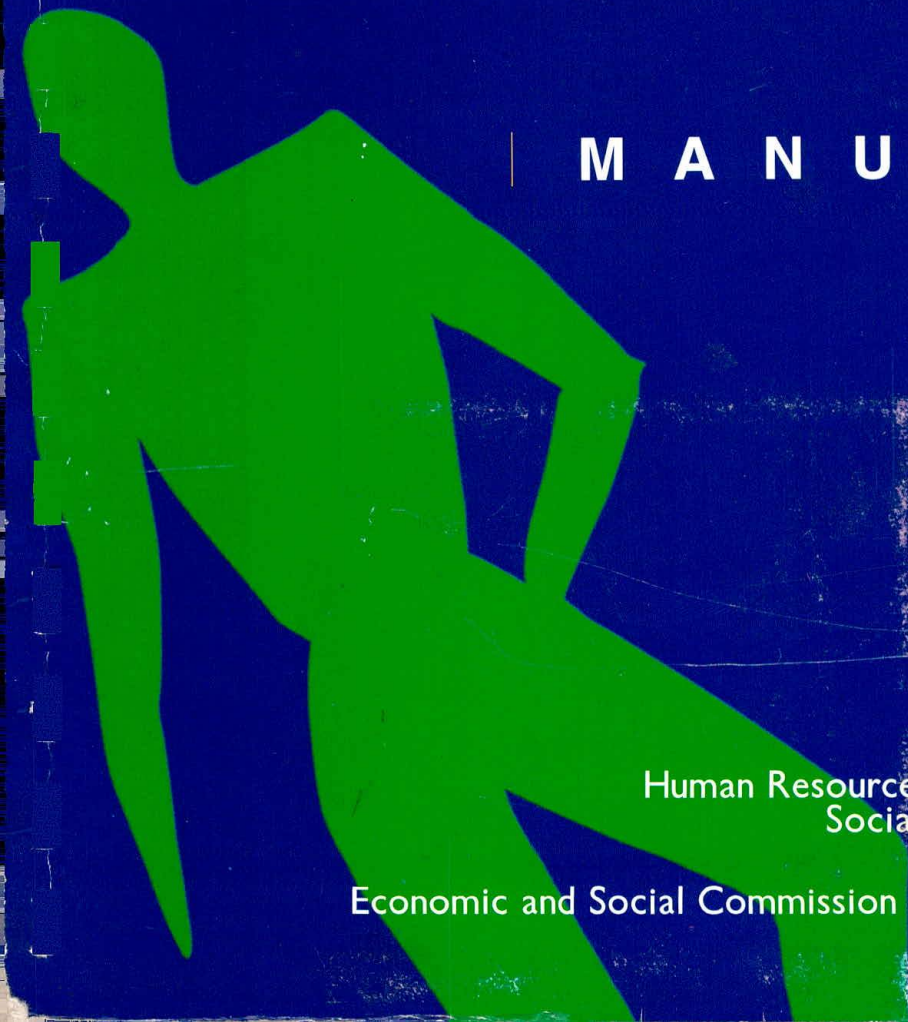


YOUTH PARTICIPATION

| M A N U A L |



Human Resources Development Section
Social Development Division
United Nations
Economic and Social Commission for Asia and the Pacific



United Nations

Economic and Social Commission for Asia and the Pacific

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[ST/ESCAP/2036]

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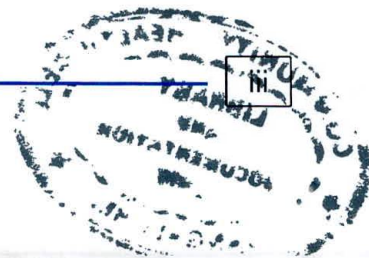
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Introduction

“Youth participation is about developing partnerships between young people and adults in all areas of life so young people can take a valued position in our society and the community as a whole can benefit from their contribution, ideas and energies.”

(Australia Youth Foundation)

The United Nations has long recognized the important role played by youth in the continuing development of the world in which they live. The Organization drew worldwide attention to the importance of youth in observing the 1985 International Youth Year: Participation, Development and Peace. Recognizing the need to expand the opportunities available to young people to participate fully in society, the General Assembly adopted the World Programme of Action for Youth to the Year 2000 and Beyond (General Assembly resolution 50/81 of 14 December 1995) as a framework for nations to increase their capacities to address youth needs and issues.

Youth are at the forefront of global, social, economic and political developments. In addition to their intellectual contribution and their ability to mobilize support, young people bring unique perspectives that need to be taken into account. The progress of our societies is based, among other elements, on each society's capacity to involve young women and men in building and designing the future.

(United Nations Youth Unit, 1997: 3)

The fact that youth constitute a significant proportion of the population of the Asia-Pacific region highlights the importance of fully integrating youth into society through youth participation. The United Nations defines youth as the age group between 15 and 24 years old, which represents approximately one fifth of the total population of the Economic and Social Commission for Asia and the Pacific (ESCAP) region. The premise of youth participation is that if youth are encouraged to participate fully in society they can become more knowledgeable about their rights and more responsible citizens. It is envisaged that once young people have the opportunity to realize their potential, be respected by society and fully participate in their community, consistent with their human rights and responsibilities, society at large will benefit. Young people are the key to the future and are thus placed at the core of human resources development.

ESCAP recognized the importance of youth participation by adopting resolution 52/4 on promoting human resources development among youth in Asia and the Pacific, in April 1996. This was a response to the adoption by the United Nations General Assembly of the World Programme of Action for Youth to the Year 2000 and Beyond. That resolution highlighted 10 priority areas including “the full and effective participation of youth in society and decision-making”.

The capacity of each society to progress is based, among other elements, on its capacity to incorporate the contribution and responsibility of youth in the building and designing of its future. In addition to their intellectual contribution and ability to mobilize support, young people bring unique perspectives that need to be taken into account. Youth organizations can be important forums for helping young people to develop the skills necessary for effective youth participation in society.

(World Programme of Action for Youth to the Year 2000 and Beyond, Priority 10)

ESCAP notes that there are three key issues in providing a voice for youth in society: access and benefit, the ability to influence and equity. These are the three pillars of youth participation. They refer to the rights of all youth to have access to opportunities and to play an active role throughout society. This applies to all youth, including girls and young women, rural youth, youth with special needs and other marginalized youth. In many situations, youth are the first group to be denied opportunities. One example is employment, where youth are often the first to lose their jobs in a restructuring effort. The recent economic crisis has highlighted the disproportionately high level of unemployment among young people. In addition, young people often do not have easy access to information. In the Asia-Pacific region, this is especially true for information on sexual and reproductive health and access to appropriate services.

ESCAP advocates a shift in attitudes to youth and recognition of them as active participants and agents of change, capable of making the decisions which affect their lives and society as a whole. Youth are capable of shaping the world of today and tomorrow.

The problems facing youth challenge today’s societies and future generations as well. They include: limited resources available for funding youth programmes and activities; inequities in social, economic and political conditions; gender discrimination; high levels of youth unemployment; armed conflict and confrontation; continuing deterioration of the global environment; increasing incidence of disease, hunger and malnutrition; changes in the role of the family; and inadequate opportunity for education and training.

(United Nations Youth Unit)

It is critical that youth concerns and issues are understood and addressed. The best route to understanding youth is to give them a voice through facilitation of their active participation, hence empowerment, in society. ESCAP has shown its commitment to the full integration of youth in society by its decision to develop youth participation indicators (YPIs), as called for by the Asia-Pacific Meeting on Human Resources Development for Youth and the Pacific, held at Beijing in October 1996. At that meeting, the governments of the Asia-Pacific region urged ESCAP "to develop a series of youth participation indicators to facilitate the analysis of, and thereby promote youth participation in the planning, implementation and evaluation of national youth and related policies". (Beijing Statement on Human Resources Development for Youth in Asia and the Pacific, Beijing, 22-26 October 1996, p. 20.). These YPIs are intended to address the problems that impede the effectiveness of programmes and policies that encourage youth participation, namely:

1. The lack of standardized data on youth development and participation to serve as a basis for policy-making and planning;
2. The inadequate analytical basis for national policy-making and planning for youth.

(Beijing Statement on Human Resources Development
for Youth in Asia and the Pacific)

The present Manual is intended to assist in promoting effective youth participation. It contains four chapters and an annex. Chapter I introduces the principle of youth participation and discusses the value of youth participation indicators. Chapter II explains the rationale for enabling youth participation and the need to assist young people in fulfilling their responsibilities in society and in obtaining their rights as citizens. Indicators to help measure levels of youth participation are also introduced. Their value is highlighted through discussion of a case study on adolescent reproductive health. Chapter III contains recommendations for policy makers and programme managers at the local and national levels. References for further study, including recommended readings and Web sites are given after Chapter III. The annex contains examples of best practices in promoting youth participation in the Asia-Pacific region.

This Manual, together with its counterpart, the Youth Policy Formulation Manual, provides guidelines for those involved in formulating and implementing youth-related policies and programmes at all levels. By proposing a set of youth participation indicators, this Manual attempts not only to ensure youth participation, but also to measure its effectiveness. In addition, the Manual aims to encourage the inclusion of young people in decision-making at the local, national and regional levels, in order to encourage partnerships between young people and adults. It is hoped that it will provide the means to improve access and benefit, the ability to influence and the equity of young people.

I *Youth Participation: A Closer Look*

A. INTRODUCTION

The present chapter first explains the development of the principles of youth participation by exploring conventions, forums and declarations. Then the rationale for incorporating provisions for youth participation in policies, programmes and projects will be established by highlighting five considerations:

1. Ensuring the success of youth programmes through youth participation;
2. Understanding the benefits of youth participation;
3. Linking youth participation with responsible citizenship;
4. Incorporating the cornerstones of youth participation:
 - (a) Access and benefit;
 - (b) Ability to influence;
 - (c) Equity;
5. Viewing youth participation as a process of empowerment.

B. BACKGROUND

As yet a convention focusing specifically on youth issues and concerns does not exist. There are, however, conventions, conferences and declarations that highlight the concept and principles of youth participation. It is interesting to explore the key statements on youth participation of such documents, which include:

1. The Convention on the Rights of the Child (1990)
2. The World Programme of Action for Youth to the Year 2000 and Beyond (1995)
3. The Braga Youth Action Plan (1998)
4. The Lisbon Declaration on Youth Policies and Programmes (1998)
5. The Hague Forum (1999)

An overview of the sections of these documents which highlight the importance of youth participation is given below.

1. Convention on the Rights of the Child

The Convention on the Rights of the Child is the most widely ratified human rights treaty in history.¹ The drafting of the Convention began in 1979 during the International Year of the Child. It was adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, and entered into force 2 September 1990, in accordance with article 49. The Convention sets the minimum legal and moral standards for protecting children's rights. States parties to the Convention are bound legally and morally to protect and promote the cause of child rights, through administrative, legislative, judicial and other measures. The Convention is unique in being the first legally binding international instrument to incorporate the full range of human rights: civil and political rights as well as economic, social and cultural rights.

The Convention highlights child and youth participation throughout its text. In the preamble, it is recognized that children "should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity". Article 12 states that "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child" and that "the child shall ... be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child". Article 13 states that the child "shall have the right to freedom of expression ... The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; or (b) For the protection of national security or of public order ... or of public health or morals". Lastly, article 29 asserts that education should be directed to developing children's respect "for human rights and fundamental freedoms ... for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own ..." and to preparing the child "for responsible life in a free society".

2. World Programme of Action for Youth to the Year 2000 and Beyond

The World Programme of Action for Youth to the Year 2000 and Beyond was adopted by the United Nations General Assembly in 1995, the tenth anniversary of International Youth Year, to provide a policy framework

¹ See suggested Web site: Convention on the Rights of the Child. (www.unicef.org/crc/crc.htm)

and practical guidelines for action to improve the situation of youth in society. The themes of participation, development and peace, identified by the General Assembly for International Youth Year, are also the general themes of the Programme. The Programme targets the global youth population of 1,030 million people or 18 per cent of the world's population, according to the United Nation's definition of youth as individuals between the ages of 15 and 24. The ten priority areas of the Programme are:

1. Education;
2. Employment;
3. Hunger and poverty;
4. Health;
5. Environment;
6. Drug abuse;
7. Juvenile delinquency;
8. Leisure time activities;
9. Girls and young women;
10. The full and effective participation of youth in the life of society and in decision-making.

