

Building National Architectures for the Prevention of Mass Atrocities and Genocide

Youth and Education as Drivers of Prevention

a) What are the challenges today of building national architectures?

- Trauma is intergenerational nature - both living conditions and 'subjective conditions, beliefs, biases, prejudices are passed on and reinforced from one generation to another.
- Youth must be reached in their formative years (Age 9-17) to strategically change their attitudes and orientation.
- There is a lack of materials that pertain to specific situations, needs to be developed.
- Lack of good methods to reach young people, esp. those that have suffered trauma.
- Lack of trauma counselling and treatment
- Inaccessibility - once children drop out of school there are difficult to find and bring in, needs creative ways of partnering with community institutions and leaders.
- Little social services available to support the re-integration of such young people back into society
- Good policies at national level, but very poor implementation on the ground.
- Madrassas not only used for indoctrination but also don't teach basic skills (reading, writing, numeracy) so young people don't acquire life skills.
- Governments may deny history, not recognize and respond to atrocities, don't develop a justice process, nor preserve memory.
- Restitution, recognition, rehabilitation doesn't exist.
- Perpetrators are very strong, well-connected and so immune from justice.
- Don't need to make new institutions, rather strengthen those that already exist.

b) What have we learned about building national architectures?

- Most strategic approach is not didactic, but better to use creative ways employing games, arts, music, sports to integrate peace values and show benefits of tolerance and working together.
- Good practices of reaching youth includes an adjunct to traditional museums such as 'mobile museum' in a bus to go to schools and offer relevant education modules (e.g. Declaration of Human Rights, tolerance, respect for diversity), oral history with own family, short term workshops and training, bringing together youth from several communities, religious/ethnic groups, countries.

c) What could be the contribution of GAAMAC to address these challenges?

- Need help with ending impunity of perpetrators
- Need contact with other scholars and practitioners (like GAAMAC II but also at regional level)
- GAAMAC can help stimulate more work by creating, and/or supporting existing, networks of practitioners that can sharing ideas
- Influence regional groupings to fulfil their potential to push/support national counterparts and use international partners to help with this.

d) Other specific and very relevant issue to be recorded?

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