political regions. Furthermore, most of these programs were ineffective in the long run because there was a great deal of dependency and reliance on foreign aid and know-how. This warrants the need to encourage the local people to own such initiatives.

Lessons Learned: The shortcomings of such previous endeavors teach important lessons for new efforts to be instituted in the future. First, the lack of inclusivity and accessibility has always hampered the effectiveness of civic education and youth engagement programs. Efforts in the future have to be more aggressively oriented at addressing the needs of the targeted groups and addressing their varying socioeconomic and cultural backgrounds. Second, non-reformist reforms which stress on procedural learning rather than experiential learning and critical thinking do not encourage real political activism. Methods which require simulations with debates, working up policies, or working with the community are likely to be more productive. Third, on the other hand, the over-reliance on the use of digital tools should also be supplemented by other investments like infrastructure and training so that the digital equity gap is closed. Lastly, sustainability means that it cannot happen without a strong political will, appropriate finances, and ownership of the solutions being sought by the people themselves which all require time. With these shortcomings in mind, future programs can and should be developed in such a way as to address the structural issues at play and provide Young people with the opportunities to drive real change, both politically and geographically.

Possible Solutions

The building practices shall focus on developing educational models aimed at enhancing youth political participation as well as youth building resilience and further adaptation through collaborative approaches that integrate education, governance, technology, and social inclusion in the framework. Resolutions drafted should empower and enhance the capacity of the youth through systematic change and through meaningful understanding, skills, and resources for the youth to actively participate in democracy and community resilience efforts.

One of the greatest challenges is making same enforcements in the existing school's teaching learning methods where its teachers combine sociology and it's more related concepts. Such a combination will help to integrate civic education into the overall national and local education systems. It should be devised to give practical exposure in policy and community involvement to the students and not only theoretical understanding on the different levels of governance which the target beneficiaries are. Participatory pedagogy such as debates, model parliaments, and service projects, increase students' exposure to practices in a democracy. In addition, the stimulation of development of critical thinking, public speaking, and problem-solving skills will prepare the youth for positive interventions in society. There should be no discrimination in the classroom and therefore educational resources should be from all angles to include all communities in society.

Another key aspect is the use of technology to increase the range of education and educate more people. Delegates should suggest creating websites and e-learning materials targeting young people or others who live in geographically isolated or otherwise disadvantaged areas who may be interested in civic education and politics. Such platforms may also offer interactive material, which may include but are not limited to simulations of a formulation ladder of policy implementation, discussion boards, and reputable places to learn about politics. Such approaches would educate students about the

internet, socio-political issues, and how to use the internet responsibly and engage in politics. Technology is therefore instrumental in addressing physical or economic inequalities especially towards instilling the youth with a strong sense of social responsibility.

Social inclusion is another domain that suffers of neglect and deserves consideration. In following specifically to the policies and programs developed within the Network all youth irrespective of gender, age, ethnicity, disability or socioeconomic status should have equal chances of access to education and opportunities of participation. Support for civil and political participation could be addressed through scholarships, mentorship programs and youth leadership workshops aimed at marginalized communities. Similarly, networks of authorities and NGOs with community actors can effectively establish areas in which youth can participate and express their views and influence decision making. More focus has to be directed in involving Youth from Indigenous people, rural or economically segregated youth who are usually long tagged as non-political.

At the end, the partnerships between educational settings and states need to be created and fostered so that these models could be sustained and able to deliver impacts. The proposals supported by delegates should include formation of national youth councils or advisory boards to the policy makers on matters impacting youth. In order to influence the governance process, these councils will also influence the youth in appreciating the governance process in practice. Focusing on global practices such as international youth cross-border initiatives and exchange programs may also be useful in building resilience of the youth as it exposes them to new ideas and experience.

This permanent solution must integrate those interrelated aspects by offering concrete measures on how to reform educational systems, use technology, foster social inclusion, and form partnerships. This approach enables delegates to guarantee that youth are not only participants in political processes but actors at the helm of creating robust and integrated societies.

Useful Links

“UNESCO's ‘Youth as Peacebuilders: Enhancing Youth Resilience and Building Peace’: This publication showcases ways in which young people can participate as agents of change and peace within their communities, and emphasizes the need for positive images of youth leadership.”

[UNESCO Documents](#)

“A ‘Youth Guide on Education for Peacebuilding and the Prevention of Violence’: This guide focuses on the contribution of education to peace and reconciliation and the untapped potential of the youth by way of providing tools for advocates for youth participation in development, including the establishment of youth spaces and community mobilization.

[UNESCO Documents](#)

“Building Democratic Resilience: The Impact of Political Engagement”: In this article, the authors contend that early exposure to the political arena, especially during schooling and universities, should be actively encouraged if xenophobia is to be tackled and democracy deepened.

[SpringerLink](#)

“UNDP's ‘Youth Participation to Sustain Peace during Electoral Processes’: Such perspectives should be embedded in decision making processes at all levels of violence causation, peace agreements and above all, governance through political participation.

[United Nations Development Program](#)

“Community of Democracies’ ‘The Role of Youth in Democratic Resilience’” – this summary report discusses the role of youths activists and leaders in deepening democratic systems, as well as some of their best practices on how they were able to encourage participation of youths at all levels in decision making processes.

[Community Democracies](#)

UNDP’s ‘Youth, Peace and Security: Fostering Youth-Inclusive Political Processes’: This handbook contains examples and recommendations for promoting and facilitating youth-inclusive political processes and significant political engagement.

[United Nations Development Program](#)

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