In particular, the tenth area discusses the need for the full and effective participation of youth in the life of society and in decision-making:

The capacity of each society to progress is based, among other elements, on its capacity to incorporate the contribution and responsibility of youth in the building and designing of its future. In addition to their intellectual contribution and ability to mobilize support, young people bring unique perspectives that need to be taken into account. Youth organizations can be important forums for helping young people to develop the skills necessary for effective youth participation in society.

The Programme thus proposes action:

1. To develop and strengthen opportunities for youth to learn their rights and responsibilities;
2. To promote the social, political, developmental and environmental participation of young people, and remove obstacles that affect their full contribution to society;

3. To encourage youth associations and their activities through financial educational and technical support;
4. To foster national, regional and international cooperation and exchange between youth organizations;
5. To strengthen the involvement of young people in international forums, for example by considering the inclusion of youth representatives in the national delegations to the United Nations General Assembly.

3. Braga Youth Action Plan

The Braga Youth Action Plan was adopted at the Third World Youth Forum, held at Braga, Portugal from 2 to 7 August 1998. The Plan highlights the importance of youth participation and provides a comprehensive list of youth policy recommendations that both incorporate and encourage such participation. Representatives of youth and youth-serving organizations, the United Nations System and other intergovernmental organizations stressed their joint commitment to youth participation for human development:

“We have gathered here to promote Youth Participation for Human Development, convinced that the participation of youth is a prerequisite for the development of humankind as a whole”.

...

“The Braga Youth Action Plan is a joint commitment to Youth Participation for Human Development made by youth NGOs, the United Nations system and other intergovernmental organizations in partnership.

As participants at the third World Youth Forum of the United Nations System, we pledge our personal and unwavering commitment towards Youth Participation for Human Development.

We now call upon all youth, governments of the world and the international community to work together with us to carry out these commitments and make our vision of Youth Participation for Human Development a reality.”

“On the threshold of a new millennium, young people are full of hope and commitment. We are convinced that in partnership between youth and youth-serving organizations, national governments, the United Nations System and other intergovernmental organizations, we can shape our world for the creation of a better future for all.”

In addition, it notes that real and sustainable solutions to social and economic problems that affect youth can only be found at the global level through the development of new partnerships between all the parties involved.

The Plan highlights the following requirements of youth participation for human development:

1. Young people should be adequately financed by both government and the private sector in order to become full and active partners in the development process;
2. Young people's stake in the development process should be recognized;
3. Young men and women should participate on equal terms;
4. Young women should be empowered;
5. All young people should be enabled to participate in the development process without any form of social exclusion;
6. Young people should participate in the decisions taken today about the resources of tomorrow;
7. Young people should participate in political decision-making on all levels and should be enabled to organize themselves in youth NGOs, student unions, trade unions, political parties, and in the creation of mass media in order to fully participate in political, economic, social and cultural life;
8. Youth issues should be mainstreamed into all policy-making.

4. Lisbon Declaration on Youth Policies and Programmes

The Lisbon Declaration on Youth Policies and Programmes was adopted at the World Conference of Ministers Responsible for Youth, held at Lisbon from 8 to 12 August 1998. The World Conference of Ministers was the first global meeting on youth to be held at ministerial level since the founding of the United Nations in 1945. It was held as a follow-up to the World Programme of Action for Youth to the Year 2000 and Beyond and focused on strengthening national capacities regarding youth and increasing the quality and quantity of opportunities available to young people. Over 100 government leaders participating in the Conference committed themselves to take action in the eight key areas affecting youth: national youth policy, participation, development, peace, education, employment, health, and drug and substance abuse.

In the section on participation, government leaders committed themselves to the following seven key actions:

1. Ensuring and encouraging the active participation of youth in all spheres of society and in decision-making processes at the national, regional and international levels;
2. Promoting education, training in democratic processes and the spirit of citizenship and civic responsibility of young women and young men with a view to strengthening and facilitating their commitment to, participation in and full integration into society;
3. Facilitating access by youth to legislative and policy-making bodies;
4. Upholding and reinforcing policies that allow independent and democratic forms of associative life;
5. Giving higher priority to marginalized, vulnerable and disadvantaged young women and young men;
6. Giving priority to the building of communication channels with youth;
7. Encouraging youth voluntarism as an important form of youth participation.

5. The Hague Forum

The International Forum for the Operational Review and Appraisal of the Implementation of the Programme of Action of the International Conference on Population and Development, known as the "Hague Forum", held in The Hague, Netherlands from 8 to 12 February 1999, aimed to provide recommendations for the next phase of implementation of the Programme of Action of the International Conference on Population and Development.² The Forum was preceded by three meetings of key partner groups committed to the implementation of the Programme of Action, including the Youth Forum, held at the same venue from 6 to 7 February 1999.

The Youth Forum consisted of 132 young people from youth and other organizations from 111 countries. Their recommendations led to key actions in the Programme of Action aimed at meeting the needs of young people and which were adopted by consensus as a resolution.³

² Approved by consensus by 179 countries in September 1994 as endorsed by the General Assembly in its resolution 49/128 of 19 December 1994.

³ Report of the Ad Hoc Committee of the Whole of the Twenty-first Special Session of the General Assembly (A/S-21/5/Add.1).

Hague Forum key action 21b:

"Priority should be given to programmes such as education, income-generating opportunities, vocational training, and health services, including those related to sexual and reproductive health. Youth should be fully involved in the design, implementation and evaluation of such programmes and plans."

6. Addressing youth concerns

It can be seen from the above that although there is no current youth convention, declarations do exist which stress the importance of youth development and the need for youth participation. All the above-mentioned declarations express the commitment of governments to implementing youth policies and programmes and to involving youth in their development and implementation.

C. WHY YOUTH PARTICIPATION?

Youth is generally agreed to be the transitional phase between childhood and adulthood. There is, however, considerable variation in the official definitions of youth in the Asia-Pacific region.

Definitions of youth in the Asia-Pacific region

Country	Age range (years)
Australia	15-25
Bangladesh	15-30
Brunei Darussalam	15-25
China	14-28
India	13-35
Malaysia	15-40
Maldives	16-35
Micronesia, Federated States of	6-35
New Zealand	15-24
Pakistan	15-29
Papua New Guinea	12-35
Philippines	15-30
Republic of Korea	9-24
Samoa	15-35
Singapore	15-29
Sri Lanka	15-29
Thailand	15-24
Tonga	12-25
Vanuatu	15-24
Viet Nam	15-35
United Nations	15-24

For the purposes of this paper the definition of youth of the United Nations has been adopted. However, regardless of the definition adopted, youth should be recognized as a distinct group with specific needs that should be taken into account when projects and policies affecting youth are being formulated and should participate in the formulation process. Although affected either directly or indirectly by these programmes, youth are rarely provided with the means of making any significant input. In most countries, national policy on areas such as education, welfare, defence, health, environment and justice is formulated and implemented without consultation with, or input from, youth.

1. Ensuring the success of youth programmes

In order to ensure that the needs and interests of youth are addressed effectively in programmes that affect youth, it is crucial that youth participate at every stage of the policy-making process: consultation, formulation, design, implementation and evaluation. The World Bank advocates the use of stakeholder analysis in planning participatory activities and provides guidelines for identifying and involving stakeholders (World Bank 1996: 126-127). The following questions can help identify stakeholders:

1. Who might be affected (positively or negatively) by the development concern to be addressed?
2. Who are the "voiceless" for whom special efforts may have to be made?
3. Who are the representatives of those likely to be affected?
4. Who is responsible for what is intended?
5. Who can make what is intended more effective through their participation or less effective by their non-participation or outright opposition?
6. Who can contribute financial and technical resources?
7. Whose behaviour has to change for the effort to succeed?

The premise for the stakeholder analysis is how the degree of influence of a certain party on policy is derived from the extent of participation of that same party in formulating the policy. Youth should gain the most from any youth policy as they are the primary stakeholders or beneficiaries. The influence of the secondary stakeholders, which can include government organizations, NGOs, professionals or the community at large, should be indirect. However, since influence on policy depends largely on the extent of a party's participation, and youth participation, if any, is minimal, the influence

of the secondary stakeholders is generally greater than that of the primary stakeholders. This underlines the importance of increasing the influence of the primary stakeholders, thus increasing youth participation.

Programmes and services for young people function better with young people's participation. Youth should be given a say in the formulation of policies affecting them, rather than having them dictated by adults. If consultation with and participation by young people is lacking, the projects, programmes and policies designed for young people can be inappropriate. Young people should help to generate, share and analyse the information used in formulating youth policies.

2. Youth participation defined⁴

Youth participation is a process through which youth influence and share control over initiatives and the decisions and resources that affect them.

Youth participation takes two main forms:

1. Social participation: influencing policy which directly affects daily life at a neighbourhood level or through education, work or health programmes;
2. Political participation: influencing the political decision-making process.

(de Winter 1995: 25)

Youth are capable of transforming needs into policy, especially in an atmosphere of trust and respect. In a supportive environment, young people are better able to identify their own needs. When youth set priorities, specify objectives and develop tactics, a sense of ownership is generated. This can provide more incentive to youth to provide fresh and meaningful insight, and, with the collaboration of the other stakeholders, can lead to the invention of practices and the adoption of institutional arrangements that can achieve the desired aims. The resulting youth policy is more likely to be relevant to the needs of youth.

Youth participation and empowerment have numerous benefits, including:

1. Voice and influence: provides a level of influence and choice about the types of services and helps young people clearly understand their own desires and needs;
2. Child development: provides an exploration of youth's own potential;

⁴ In the World Bank's definition of participation "stakeholders" is replaced with "youth". (World Bank 1996)

3. Social and political education: provides opportunities to acquire skills in debate, communication, negotiation and individual or group decision-making and to learn how individuals, groups and even national politics work;
4. Creators not consumers: encourages young people to be active in creating the services they use, rather than being passive consumers of services provided for them, and highlights that any such service must be an agent for social change and not for social control;
5. Updated services: enhances services that reflect the interests and problems defined by young people;
6. Participation in wider society: helps prepare young people to participate in wider societal decision-making;
7. Democracy: promotes the use of open and accountable services which encourages respect for democratic principles.

(Save the Children 1997)

Youth can be seen as a positive factor and as an opportunity rather than a problem. The inclusion of young people not only benefits the young people themselves, but also results in better projects, programmes, policies and a better society as a whole.

3. The advantages of working with youth

Adults should be aware of the advantages of working with youth and how the creation of a supportive environment encourages greater youth participation. Youth will be more receptive to the idea of working with adults when they become aware of their potentially pivotal role in society and they discover that their participation can take place in a supportive environment. It is therefore important that youth work hand-in-hand with adults: "Capitalising on this force for change calls for young people to work in partnership with adults who encourage their participation and are receptive to their ideas". (UNAIDS 1999b).

Advantages of working with youth

1. Young people's expertise on their own social and cultural conditions can be consulted;
2. Young people can bring new perspectives, influencing outcomes in new and unexpected ways;
3. Participatory mechanisms for services can be tailored to be more responsive, understanding and considerate of young people;

4. Policies and programmes incorporating young people in their design and delivery are likely to be more efficient and effective;
5. Active and productive youth involvement can improve the image of youth and challenge negative stereotypes of young people perpetuated in the community.

(Adapted from the Youth Participation Strategy
of the Australia Youth Foundation)

Creating a supportive environment

1. Support young people's right to participate in decisions affecting them;
2. Assist young people in developing skills, confidence and awareness to enable them to take initiatives and tackle issues on their own;
3. Create more awareness of young people's broader rights to citizenship and participation in society.

(Adapted from the Youth Participation Strategy
of the Australia Youth Foundation)

D. YOUTH PARTICIPATION AS A FOUNDATION FOR RESPONSIBLE CITIZENSHIP

In most countries young people become legal adults at the age of 18 and answerable for their own actions, like other adults. Young people's status is suddenly changed from "child" to "adult": they gain the right to vote, to start a business, to drive a car and to defend their country. Although the age of majority varies from country to country, the lack of training to help young people adapt to the responsibilities of adulthood is general. Below the age of majority young people have minimal rights and few legal responsibilities; above it their situation changes dramatically. This legal transformation from non-adult to adult is a sudden one and youth are frequently inadequately prepared for their new roles.

Youth participation can help children become more responsible adults and citizens by easing the transition from childhood to adulthood. Two key functions of youth participation should be highlighted:

1. Democratic citizenship. This is instrumental in giving young people a chance to develop into competent, independent and responsible citizens;
2. Empowerment. This strengthens the social influence and power of young people.

(de Winter 1995)

In other words, “participation by young people is not only a way of enlarging the influence on their own living situation and living environment, but also a way of shaping and strengthening their commitment to society”. (de Winter 1995)

1. An interpretation of citizenship: adulthood versus citizenship

Two interpretations of citizenship follow:

1. Minimal

- (a) Emphasizes civil and legal status, rights and responsibilities to society;
- (b) Citizenship is gained when civil and legal status is granted;
- (c) A good citizen is law-abiding, public-spirited and exercises political involvement through voting for representatives.

2. Maximal

- (a) Consciousness of oneself as a member of a shared democratic culture;
- (b) Emphasizes a participatory approach to political involvement;
- (c) Considers ways to overcome the social disadvantages that undermine citizenship by denying people full participation in society.

(Evans 1995)

The minimal interpretation focuses on adulthood, while the maximal interpretation incorporates all members of society. The minimal interpretation envisages passive, well-behaved voters, who exercise their democratic rights only through voting. The maximal interpretation of citizenship, however, encourages citizens to be active, to participate fully and be politically involved.

The interpretation of citizenship has direct and important implications for youth policies in all fields, including health, education, employment, media and leisure:

“Education for citizenship in its minimal interpretation requires only induction into basic knowledge of institutionalized rules concerning rights and obligations. Maximal interpretation requires education or training to develop critical and reflective abilities and capacities for self-determination and autonomy.”

(Evans 1995)

Citizenship is often equated with adulthood and the rights, roles and responsibilities assumed by adults after the age of majority. A distinction between these two should be made, however, in order to highlight to young people that they have their own rights as citizens and therefore have responsibilities to society even before reaching majority. Citizenship and adulthood can be distinguished in the following way:

"If citizens are those of us with equal standing and protection within our community, with the right (and obligation) to vote, to stand for political office, to serve as part of jury and so on, then it becomes difficult to understand why citizenship should be viewed by young people as other than something that will happen 'later'. This view of citizenship necessarily pushes us towards redundant pedagogies that focus on training people for future roles, rather than equipping them with skills and understandings that can and must be given expression immediately. It reduces young people to either non-citizens or, at best, apprentice-citizens. Neither status is likely to provide an appropriate starting point for learning.

If, however, our concept of citizenship goes beyond the legal status and focuses on the array of roles that individuals can play in forming, maintaining and changing their communities, then young people are already valuable, and valued, citizens to the extent that they participate in those roles. This means recognizing that eligibility to vote, serve on a jury etc derives not from citizenship as such, but from a combination of citizenship and adulthood. We should still engage in debate about just what adulthood is and when it should apply, but this must not stand in the way of a recognition that young people must be understood as citizens."

(Quoted by Owen, D. 1996: 20-23)

E. INCORPORATING EFFECTIVE YOUTH PARTICIPATION

To ensure that youth participation is incorporated effectively in society, three fundamental foundations need to be recognized and established.

They are:

1. access and benefit;
2. ability to influence;
3. equity.

1. Access and benefit
 - (a) Young people, as citizens, have the right to participate fully in the social, cultural, political and economic spheres of their country;
 - (b) Services need to be accessible to young people to enable them to participate in such areas as education, training, employment and politics;
 - (c) Young people must benefit from the services made available to them;
 - (d) Youth with special needs, such as young people with disabilities, should also have access to services and be enabled to participate in society.
2. Ability to influence
 - (a) Young people should be included in decision-making;
 - (b) Programmes and policies should be designed to ensure full youth participation, including advisory or management roles for youth;
 - (c) Youth should be given the power to influence the outcome of different situations.
3. Equity
 - (a) All youth should be enabled to participate;
 - (b) Equity for females and males, youth of varying levels of mental and physical abilities, and for all ethnic, national or religious groups should be ensured;
 - (c) It should be recognized that subgroups of youth that may require special attention are diverse and can range from rural youth, street children and young women, to young people with HIV/AIDS;
 - (d) Discriminatory laws and practices, for example in employment opportunities or food allocation, should be removed.

F. YOUTH PARTICIPATION: A PROCESS OF EMPOWERMENT

The ability to provide an economic and social base to empower youth is largely dependent on the availability, accessibility and quality of opportunities and services offered. It is crucial that youth have access to education, medical and social services, information and work and leisure activities. Furthermore, it is imperative that these opportunities and services reflect and embody the interests and needs of youth. Incorporating genuine youth participation at all levels of society should effectively lead to youth empowerment.

1. Levels of youth participation⁵

Youth participation is a process whereby young people gradually increase control over their own environment. Based on various theories, the various levels of youth participation can be categorized as follows:

1. Non-participation
 - (a) Lack of information sharing;
 - (b) Adults are in full control and make no effort to change the situation;
 - (c) Adults' agenda takes precedence over that of the youth;
 - (d) Adults define and implement policy without any youth input;
 - (e) Various nuances of this level are:
 - i. Manipulation. Youth may be engaged only for the benefit of the adults and may not even understand the implications;
 - ii. Decoration. Youth may be called in just to embellish adult actions, for instance through song, dance and other entertaining activities. Adults acknowledge these activities may not always be in the interest.
2. Passive involvement
 - (a) Lack of information sharing;
 - (b) Minimum effort is made to inform and involve young people;
 - (c) Young people are only listened to superficially;
 - (d) Tokenism. Youth may be given a voice merely to create a child-friendly image for adults.
3. Influence
 - (a) Information sharing is a two-way flow;
 - (b) Young people are consulted and involved, and taken seriously;
 - (c) Youth have a sense of influence which encourages ownership;

⁵ The material in this section has been taken from various youth participation theories: Roger A. Hart's levels of participation (Hart 1992), the theories of Roger Holdsworth, manager of the Youth Research Centre in Australia and of Gill Westhorp of the Youth Sector Training Council in Australia, and the World Bank's levels of community participation (World Bank 1996).

- (d) Sub-stages of this level are:
 - i. Assigned but informed. Adults take the initiative to inform youth. Only after the young people understand the project's goals and their own role do youth decide whether to become involved;
 - ii. Consulted and informed. Youth are extensively consulted on projects designed and run by adults.

4. Partnership

- (a) Collaboration. Youth have increasing control over decision-making;
- (b) Adults make a concerted and structured effort for genuine youth participation;
- (c) Adults and young people form a meaningful partnership with negotiation on and delegation of tasks;
- (d) Adult-initiated, shared decisions with youth. In the case of projects concerning community development, initiators such as policy makers, community workers and local residents frequently involve interest groups and age groups.

5. Self-mobilization

- (a) Empowerment. Transfer of control over decisions and resources to youth;
- (b) Young people are in full control and may choose to seek adult assistance, if necessary and desired;
- (c) Nuances of this stage are:
 - i. Youth-initiated and directed. Youth conceive, organize and direct projects themselves, without adult interference;
 - ii. Youth-initiated, shared decisions with adults. Influence is shared between youth and adults as the final goal of participation.

These definitions of levels of youth participation can be used to judge the extent to which programmes and policies are successful in utilizing and promoting youth participation. Chapter II will focus on how these levels can be used to monitor and evaluate the quality of youth participation in policies, programmes and projects.



Youth Participation Indicators

A. WHY INDICATORS?

Indicators have been developed to ensure that programme objectives and activities are realistic and feasible, as well as to monitor progress towards objectives. Indicators must be established at the outset of the programme to incorporate any preliminary information in the design of the programme. They can either be quantitative, that is measured using figures, or qualitative, that is measured using qualitative questions. The two main types are impact and process indicators.

1. Types of indicator

1. Impact indicators. These measure the progress made in reaching the objectives and goals of programmes, as well as the impact of activities and outputs on different stakeholders.
2. Process indicators. These measure whether and how planned activities are implemented. They reflect the volume, efficiency and quality of work and can also provide insight into the daily operation of programmes.

Youth participation is a key factor in ensuring that the interests and needs of youth are taken into account in any project or policy directly or indirectly affecting youth. Depending on the programme in question, the degree and level of youth participation may have a significant impact on its effectiveness. In the present chapter the values and principles behind youth participation strategies are first outlined. Then two sets of YPIs, designed to facilitate the analysis and promotion of youth participation, are introduced. These two sets comprise both impact and process indicators.

The first set of YPIs given reflects general background data that should be gathered to better understand the status and position of the youth population. It can therefore help assess whether certain programmes should be more focused on young people. The information gathered can also provide an overview of the services available for youth in such areas as health, education and employment.

The second set of YPIs measures the degree of youth participation at the different stages of projects and policies that have an impact on youth. These YPIs take into account the three cornerstones of youth participation:

1. Access and benefit;
2. Ability to influence;
3. Equity.

B. PRINCIPLES BEHIND YOUTH PARTICIPATION PROGRAMMES⁶

Strategies to incorporate youth participation are predicated on a belief in the benefits of such participation. To ensure youth participation is successfully incorporated into programmes, the following principles should be used as guidelines in programme formulation:

1. Definition of benefits. All benefits for young people should be defined. They may simply be that involvement is enjoyable or educational; in other cases payment for consultation on specific issues may be involved.
2. Democracy. Youth must adhere to democratic principles such as personal choice, fairness in the political process and respect for minorities and ethnic groups.
3. Development. Activities should raise young people's awareness of the social, political, economic, cultural and personal aspects of the issues affecting them.
4. Education. Activities should provide opportunities for both formal training and informal skills development.
5. An enabling environment. In setting up youth participation, the surroundings and chemistry should be conducive to youth culture and lifestyle. Care should be taken to avoid formality and official bureaucratic processes, which can hinder creativity.
6. Enjoyment. Participatory activities should be fun, exciting and challenging.
7. Informed choice. Young people should be informed about what is involved in participation and should not be forced to participate.
8. Real power. The youth council or parliament should have power to influence decision makers so that young people perceive their efforts as worthwhile. Adults should be prepared to let youth take control.

⁶ This section has been taken from the Australia Youth Foundation (see suggested Web sites) and from Woolcombe 1998.

9. Focus on relationships. Activities should provide opportunities for building active and supportive working relationships between young people and other members of the community. Respect and open communication should be stressed.
10. Relevance. Activities should address issues and needs perceived as real by the young people involved.
11. Adequate resources. Sufficient time, space, funding, and information should be allowed for activities. These resources should be incorporated into the normal budgeting process.
12. Support and supervision. Young people should be provided with the support necessary to promote success and deal with setbacks.
13. Ownership. Youth should feel that the work being done belongs to them.
14. Time alone. Youth should be given time alone without adults, preferably in small groups. This gives quieter members of the group an opportunity to express their ideas.

C. GENERAL DATA ON YOUTH

General data on the youth population should be gathered to better understand the needs of a country's youth. This list of data includes general demographics, health, education, employment, leisure activities and general indices. The data should focus on the main sociocultural characteristics of youth, such as sex, marital status, urban/rural residence, usage of the formal/informal school system, work status and ethnic background. YPIs can help evaluate the effectiveness of any existing programme by functioning as signals to policy makers on two levels:

1. Need for more youth-oriented programmes
Signal: youth proportion in relation to the general population or availability of services;
2. Quality of services provided
Signal: utilization of services by youth.

YPIs can signal whether programmes need to be created or should be targeting youth more. The data for youth should be evaluated in comparison with the data for the entire country's population to determine the impact of the programme or policy on youth. This should help assess whether certain programmes should be implemented specifically for youth. For example, in categories such as unemployment or drug use, if youth figures make up the

greatest proportion of the population statistics, programmes that focus more on youth could be created. If youth programmes in these categories already exist, their effectiveness should be reassessed and the programmes should be further evaluated in terms of youth participation. The level of youth participation in designing the programmes has a strong correlation to the success of youth and youth-related programmes.

This data can also serve as a signal to policy makers on the quality of services. If statistics show, for example, high literacy levels among a certain age group or frequent use of libraries or sports facilities by youth, this may indicate that programmes have been effective in taking into account youth's interests and needs. The level of youth participation in the design and implementation of these programmes should be evaluated and they can serve as models for less effective programmes.

General guidelines can be given for assessing the two main categories for interpretation of YPIs:

1. Youth-oriented programmes
 - (a) The statistics can give an insight into the situation of youth such as the prevailing problems. If a statistic is disproportionately higher or lower for youth, is there a programme that is directed towards youth?
 - (b) Is youth participation incorporated into the design and implementation of that programme?
2. Quality of services: level of utilization of services
 - (a) What is the level of utilization of services by youth?
 - (b) Are services tailored to the needs and interests of youth?
 - (c) Is youth participation incorporated into the design and implementation of services?

1. Youth participation indicators: individual and organizational levels

The indicators used should be both quantitative and qualitative. Although some information may be readily available, most will have to be researched and collected. The qualitative data can be assessed through large-scale focus group discussions, interviews or questionnaires. In addition, the information should be gathered at both individual and organizational levels. These indicators can help provide a better understanding of young people on two levels in the following areas:

1. Individual
 - (a) Discrimination;
 - (b) Expectations;
 - (c) General well-being (happiness, loneliness);
 - (d) Optimism;
 - (e) Peer pressure;
 - (f) Power;
 - (g) Relationships;
 - (h) Satisfaction;
 - (i) Security;
 - (j) Self-esteem.

2. Organizational
 - (a) Ability to influence;
 - (b) Access;
 - (c) Availability;
 - (d) Benefit;
 - (e) Involvement;
 - (f) Youth-friendliness.

2. Age breakdown of youth

Since the age definition of youth varies widely (15 to 24), so do young people's experience and needs. Ideally, therefore, background data on youth should be broken down into three age groups: adolescents, core youth and young adults. The recommended age breakdown is:

1. Adolescents	15-18
2. Core youth	18-21
3. Young adults	21-24

This age breakdown should be adjusted according to the situation in each country. The following general characteristics of these age groups can be used as a guideline for the age breakdown:

1. Adolescents (15-18)
 - (a) Are legally children;
 - (b) Are treated differently under criminal law;

- (c) Require parental consent for marriage;
 - (d) Are financially dependent;
 - (e) Cannot vote.
2. Core youth (18-21)
 - (a) Have increased legal status;
 - (b) Are undergoing a period of transformation;
 - (c) Are making the transition to working life.
 3. Young adults (21-24)
 - (a) Have more legal rights;
 - (b) Are commencing legal adulthood;
 - (c) Are financially independent;
 - (d) May be entering parenthood;
 - (e) Are starting to have civic responsibilities.

D. SETS OF GENERAL YOUTH PARTICIPATION INDICATORS

The following YPIs have been developed to understand and assess the status of young people better and are signals of their participation in a particular community or country. These YPIs should not be used, therefore, as a measuring tool to compare the status of youth in different communities or countries. These YPIs require significant input from youth themselves on their situation and circumstances in specific communities or countries.

YPIs can be organized to form a country monograph, an overview or snapshot of the current youth situation. These details can be used to better define the needs of youth and reveal any gaps in the system. Surveys using YPIs should be conducted separately for males and females in order to better define the needs of the population. The set of YPIs proposed here is divided into the following categories: general demographics, social contacts, health, education, employment, rights/laws/politics, activities in other spheres and general indices.⁷

1. General demographics
 - (a) Age;
 - (b) Ethnic minorities;
 - (c) Sex;
 - (d) Urbanization ratio.

⁷ These general indices were developed by the United Nations Development Programme (UNDP) and are used in their annual human development reports.

2. Social contacts: frequency and intensity of time spent with:
 - (a) Family;
 - (b) Peers;
 - (c) Adults;
 - (d) Children.

3. Health
 - (a) Age of entering into sexual relationships;
 - (b) Age of initiating childbearing;
 - (c) Forms of contraceptive used;
 - (d) Drug use;
 - (e) Prevalence of sexually transmitted diseases (STDs), HIV/AIDS and other diseases;
 - (f) Life expectancy;
 - (g) Fertility rate;
 - (h) Perceived influence on and control over own health matters;
 - (i) Range of health services focusing on youth available;
 - (j) Evaluation of services available;
 - (k) Public expenditure as percentage of gross national product (GNP).

4. Education
 - (a) Literacy level;
 - (b) Enrolment at first, second and third levels;
 - (c) Public expenditure as percentage of GNP;
 - (d) Range of education services and opportunities;
 - (e) Years of school enrolment;
 - (f) Drop out rate;
 - (g) Participation in student government;
 - (h) Perceived influence/power in school/educational matters;
 - (i) Evaluation (enjoyment/expectations/benefits).

5. Employment
 - (a) Range of work opportunities;
 - (b) Range of referral services available;
 - (c) Unemployment rate;

- (d) Income/financial circumstances;
 - (e) Job security;
 - (f) Work hours;
 - (g) Social security, leave, holidays and other benefits;
 - (h) Health and safety issues;
 - (i) Membership/participation in labour union;
 - (j) Perceived influence in work matters;
 - (k) Evaluation of services available (enjoyment/expectations/benefits).
6. Rights/laws/politics
- (a) List of ratified conventions and national laws relevant to youth rights;
 - (b) Range of government activities to promote youth rights;
 - (c) Voting age;
 - (d) Age to hold political office;
 - (e) Age of consent for sexual relations;
 - (f) Legal age for marriage;
 - (g) Youth opinion on laws;
 - (h) Perceived influence in societal matters.
7. Activities in other spheres (individual/membership/organization)
- (a) Leisure (sports, clubs, events);
 - (b) Cultural;
 - (c) Religious;
 - (d) Political;
 - (e) Media;
 - (f) Evaluation of activities (enjoyment/benefit/youth friendliness).
8. Indices
- (a) Human Development Index (HDI);
 - (b) Human Poverty in Developing Countries (HPI);
 - (c) Gender-related Development Index (GDI);
 - (d) Gender Empowerment Measure (GEM).

E. EXAMPLE OF USE OF GENERAL YOUTH PARTICIPATION INDICATORS: HEALTH

An example will be provided below on how YPIs and the participation of youth can be applied to better understand the needs and issues of youth in the Asia-Pacific region. Some findings and recommendations regarding adolescent reproductive health (ARH) needs from a Joint United Nations Programme on HIV/AIDS (UNAIDS) briefing paper on Young People and HIV/AIDS in the Asia-Pacific region will be outlined to illustrate how the participation of youth in studies and assessments can help provide more insightful and relevant recommendations. (UNAIDS 1999b)

1. Summary of findings about young people

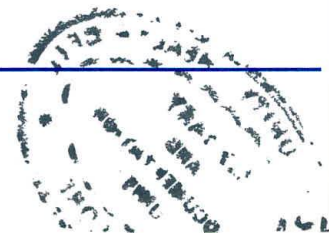
1. At least 50 per cent of the people affected after infancy with HIV/AIDS are young people under the age of 25;
2. Approximately half the annual 333 million new STD cases are found in young people under the age of 25;
3. Young women's vulnerability:
 - (a) The HIV infection rate has been found to be higher among girls than boys between 13 and 19 years old;
 - (b) Girls often start having sexual relationships at a younger age than boys;
 - (c) Rape and unwanted pregnancies are common;
4. Abuse and exploitation:
 - (a) Cases have been found of girls and boys becoming infected with HIV through sexual abuse by relatives, family friends, teachers, co-workers, employers and strangers;
 - (b) Forced prostitution also fuels the HIV/AIDS epidemic in the region;
5. AIDS education is a major challenge. Reaching marginalized young people is impeded by access, time, mobility and language constraints, as well as taboos. Categories of marginalized youth include: sex workers; young residents of urban slums or remote rural areas; and refugees and migrants;
6. Need for youth-friendly services:
 - (a) Youth-friendly information is often lacking;

- (b) Under the guise of morality, culture or religion, young people are often denied their right to sex education and information on general risk behaviour, as well as tools and services for protection from such risks;
 - (c) Counselling services are rarely available;
7. Some reasons why youth are reluctant to use health clinic services, if available, include:
- (a) Access to family planning clinics is often restricted to married women and couples;
 - (b) Youth fear that their confidentiality will not be respected;
 - (c) Services are often unwelcoming and unattractive;
 - (d) Financial constraints prevail;
 - (e) High risk of being treated with disdain or being refused service altogether;
 - (f) Difficulty in discussing questions related to drug use, sexuality and birth control methods.

Based on these findings on ARH needs, a clearer assessment could be made of the ARH programmes in the Asia-Pacific and the measures required to improve the situation could become more apparent. Through interpretation of the YPIs, a thorough analysis of the lessons from and policy implications for the Asia-Pacific ARH programmes could be made.

2. A summary of lessons from and policy implications for the Asia-Pacific ARH programmes

1. There is a need for comprehensive sex education programmes that target various adolescent groups. Culturally sensitive family planning education which can reach adolescents both inside and outside of school should be promoted. Various studies show that high-quality, comprehensive sex education does not necessarily lead to increased sexual activity among adolescents, but can help them avoid engaging in risk-taking behaviour;
2. Further advocacy and awareness-raising is needed in settings where ARH needs are still not recognized, and where sexual violence, including harmful traditional practices, prevails;
3. There is a need to increase access to services for all young people. The majority of adolescents do not have access to the information and services they need to protect their health;



4. A full range of accessible, acceptable and affordable ARH services should be provided. These services should emphasize adolescent-friendly care by focusing on the following key issues: privacy, confidentiality, non-judgmental attitude from service providers and consideration of gender concerns;
5. Efforts should continue to be made to further integrate gender concerns in all projects and programmes;
6. ARH training programmes on the special needs of ARH programmes, such as the values and attitudes of the providers, should be made available for all service providers in regular contact with adolescents;
7. There has been a strengthening of networking among organizations and individuals and an increase in information sharing and best practices;
8. There has been a recognition of the benefits of involving adolescents in all project phases which has resulted in increased youth involvement;
9. Continuous improvements should be made in the quality of programmes to meet the needs of adolescents, with emphasis on improving programme evaluations by utilizing refined indicators.

3. The value of using indicators

The value of the indicators has been shown by the above example on the use of YPIs in the area of health. YPIs were useful not only in assessing the needs and situation of the youth, but also in pointing out the gaps in the system, such that the formulation of subsequent programmes and policies can be improved.

F. YOUTH PARTICIPATION INDICATORS FOR ASSESSMENT OF YOUTH PARTICIPATION AT PROJECT LEVEL

Establishing the motivation and rationale for incorporating youth participation in programmes can help to assess the value of youth participation. Once it has been accepted that youth participation is essential for certain programmes or projects, it is important that the level of participation of young people is measured. The following method is proposed with a set of YPIs based on the five levels of youth participation of the youth empowerment process (see Chapter I, section F).



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1. Formalization of youth participation into projects, programmes and policies

The process of involving young people in decision-making should be incorporated into the constitution of an organization and institutionalized through the formalization of relevant policies. The following issues should be addressed when formulating policy:

1. Benefits for young people;
2. Continuity of youth empowerment process when personnel changes;
3. Involvement of young people from the start;
4. Objectives of youth empowerment;
5. Openness of organization to criticism;
6. Expectations of the organization;
7. Long-term commitment of the organization;
8. Transparency and honesty with youth of the organization;
9. Reasons why the process of empowerment was not achieved before;
10. Resource implications for the organization;
11. Willingness of the organization to relinquish some power.

The policy statement should arise from discussions with professionals at all levels of the organization in order to involve all those concerned in the process. The youth contribution to the policy is crucial for credibility. The policy document should:

1. State the aims and perceived benefits;
2. Highlight links with other documents and build on them, such as the equal opportunity policy of the organization or the Convention on the Rights of the Child;
3. Address specific objectives towards developing the empowerment of groups and individuals;
4. Identify barriers within the organization and show how they will be overcome;
5. Identify the staff, training and financial resources needed to implement the policy;
6. Explain the methods to be used to monitor and evaluate the policy's progress;
7. Identify the person responsible for coordinating the policy and their role.

A policy coordinator should be appointed to be the conduit of communication between the professionals and the youth. This person will be responsible for providing young people with important information, training special workers and the young people themselves, and will also provide the organization with progress reports. The person who takes on this role must therefore have a strong connection with the youth.

2. Summary of levels of youth participation

Youth participation levels will be outlined below in summary before the guidelines for interpretation of these YPIs are given.⁸ The indicators shown have been developed to allow for the quick measurement of youth participation and are intended to serve as discussion points to show how youth participation can be incorporated at the project level.

Levels of youth participation

- 0 Non-participation
 - (a) Adults are in full control of the project;
 - (b) Young people only receive information.
- 1 Passive involvement
 - (a) Meagre efforts are made to inform/involve young people;
 - (b) Young people are listened to only superficially.
- 2 Influence
 - (a) Young people are consulted/involved and taken seriously;
 - (b) Sense of influence and subsequent ownership can develop.
- 3 Partnership
 - (a) Concerted and structured effort towards genuine youth participation is made;
 - (b) Meaningful partnerships are developed between adults and young people.
- 4 Self-mobilization
Allows young people full control and offers the option of adult assistance if necessary and desirable.

⁸ The following proposed set of indicators and scores was developed by Gerard de Kort, based on a review of existing youth participation theories and applications.

3. Sets of indicators proposed and scores

The following YPIs may be applied to various types of projects. Since the range of projects youth can participate in is so wide, the ideal level of youth participation may not necessarily be the highest, which is level 4, self-mobilization. Projects will therefore not necessarily score the full four points on each indicator. The extent of youth participation and its usefulness vary according to the area of work, the characteristics of the target group and the circumstances. The target of youth participation is often defined as “partnership” or “shared decision-making”, which is designated above as level 3. At level 4 the initiative and decision-making power rests with young people, who might subsequently choose to share this control with adults.

Since youth may be involved in a wide variety of projects at different stages and with different aspects, nine sets of indicators and scores have been proposed for the evaluation of youth participation. The number of indicators used will vary according to the type of project being administered. Only those indicators relevant to the project should be used and the interpretation should be adjusted accordingly. Indicators should not be left out if a low score is anticipated. The wide variation in types of project might require that certain indicators be refined or that more indicators be developed. If so, the suggested procedures and guidelines for interpretation would have to be adjusted.

1. Analysing needs and setting objectives

- 0 Adults design and execute the project and might inform youth as the target group
- 1 Young people are consulted in the early stages but ignored later
- 2 Young people are consulted and involved in the execution of the project, but the objectives are set by adults
- 3 Young people are consulted, define the objectives of the project and execute it together with adults
- 4 Young people plan and execute the project and can choose to involve adults

2. Information and communication

- 0 Young people are not informed or consulted
- 1 Information is easily accessible and youth-friendly (one-way information)

- 2 Regular consultative meetings are organized (two-way information)
- 3 Meaningful exchanges occur between young people and adults (collaboration)
- 4 Young people inform each other and possibly adults

3. Decision-making

- 0 Young people are not consulted
- 1 Young people are consulted but not taken seriously
- 2 The views of youth are listened to and acted upon on a regular basis
- 3 Shared decision-making and action occurs and feedback from young people is sought
- 4 Young people have power over the allocation of resources and the direction of the project but can seek the assistance of adults

4. Administration

- 0 No young administrators
- 1 Young people occasionally help by doing menial tasks on a voluntary basis
- 2 Young people are structurally involved in administrative activities ranging from bookkeeping and typing to conducting research and collecting data
- 3 Young people play an integral part in the day-to-day running of the project
- 4 Administration is effectively controlled by young people, possibly aided by adults

5. Design and implementation of activities

- 0 Designed and run by adults
- 1 Young people are consulted in the design
- 2 Young people partly design and run some of the activities
- 3 Young people design and run all activities in cooperation with adults
- 4 Young people design and run all activities, possibly aided by adults

6. Advocacy

- 0 No involvement of young people
- 1 Young people are present at public campaigns, but are not involved as organizers
- 2 Young people are encouraged to provide input on running a campaign
- 3 Young people take a significant role by forming unions or participating in public rallies and campaigns or contributing to policy papers and public debates
- 4 Young people handle advocacy issues, possibly aided by adults

7. Service, support and education personnel

- 0 Support is provided only by adults
- 1 Young people are consulted on support-, service- and education-related issues
- 2 Young people are occasionally consulted or made counsellors or educators of other young people
- 3 Young people from the target group are trained to become counsellors or educators of other young people and work alongside adult counsellors or educators
- 4 Young people are the only counsellors or educators available to the target group, possibly trained or assisted by adults

8. Employees

- 0 No young employees
- 1 Young people are employed in jobs not related to project objectives
- 2 Some young people are employed as experts in a peer-related project
- 3 Young people are employed as experts and may be managers
- 4 The project is effectively managed by young professionals

9. Monitoring and evaluation (M&E)

- 0 Undertaken by adults only
- 1 Young people are involved in M&E
- 2 Young people are involved in M&E and its outcomes
- 3 Young people design M&E tools and work with adults
- 4 Young people initiate, design, execute and report on projects, possibly aided by adult experts

G. ASSESSMENT SHEET

<i>Indicator number</i>	<i>Youth score</i>	<i>Adult score</i>	<i>Comments</i>	<i>Proposed action</i>
1. Analysing needs and setting objectives				
2. Information and communication				
3. Decision-making				
4. Administration				
5. Design and implementation of activities				
6. Advocacy				
7. Service, support and education personnel				
8. Employees				
9. Monitoring & evaluation				
Total score				

4. Assessment procedure

Young people and adults should separately use the nine indicators to evaluate youth participation on projects. This can be done in focus group discussions after everyone has assessed the project individually. Ideally, agreement should be unanimous in both groups. Any differences should be discussed at a joint meeting and a plan of action to improve scores that may be perceived as too low can be adopted.

Once the total score is agreed upon, the following list of assessments can be used as a reference to evaluate the level of youth participation in the project. This table is intended to serve only as an example, especially if more indicators are developed or if the descriptions of the various levels are refined.

<i>Total score</i>	<i>Level</i>	<i>Assessment</i>
0-7	0	Project is completely adult driven.
8-15	1	Project is adult driven, but young people are informed and possibly consulted at crucial stages and on important aspects of it. Young people do not have a real voice.
16-23	2	Young people are significantly involved in the project and are likely to develop a sense of ownership.
24-30	3	Young people are involved at all stages and in all aspects of the project and have a strong sense of ownership. A meaningful partnership with adults is achieved.
31-36	4	Young people initiate and are in charge at all crucial stages and of all important aspects of the project. Adults play a minor role, if any.

It should be noted that the premise of these indicators is that youth participation benefits both the project and the youth involved. These indicators measure the extent of youth participation, but do not measure the effect youth participation may have on the project or target group. Measuring the effect of youth participation on a project is complicated and requires time-consuming research, data analyses, extensive focus group discussions and indepth interviews and observations.



Conclusion and Recommendations

The present chapter contains recommendations for the use of youth policy makers introducing or improving youth participation in youth policies, programmes or projects. Although a distinction has been made between the national and local levels, this might not be necessary for every country, as each country is likely to have its own unique situation.

Youth participation is about developing partnerships between young people and adults in all areas of life so that young people can take a valued position in society, and the community as a whole can benefit from their contribution, ideas and energy. The recommendations on developing these partnerships are divided into four groups: (1) general recommendations, (2) local policies, programmes and projects, (3) research, and (4) education.

A. GENERAL RECOMMENDATIONS⁹

1. The three foundations, access and benefit, ability to influence and equity, should be incorporated in a national youth policy and action plan;
2. Policies and programmes should embrace the democratic principles of freedom, openness of government and information, clarity of procedures, peace, security and safety to create a platform for the genuine participation of citizens, especially young citizens;
3. National and local governments should be open to the involvement of all citizens, especially youth. Policies and programmes should be decentralized, flexible, loosely defined and open to change. Central government should focus on enabling and promoting participation in all spheres of society, at all levels;¹⁰
4. Commitment should come from the highest political levels, including the provision of adequate levels of resources in the policy formulation, implementation and follow-up processes;

⁹ Some action points have been taken from the United Nations World Programme of Action for Youth to the Year 2000 and Beyond and the Lisbon Declaration on Youth Policies and Programmes.

¹⁰ Taken from Gert Jan Rietveld. In his article on youth participation in the Netherlands he describes the current Dutch youth policy in similar terms. (See suggested Web sites.)

5. Government departments should be responsible for ensuring that young people are involved in the consultative processes, in which youth actively contribute to the formulation, implementation and evaluation of national and local youth policies, programmes and action plans; (Based on Save the Children 1996)
6. Government departments should coordinate action to oversee the impact of policies on young people and to prioritize their needs and interests. Mechanisms and structures to implement, monitor and evaluate these policies should be put in place; (Save the Children 1996)
7. Formal and informal coalitions and networks of youth should be empowered. Partnerships should be strengthened between youth networks, non-governmental youth institutions and other NGOs, as well as youth, their families, governments, international agencies, educational institutions, civil society, the business sector and the media, to create synergies both at the national and local levels;
8. Policies and programmes should include deadlines for the improvement of living standards for youth, and measurable time-bound goals and indicators should be established to provide a common basis for the national evaluation of the implementation of youth-related policies;
9. Priority should be given to building communication channels with youth to give them a voice at all levels, helping to prepare them for participation and leadership roles. Youth should have access to legislative and policy-making bodies through their representatives;
10. Obstacles to youth participation and freedom of association should be eliminated. Priority should be given to marginalized, vulnerable and disadvantaged youth through programmes and actions, and adequate funding should be supplied for these. Gender-sensitive measures should be included in projects, programmes or policies to ensure equal access for young women and men;
11. Youth programmes and policy should be mainstreamed into national policy and international development plans;
12. Youth should be encouraged to volunteer.

B. LOCAL POLICIES, PROGRAMMES AND PROJECTS

1. Central government should encourage local government to involve young people in local matters, by helping them understand the needs and problems of youth;
2. National youth organizations should be encouraged to cooperate with municipalities in persuading young people to become more involved at the local level. Integrated approaches require genuine collaboration between all stakeholders: young men and women, governments, NGOs, the private sector, civil society and the media;

3. Action plans establishing clear objectives should be developed and revised on an annual basis. Plans should provide a coherent framework for maintaining existing services and initiating new projects. Youth policy objectives should be clear and achievable and start with the identification of existing services. Responsible parties, existing or potential relationships, performance targets and indicators should be identified;
4. Institutional support and awareness should be built by developing and implementing monitoring and evaluation strategies. Awareness of youth using both generic and targeted services should be increased;
5. Local council youth services should be publicized widely. For example, an annual report should be published, identifying all services and facilities available to and used by youth. This raises the awareness of youth issues within the local council and in the wider community. This could be an effective marketing tool as well as an audit;
6. Service units that target youth should evaluate their effectiveness and customer satisfaction. Those that do not target youth should identify their clients under the age of 25;
7. Youth policy reviews should involve extensive youth and community participation. Young people and their communities need to develop a sense of ownership towards the council's youth policy and youth services.

C. RESEARCH

1. National governments should ensure that research, monitoring and evaluation of youth development and participation are promoted and incorporated in policies and that sufficient resources are provided for this;
2. Collaborative research should be promoted between national and international universities, government agencies, NGOs and the public sector in order to facilitate research on the status and development of youth;
3. Research, needs analyses and evaluation of services, programmes and projects should be promoted at the local level.

D. EDUCATION

1. Education and training for youth on democratic processes and the spirit of citizenship and civic responsibility should be promoted. Student councils should help create an environment in which democratic principles can flourish; this can only be done with the support of a majority of the teachers and school administrators. Links should be created between the student council, teachers, parents, and the board of governors of the school.

2. Structures should be created that allow all students a voice in class or in the whole school. Such structures could take the form of meetings in which feedback and discussion are encouraged.

(Hannam 1999)

E. CONCLUSION

Youth are the cornerstone of society and their input is vital to the formulation and implementation of projects, programmes and policies that address their needs and concerns. Youth must be better integrated into society through youth participation. The Youth Unit of the United Nations paints a gloomy but accurate picture of the situation of the world's youth today:

The situation of youth worldwide remains precarious. In both developing and developed countries, the needs and aspirations of young people are still largely unmet. Economic difficulties experienced in many developing countries are often more serious for young people. Youth are also affected by a growing incidence of substance abuse and juvenile delinquency. In addition, in many developing countries, unprecedented numbers of young people are migrating from rural areas to urban centres. Although young people in industrialized countries comprise a relatively small proportion of the total population due to generally lower births and higher levels of life expectancy, they comprise a social group that faces particular problems and uncertainties regarding the future – problems due in part to limited employment opportunities.

(United Nations Youth Unit, 1997)

Attention should also be given to the fact that youth participation can help to smooth the transition from childhood to adulthood. Youth participation, the key to youth empowerment, can not only help youth to fulfil their responsibilities as young citizens, but can also prepare them to lead and manage the world in the future as adults.

Empowering youth can help to bring about development and peace, for young people everywhere:

1. Have aspirations and the desire to participate fully in their society;
2. Are key agents for social change, economic development and technological innovation;
3. Should live under conditions that allow their imagination, ideals, energy and vision to flourish for the benefit of their society;
4. Are faced with a dilemma, to seek to be integrated into society or to be the force that transforms it;
5. Represent society's greatest hope for the future, yet their own future is uncertain because of their vulnerability as a social and demographic group.



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Suggested Web sites

- Australia Youth Foundation.
http://www.ayf.org.au/ayf/participation_strategy.htm
- Asia/Pacific Cultural Centre for UNESCO. A useful site for obtaining statistics; also contains links to other sites.
<http://accu.topica.ne.jp/>
- Australian Clearinghouse for Youth Studies.
<http://www.acys.utas.edu.au/ncys/topics/particip.htm>
- Braga Action Plan.
<http://www.un.org/esa/socdev/unyin/library/byaptxt>
- Canada World Youth (new uniform resource locator (URL)).
<http://www.cwy-jcm.org>
- Coalition Against Prostitution, Child Abuse & Trafficking (Thailand).
<http://www.capcat.ksc.net/>
- Convention on the Rights of the Child, UNICEF Web site
<http://www.unicef.org/crc/crc.htm>
- Hague Forum
<http://www.undp.org/popin/icpd/icpd5/hague.htm>
- Info Xchange (Australia). Contains links to other sites on youth issues.
<http://www.infoxchange.net.au/ixlinks/Youth/>
- Institute on Governance. A research paper on youth and governance is available from this Canadian Web site. It is entitled *Refocusing the Lens: Assessing the Challenge of Youth involvement in Public Policy*.
<http://www.iog.ca>
- International Child and Youth Care Network (CYCNET).
<http://www.cyc-net.org>
- International conference web-site.
www.youthchallenges-conf.net
- International Labour Organization Web site.
<http://www.ilo.org/>
- International Young Christian Workers Movement (IYCW).
<http://www.jociycw.net>
- International Young People's Participation Project (IYPPP) of End Child Prostitution, Pornography and Trafficking in Children for Sexual Purposes (ECPAT). Includes extensive resource list.
<http://www.ecpat.net/iyppp/content.htm>
- International Youth Foundation. Contains links to national youth foundations.
<http://www.yifnet.org/>

Lisbon Declaration on Youth Policies and Programmes.

<http://www.un.org/esa/socdev/unyin/library/ldypptxt.htm>

Netherlands Institute for Care and Welfare. Information on Dutch youth policies.

http://www.knoware.nl/nizw/Youth_Policy/

New South Wales (Australia) Office of Children and Young People: contains many interesting links.

<http://www.youth.nsw.gov.au/>

Office of Youth SA GPO Box 1152, Adelaide, South Australia 5001 Queensland State Government's youth Web site.

<http://www.generate.qld.gov.au/>

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www.knoware.nl/nizw/Youth_Policy

South Australian Children's Services Act and Education Act. Information from Australia regarding the review of the Children's Services and Education Act supplied by Adam Kilvert, project officer from the Legislation Review Unit in the South Australian Education Department.

<http://203.147.210.34/legnreview/>

United Nations Children's Fund (UNICEF): includes statistical data.

<http://www.unicef.org/>

United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics.

<http://unescostat.unesco.org/>

United Nations Youth Unit.

<http://www.un.org/esa/socdev/unyin>

World Programme of Action for Youth to the Year 2000 and Beyond.

www.un.org/ecosocdev/geninfo/youth/youth.htm

Youth Field Express (YFX) is the email newsletter of the Australian Clearinghouse for Youth Studies (ACYS). YFX is also available online.

http://www.acys.utas.edu.au/ncys/yfx/99_09.htm

Youth Forum Online (Australian, developed by people previously attached to the Australian Youth Policy Action Coalition).

<http://www.youthforum.net/>

Annex: Examples of best practices

INTRODUCTION

Many youth programmes around the Asia-Pacific region have successfully incorporated the participation of youth. A diverse group of 14 programmes has been chosen to show how youth participation has been incorporated in their processes. These programmes range in focus from reproductive health and drug use to education and youth participation. They have been categorized according to what appears to be the main goal, but it should be noted that, because they vary in nature and objectives, categorization is difficult. It should also be noted that, although one group made up of programmes focusing on involving youth in the political process is labelled youth participation, all the programmes listed exhibit best practices in youth participation.

One of the objectives of this Manual is to create a platform for the dissemination of information on best practices which can serve as examples for the planning of other programmes. It is hoped that it can also serve as a networking forum for those interested in the promotion of youth participation, and that the achievements, lessons learned and challenges of the following programmes will provide new insights into youth participation best practices.

Centres of best practice in youth participation

<i>Field</i>	<i>Country</i>	<i>Organization</i>	<i>Period</i>
A. Reproductive health			
1. AIDS, reproductive health, education	Philippines	Asian Red Cross/Red Crescent/World Scout Youth Peer Education Programme (International)	1994 to date
2. HIV/AIDS-prevention	Thailand	Thai Youth AIDS Prevention Project	1995 to date
3. HIV/AIDS, sexually transmitted diseases	China	Yunnan/Australian Red Cross Youth Peer Education for HIV/AIDS Prevention Project (PRC)	1996 to date
B. Drug use			
1. Drug- and substance-use prevention, media	Thailand	Duang Prateep Foundation	1971 to date
2. Drug- and substance-use prevention, media	Viet Nam	International Organization of Good Templars – Vietnam Club, <i>The Education and The Times newspaper</i>	1998-99

(continued)

(continued)

<i>Field</i>	<i>Country</i>	<i>Organization</i>	<i>Period</i>
C. Education and training			
1. Human rights, education	Cambodia	Human rights, Democracy, Voter Education and Government Watch, Khmer Youth Forum Association	1998 to date
2. Non-formal education, health care, recreation, savings schemes	India	Butterflies Programme of Street and Working Children	1998 to date
3. Literacy training, first aid, health, including alcohol and drug education, environment, outdoor recreation	New Zealand	New Zealand Conservation Corps	1988 to date
4. Education for street children	Philippines	ChildHope Asia	1995 to date
5. Employment, health, education, training, finances, media, leisure	Thailand	Child Workers Club	1982 to date
D. Youth participation			
1. Political participation	Cambodia	Encouraging and Promoting Young Women in Political Participation, Khmer Youth Forum Association	1998 to date
2. Youth participatory research, leadership skills	Lao People's Democratic Republic	Listening to the Voice of Young People, Lao People's Revolutionary Youth Union and Save the Children (UK)	1998-99
3. Policy work and involvement of young people	New Zealand	Ministry of Youth Affairs	Ongoing
4. Organizing, psychosocial intervention, peer facilitation, research and advocacy	Philippines	Child-Centred Programming for Street Girls in Davao City, Tambayan Center for the Care of Abused Children, Inc.	1999-2001

CATEGORY A: REPRODUCTIVE HEALTH

1. Asian Red Cross/Red Crescent/World Scout Youth Peer Education Programme (International) (Philippines) (1994 to date)

Background

The Asian Red Cross/Red Crescent AIDS Task Force (ART) initiated the Youth Peer Education Programme on Reproductive Health, STDs and HIV/AIDS as a collaborative effort in 1995. Since then 12 countries have joined the programme: Cambodia, China, India, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Nepal, Philippines, Republic of Korea, Thailand and Viet Nam.

Objectives

1. To combine clear and accurate information on reproductive health, STDs, and HIV/AIDS with participatory activities to equip and empower young people with skills and motivation.
2. To support existing safe behaviour and change unsafe behaviour.

Activities

1. The key training tool for the youth peer education programme is a common core manual developed with the participation of young people. Topics, which reflect each country's language and culture, include sexual health and reproduction, personal capacity-building, support from friends, societal norms, STDs and HIV/AIDS, other health issues and factors affecting risk behaviour.
2. In each participating country, young people are selected and trained as core trainers, facilitators, and peer educators to implement the training programme among their peers, with emphasis placed on equal participation of men and women.

Achievements

1. Three hundred core trainers, 1,206 facilitators and 9,002 peer educators have been trained.
2. Forty two thousand and thirty one young people have been educated on reproductive health, STDs and HIV/AIDS.
3. Training manuals have been pre-tested and produced in nine countries.
4. Collaboration and the exchange of experiences among Red Cross/ Red Crescent organizations in the region have increased.
5. The commitment to encouraging the participation of project beneficiaries has increased.
6. Regional and local capacities have been increased, also self-reliance, together with a growing sense of ownership of national programmes.

Lessons learned

1. Large-scale peer education training for young people using a common but adaptable approach is effective.
2. Pre-testing manuals with different youth groups in various settings is essential. The pre-testing helped clarify the training approaches and methodologies appropriate for each group. For example, words used to describe sensitive issues must be chosen in a culturally and socially acceptable manner.

3. Constant evaluation and review of core trainers following their own training is important, along with follow-up workshops and practice sessions. Ongoing monitoring of the needs of youth core trainers and facilitators permits provision of appropriate incentives and rewards.
4. Flexible timing for training sessions is essential while working with volunteers, since they may have a difficult time scheduling the rest of their activities around the training.
5. Effective ways to recruit youth volunteers include:
 - (a) One-day AIDS awareness workshops that give an opportunity to assess participants and select those with potential to be core trainers/facilitators;
 - (b) Advertising through posters, which can provide valuable publicity for the AIDS programme if attractively designed;
 - (c) Peer motivation: core trainers can encourage their friends to become facilitators.

**Asian Red Cross/Red Crescent/World Scout Youth
Peer Education Programme**

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2. Thai Youth AIDS Prevention Project (1995 to date)

Background

Founded by three young foreigners, graduates of an American university, the project is now entirely run by Thai nationals. It has obtained funding from a variety of sources, including international NGOs, a television company and many individual donors.

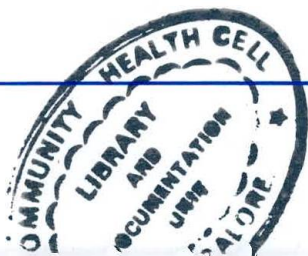
Objectives

1. To promote HIV/AIDS prevention and care among young people in Northern Thailand.
2. To encourage behaviour that protects young people from HIV infection.
3. To reduce discrimination against people living with HIV/AIDS.
4. To build peer support networks among young people.



Activities

1. HIV/AIDS training for young people as a mechanism for leadership building.
2. University and vocational school students as well as street youth are trained to lead workshops on HIV/AIDS.
3. Comprehensive training on life-skills, gender issues and human rights.
4. Training for planning workshops on HIV/AIDS prevention and care for school and street youth.
5. Preparing youth to initiate own projects.
6. Young educators and workshop participants are involved in the evaluation process, both in designing the evaluation strategy and in analysing the responses for curricular development.
7. Organizational decision was taken to prioritize the hiring of young staff members and to have at least one young person on the board of directors.
8. Three-hour training for peer educators (vocational school, university students and street youth) every day for three weeks, followed by a weekend training session.
9. Weekly three-hour training sessions during peer educators' first eight weeks of facilitating workshops.
10. Training on specific issues.
11. Feedback is obtained from school workshops and problems are solved if necessary.
12. Planning for the following week's training.
13. Creating a group support network of young people.
14. Workshop topics include:
 - (a) Community-building;
 - (b) AIDS in the community;
 - (c) Sexual and reproductive health;
 - (d) Decision-making and negotiation skills;
 - (e) Gender issues.
15. Workshops use interactive techniques such as games and role-plays.
16. Technical support is always available.



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Achievements

1. Shy youth have become more communicative.
2. Gender sensitivity has increased.
3. Changes in attitudes towards people living with HIV/AIDS and homosexuals have occurred.
4. Educators have learned to budget with a fixed sum of money. Some have done their own fundraising to raise more money.

Lessons learned

1. It is useful for educators to invent their own games based on the knowledge and skills acquired from training, as well as using traditional games played in their childhood. Many new ideas were generated from these exercises.
2. It is important to listen to what educators have to say, through both formal and informal evaluation.
3. It is important for educators to listen to feedback from their groups in schools.
4. A brief evaluation after each session was helpful.
5. Following eight weeks of school workshops, students were asked to do a project of their own, which proved valuable. They could choose their own project on their own initiative, either to produce HIV prevention materials or to teach others in their communities. Projects ranged from calendars on HIV/AIDS, specially designed T-shirts, workshops in rural communities, radio programmes, and an inter-school group of 12- to 14-year-old educators.
6. Educators were paid for their work, not only in order to provide them with a source of income but also to give a financial value to their work so that it would be perceived as professional training, rather than merely volunteerism. This had the effect of giving them pride in their work and helped to convince the parents of educators still living at home of the value of the work.
7. Networking with university professors, schoolteachers and ministries of education proved valuable.
8. It is valuable for young people in schools to start discussing sex and sexuality with their parents. Some activities include homework assignments requiring discussion with parents.

Thai Youth AIDS Prevention Project

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3. Yunnan/Australian Red Cross Youth Peer Education for HIV/AIDS Prevention Project (China) (1996 to date)

Background

This project is implemented by the Yunnan Red Cross and Australian Red Cross, and funded by AusAID, the Australian Red Cross and the United Nations Children's Fund. It is modelled on the peer education programme developed by the Asian Red Cross and Red Crescent AIDS Task Force (ART), based on participatory workshops with life-skills development as a framework. Staff monitor youth facilitators and peer educators and provide feedback in order to make the workshops consistent and accurate.

Objectives

1. To prevent the spread of HIV/AIDS among young people in six prefectures of Yunnan Province by providing information and teaching life skills that lead to safe behaviour.
2. To develop effective information, education and communication materials.
3. To implement a training programme.
4. To implement a peer education programme.
5. To implement a public awareness programme.
6. To increase the management and implementation skills of the Yunnan Red Cross.

Activities

1. Core trainers, usually project staff, provide five days of training for youth facilitators aged 15 to 30.
2. Training includes HIV/AIDS technical knowledge and basic facilitation skills.
3. After training, regular in-service training and meetings are held to enhance confidence and skills.

4. After the training session, youth facilitators work in teams of two to present two-day workshops to other young people on HIV/AIDS and the life skills needed to make healthy life decisions.
5. All workshops use participatory methodology and a life-skills framework to cover the following:
 - (a) Adolescent health;
 - (b) The care and support for people living with HIV/AIDS;
 - (c) Communication skills;
 - (d) Drug-use prevention;
 - (e) HIV/AIDS prevention;
 - (f) Negotiation skills;
 - (g) Peer pressure;
 - (h) Reproduction;
 - (i) Sexual responsibility;
 - (j) STDs.
5. Youth facilitators are trained to use a manual entitled *Protect Ourselves from HIV/AIDS*.
6. The manual for the HIV/AIDS prevention peer-education programme was developed during workshops.
7. Workshops are supported and monitored by core trainers or project staff to assist facilitators.

Achievements

Based on individual interviews and a survey, an independent appraisal group noted the following points on the project in its report published in January 1999:

1. Seventy eight young project facilitators had been trained: they had shown great commitment and performed their duties in close cooperation with the project office.
2. One thousand three hundred participants had been educated, over 90 per cent of whom had gained a keen understanding of AIDS.
3. Participants had gained a greater awareness of the need for self-protection and a more compassionate attitude towards AIDS patients.
4. Participants had spread AIDS prevention information to peers, friends, families, colleagues and others.
5. The project had had a social impact: tens of thousands of people had been reached.

6. The goals of the 'Project on Youth Education for AIDS Prevention' had been achieved.
7. Red Cross societies in Kunming, Oujing and Simao had made major contributions in terms of funding, manpower and staff training.

Lessons learned

1. Disseminating information via young people is an effective way of raising awareness of and increasing knowledge about HIV/AIDS.
2. Realistic expectations and time frames must be set. It is best to implement and monitor the project on a small scale, allowing staff to improve planning and management skills.
3. Exposing project staff to programmes outside China through study tours and international conferences broadened staff awareness of issues and initiatives, thereby strengthening commitment and capacity.
4. Project success requires the active involvement of the local community in planning and implementation, in collaboration with governmental and non-governmental organizations.
5. Planning processes such as developing and pre-testing the training manual and information, education and communication materials allow youth to practise facilitation skills as well as gain knowledge about HIV prevention.

Yunnan/Australian Red Cross Youth Peer Education for HIV/AIDS Prevention Project

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CATEGORY B: DRUG USE PREVENTION

1. Duang Prateep Foundation (Thailand) (1971 to date)

Background

Started in 1971 with a primary focus on poverty alleviation among Bangkok slum dwellers, Duang Prateep currently administers over 20 projects, with outreach activities in both urban and rural areas. It covers many aspects of community development and has worked with youth groups in Bangkok slum communities for many years. The United Nations Drug Control Programme funded the programme of activities with youth groups in Bangkok slum communities for one year from 1 August 1998. The primary objective of this project was to reduce drug demand among slum youth.

Objectives

1. To teach youth about other ways of life apart from the slums.
2. To discuss the drug situation with youth and listen to their input on addressing the problem.
3. To build good relations among youth groups through joint activities.
4. To foster a sense of responsibility towards the community.
5. To increase understanding of community problems and the benefits of working together to solve them.
6. To link lessons on easing drug problems with community problems.
7. To teach youth leaders how to write work plan proposals for financial support.
8. To promote knowledge and understanding of the Internet among Klong Toey slum community youth.

Activities

1. Coordinates activities with target youth groups, supervising and advising youth in each community.
2. Encourages youth to organize group activities to improve their attitudes and build their experience.
3. Raises awareness on community drug problems by participating in an anti-drug campaign on World Anti-Drugs Day (26 June), together with community committees and youth groups.
4. Works with community residents and guardians of youth to emphasize the importance of supporting and encouraging young people.
5. Educational Trip for Youth: exposed slum youth to the way of life of rural people living on the edge of a river.
6. Youth training camp to develop society in Ratburi Province, attended by 63 people from six communities, 10 people from Klong Toey Youth Association, and seven supervisors.
7. Educational training on the Internet.
8. Klong Toey Anti-Drug Campaign week for World Anti-Drugs Day, 26 June:
 - (a) Coordinated with Anti-Drugs Volunteer Association, community youth groups, and government agencies;
 - (b) Emphasized group and community participation from the start;
 - (c) Support for youth group activities: 17 projects prepared and presented by target youth groups for their groups and communities.

Achievements

1. Some of the youth targeted did not have any strong groups at the start of the project, but formed groups more systematically later. Youth's role and importance in the community and society is now better understood. Community residents, government and private sector agencies have recognized the groups and supported youth by organizing community activities such as an educational trip and camping.
2. Youth have learned about the rural way of life and how the people's strength is crucial to overcoming problems.
3. Understanding of complex community problems such as addictive drugs and the powerful role of youth groups in alleviating problems has increased.
4. Youth participants have become role models to friends, providing advice and assistance to those with drug problems.
5. Youth have learned to coordinate activities with private organizations and government agencies working with drug addicts.
6. Guardians and community committees have been provided with a basis of information and understanding.

Lessons learned

1. The importance of youth groups in building the community and facing challenges such as the solving of drug problems has been proved.
2. Community residents and committees have recognized the importance of youth groups and welcomed the youth development activities.
3. Community participation helped the project be more effective.

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2. International Organization of Good Templars – Vietnam Club, *The Education and the Times newspaper* (Viet Nam) (1998-1999)

Background

The International Organization of Good Templars (IOGT) – Vietnam Club was established in October 1996 under *The Education and The Times newspaper*, with the support of the International Organization of Good Templars, Sweden. A pilot educational project from January 1998 to February 1999, mainly for students between the ages of 18 and 22, consisted of five small hobby groups in art, sports, tourism, social science and literature. The current areas of work are drug- and substance-use prevention and media.

Objectives

1. To raise awareness of drug- and substance-use prevention, especially among youth.
2. To promote healthy living with no drugs, alcohol or tobacco.

Activities

1. Film series

A series of six films entitled *Drugs Around the World* was shown to Vietnamese students:

- (a) 20 key members of IOGT – Vietnam Club were chosen to be trained to show the film series and organize study circles among the audience;
- (b) A knowledge base on drugs and the drug-abuse situation in the world with a special focus on Viet Nam was established, to provide the audience with updated information;
- (c) Leaflets were distributed at schools and universities and in Hanoi. Most shows were presented in the evenings since students were at university during the day;
- (d) After showing the film at the IOGT – Vietnam Club for a few weeks, members showed the film in different schools and universities in Hanoi, with strong support from school leaders.

2. Discussions after films

- (a) The audience was divided into small groups to facilitate discussion;
- (b) Questionnaires on knowledge of drugs were distributed and students were encouraged to provide suggestions on drug prevention;

- (c) Most questions on drug knowledge were answered correctly and many innovative suggestions for action plans were given. This signifies young people are concerned about drug abuse and genuinely want to do something good for society.
- 3. Database and publication
 - (a) Information from questionnaires was placed in the club's database;
 - (b) Samples of suggestions made by respondents to questionnaires were published in a newspaper during the project period.
 - 4. Follow-up
 - (a) To further extend the educational efforts, the newspaper collaborated with other provinces in Viet Nam to mobilize young people in the country to participate in the campaign against drugs;
 - (b) Members organized film shows and study circles at universities, schools and youth unions;
 - (c) A large number of young people were attracted, raising their awareness on drug-use prevention and helping them to persuade other people around them not to use drugs;
 - (d) Although project activities have ended, schools from other localities continue to seek support from IOGT – Vietnam Club in the form of exchange meetings between club members and local students to teach them how to organize study circles for drug-use prevention effectively;
 - (e) Schools and universities continue to show the film series and organize study circles;
 - (f) Interest in becoming IOGT – Vietnam Club members among young people committed to fighting drug, alcohol and tobacco use has increased.

Achievements

- 1. Hundreds of students have seen the film and have actively taken part in the film show activities.
- 2. Most students expressed a desire to expand the exchange activities on drug prevention between IOGT – Vietnam Club and their universities.
- 3. Most universities in Hanoi were given the six-film series and books free of charge for internal use.
- 4. Youth unions in these universities used the film series in their anti-drug activities.

Lessons learned

1. Organization of creative activities heightened youth's interest and encouraged youth participation.
2. After the film show young people openly discussed drug issues. Students were confident in expressing their opinions on the drug situation in their communities and provided practical suggestions to improve the situation.

IOGT – Vietnam Club, The Education and the Times newspaper

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CATEGORY C: EDUCATION/TRAINING

1. Human Rights, Democracy, Voter Education and Government Watch, Khmer Youth Forum Association (Cambodia) (1998 to date)

Objective

To strengthen and extend human rights and democracy in Cambodia.

Background

Training sessions were conducted by specialists from the International Human Rights Law Group, the Ministry of Justice, human rights organizations, the United Nations Centre for Human Rights and Ambassador Golden Longmuir from the Canadian Embassy. The areas of work are human rights and education.

Activities

1. Training of trainers (five sessions)
 - (a) 64 participants, including 13 trainers from the Khmer Youth Forum Association, attended the first session, but only 13 attended the next four;

- (b) Training focused on how to teach human rights; democracy; voter education; government watch (see below); and laws including the penal code, civil code, labour code and electoral and political party law.
2. Voter education
- (a) Training organized before the national election;
 - (b) Nineteen training sessions on election education in three provinces (Siem Reap, Svay Rieng and Takeo);
 - (c) One thousand and seventy eight participants, including 660 women;
 - (d) Training focused on registration, election campaign, voter rights, how to vote, secret ballots, how to monitor the political platforms of political parties, vote-buying and – cheating;
 - (e) The election was observed within the framework of the Committee for Free and Fair Elections in Cambodia.
3. Human rights and democracy
- (a) Topics included:
 - (i) What are human rights?
 - (ii) Definition of human rights;
 - (iii) Division of rights;
 - (iv) Understanding your rights;
 - (v) Human rights and Buddhism;
 - (vi) The rule of law;
 - (vii) The constitution of Cambodia;
 - (viii) Democracy.
 - (b) One hundred and ten training sessions for 110 villages in three provinces: Siem Reap, Svay Rieng and Takeo;
 - (c) Total participants 4,135, including 2,415 women;
 - (d) In addition to organizing the training courses, the Association also investigated human rights violations in cooperation with the Cambodian Human Rights Action Committee.
4. Government watch;
5. Training in monitoring the government and politicians' campaign promises;
6. People were taught how to file complaints with their members of parliament.

Achievements

1. After the training, some field authorities held regular meetings with villagers prior to taking action;
2. Some field authorities were afraid of complaints and consequently became more sensitive to people's concerns;
3. Human rights violations and land violations have been reduced in these villages;
4. People in these villages now file complaints with NGOs, human rights groups, high-ranking officials, members of parliament and the courts if they are faced with a violation of their rights:
 - (a) A village in Takeo Province obtained a new road and wells after people filed a complaint with the political party that had promised these during the election campaign;
 - (b) Two new roads and bridges were built by field authorities in cooperation with the people in a village in Siem Reap Province;
 - (c) A land dispute in Siem Reap Province was effectively solved by field authorities after intervention by an Association coordinator.

Lessons learned

1. Participants in the sessions to train trainers should continue to educate relatives, friends, families and people in their villages, communes, districts and provinces through courses to raise awareness of elections and increase incentives to rebuild Cambodia;
2. Trainers are fully equipped to conduct important seminars in their own provinces;
3. The importance of mobilizing Cambodia's youth by projects such as this has been recognized.

**Human Rights, Democracy, Voter Education
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2. Butterflies Programme of Street and Working Children (Delhi, India) (1998 to date)¹¹

Background

The programme targets children and young people in Delhi and the areas of work are non-formal education, health care, recreation and savings schemes. Street educators are in contact with 800 street children and working children aged from five to eighteen. They meet children on the streets at eight contact points where street children and working children are concentrated. There is a special emphasis on girls.

Objectives¹²

1. To empower street children by giving them the knowledge and skills necessary to protect their rights;
2. To support and assist children to reintegrate into their families where possible;
3. To help children to become respected and productive citizens;
4. To use the United Nations Convention on the Rights of the Child to ensure government and public accountability for the well-being of all vulnerable children;
5. To organize support services (non-formal education, health care, recreation, savings schemes) for working children and street children;
6. To protect children from exploitation;
7. To organize children for collective action (cooperatives, credit union, child workers' trade union);
8. To counsel children;
9. To provide facilities for skills acquisition and vocational training;
10. To raise public awareness and promote social mobilization activities on issues of child exploitation and abuse.

¹¹ Taken from, adapted to fit the format: Save the Children and Children's Rights Office; *Empowering Children and Young People* 1997. Further information on this project can be found in a recent publication by the International Save the Children Alliance, Jan 1999.

¹² More information on the Butterflies Programme can be found in the publication of Save the Children and the Children's Rights Office *Empowering Children and Young People* 1997.

Activities

1. Street educators establish contact with street children and build relationships based on equity and respect;
2. Mobile health team conducts preventative health work;
3. Organizing the community and promoting child education in slum areas;
4. Vocational trainers develop vocational opportunities;
5. Researching and documenting unrecognized and unexplored dimensions of child abuse, exploitation and neglect;
6. Publishing a quarterly publication for children;
7. Creating children's councils (Bat Sabha) to instil the principles of democracy and participation in decision-making;
8. Organization of monthly council meetings: between 50 and 80 children aged from 5 to 18 usually attend the meeting, where they discuss matters that are important to them, give feedback on ongoing activities and plan future activities. The children and young people elect their own chairperson and one of the literate children to record minutes and decisions.

Achievements

1. Has enabled children to organize themselves for collective action;
2. Has created a forum where children can speak, share ideas and give feedback on the orientation of the programme. Children and young people have also learned the principles of democracy and community participation in decision-making;
3. The children's council has provided a true child-centred mechanism, allowing children's participation in decision-making to be a guiding force in programme orientation;
4. The council has guided children to initiate their own projects:
 - (a) Started their own restaurant, running since 1990;
 - (b) Created a credit union;
 - (c) Researched street life;
 - (d) Formed street theatre groups;
5. Was instrumental in the formation of the Bal Mazdoor Union (child workers' trade union).

Problems encountered

1. Participation by young people from New Delhi has been low because meetings have been held in Old Delhi;

2. The attention span and level of understanding of children has tended to vary, due to the wide variation in age of the children involved. For example, the debate over rules for the credit union was difficult for some children to understand;
3. Adults have interfered: street educators attend the children's council meetings and have occasionally taken over the agenda. The children and young people are encouraged to be critical of undue adult interference.

Lessons learned

1. The children's council works as a mechanism for monitoring programme orientation and development;
2. Council meetings ensure that children are active participants in discussions on all issues that are important to them and help to ensure that programmes and activities are planned in line with children's needs and wishes;
3. Children have gained the confidence to speak out. The most commonly discussed issues are: police harassment, the non-payment of wages, the need for better jobs, wages, education, savings schemes, gambling problems and drugs. Some children have gone on to participate in conferences, events and press meetings;
4. The children's council provides child-centred mechanisms that allow children's participation in decision-making to be a central guiding force in programmes.

Butterflies Programme of Street and Working Children

More information on the Butterflies Programme can be found in the publication of Save the Children and Children's Rights Office;
Empowering Children and Young People, 1997

3. New Zealand Conservation Corps (Ministry of Youth Affairs) (1988 to date)

Background

The New Zealand Conservation Corps is a community-based youth development programme. Although projects are administered through the Ministry of Youth Affairs, each project is run by a variety of "sponsor" organizations in local communities such as polytechnics, government agencies and community organizations. The work involves the following: training in literacy skills, first aid certificates, health issues including alcohol and drug education, Maori language and cultural issues, environmental work and challenging outdoor recreation. Each Conservation Corps project lasts 20 weeks and usually involves ten participants.

Objective

To provide young people between the ages of 16 and 25 with opportunities to develop their work skills, self-esteem, confidence and qualifications.

Activities

1. Protecting the environment: working with agencies such as the Department of Conservation and local authorities to undertake conservation work that enhances and protects the environment;
2. Practical education involving participants in challenging recreation;
3. Teaching Maori language and cultural issues;
4. Providing opportunities for work experience;
5. The programme is currently being tested in three prisons as a pre-release programme for young men aged 17 to 25 years of age. Contracts for the service are between the Ministry of Youth Affairs and a community organization working with a prison.

Achievements

1. Over 1,700 young people have participated in the Conservation Corps programme in the last year, with 132 projects operating throughout New Zealand. Conservation Corps members contributed over half a million hours of conservation work throughout New Zealand in 1997;
2. Over 80 per cent of past project members have moved into employment or further education and training within six months of leaving the Conservation Corps.

Lessons learned

1. The mix of environmental work, skills training and challenging recreation benefits participants;
2. Trained supervisors get the best out of young people;
3. The skills acquired during the programme give participants confidence to try new things on its completion;
4. Prospective employers recognize the value of the skills acquired by young people who have been members of the Conservation Corps.

New Zealand Conservation Corps (Ministry of Youth Affairs)

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4. Education on the Street (Philippines) (1995 to date)

Background

A team of street educators working throughout Metro Manila educates street children on child rights, legal rights, values, health, sexual health, substance abuse, life-goal planning and educational assistance. The team helps children to rebuild relationships with their families and trains child participants to become junior health workers and educators themselves. Children are engaged in project activities from the outset by defining the kind of education sessions they require. Participating children encourage other children to come along to sessions.

Objectives

1. To develop and enrich education work with street children in Metro Manila;
2. To reach a total of 800 children directly in each of the eight different areas;
3. To facilitate the reconciliation of street children with their families;
4. To facilitate referrals to shelters when children are at risk;
5. To organize children into coherent and strong groups so they can begin to advocate and act on their own behalf with a unified voice;
6. To train selected street children to act as peer educators, passing on information to other children on issues such as health, education and legal rights.

Activities

1. To assist children in organizing themselves into groups to combat exploitation and danger on the streets and in supporting and protecting each other;
2. Street Educators group children who share common concerns or interests, for example through common work activities;
3. Street educators promote child-to-child education amongst street children:
 - (a) Street children who have demonstrated an interest in taking on educational and leadership responsibilities and have developed relevant skills may become junior educators, who then play a role in values clarification and health education;
 - (b) Junior educators focusing on health issues are called junior health workers. They help the street educators in educating their peers on and assisting them with personal hygiene, drug use and nutrition;

- (c) To become junior educators and junior health workers, children must undergo a screening process, attend several alternative education sessions and receive three days' training on drug-abuse prevention, child rights and values education;
- (d) Junior educators first assist the street educators in conducting PHC sessions after the education sessions. They then work with groups of younger children under the supervision of a street educator;
- (e) Junior educators and health workers submit regular reports to the street educators and participate in monthly meetings facilitated by the latter to discuss their issues and concerns. Some later conduct sessions independently.

Achievements

1. ChildHope presently employs three street educators who are former junior educators;
2. Junior health workers can now perform basic first aid on younger children;
3. Junior health workers provided individual and group sessions on health to younger children;
4. Junior health workers accompanied street children to clinics and hospital for consultation;
5. Junior health workers helped monitor the intake of medicines by children;
6. Junior educators assisted street educators at sessions on substance abuse and children's rights and values. They also encouraged children to attend these sessions.

Problems encountered

1. It was difficult to monitor the progress of the junior educators and junior health workers who lived on the street;
2. Street-based junior educators were not always good role models for younger children as they were still involved in occasional drug use;
3. Not all health facilities were willing to recognize these children.

Lessons learned

1. Junior educators and junior health workers can identify with other street children and can therefore resolve certain issues and problems;

2. When children are involved in the service delivery they can provide important information to project workers, enabling the programme to be more responsive to children's needs;
3. Children should not be seen as passive recipients of services. They can contribute significantly to the efficient delivery of programmes, by, for example, providing information to help the programme be more responsive to children's needs;
4. Enabling children to help others builds their self-esteem.

Education on the Street (Philippines)

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5. Child Workers Club (Bangkok) (1982 to date)

Background

Begun in 1982 to encourage child workers to meet, arrange activities, and develop their own organization, the Child Workers Club provides a platform for its 350 members to communicate and exchange experiences with friends and co-workers. It is operated by 10 committee members, elected annually, and by a few volunteers. The staff of the Centre of Concern for Child Labour provides assistance and guidance to the volunteers and the committee members. Its areas of work are employment, health, education, training, finance, media and leisure.

Objective

To encourage child workers to meet, arrange their own activities, develop themselves and develop their own organization.

Activities

1. Monthly newsletter
 - (a) Provides up-to-date information about the Club's activities, news, health-related issues and vocational guidance;
 - (b) Volunteers work together to publish the newsletter and distribute it to club members.

2. Health care programme

- (a) Club members and other child workers are given a medical check-up twice each year, provided by local doctors and personnel;
- (b) Exhibitions on various aspects of health problems.

3. Skills development

- (a) Youth leadership training programme;
- (b) Core members who actively take part in preparing the Club's activities are further trained to develop leadership qualities.

4. Educational and vocational services

- (a) Library services at the centre and at the workplace;
- (b) Scholarships for children to attend non-formal school in the evenings after work;
- (c) Centre organizes non-formal education classes on Sundays in different parts of Bangkok, which the children can easily access.

5. Savings cooperative

In July 1992 an experimental savings cooperative was created. Members of the Club, child workers, were encouraged to become shareholders in order to save some of their income. A single deposit was 5 Baht (US\$ 0.13); the cooperative has accumulated 7,555 Baht (about US\$ 200). Members borrow when in need.

6. Recreational activities

- (a) Sports and games are regularly provided for members who visit the centre on weekends;
- (b) On special occasions and holidays, celebrations are generally organized for club members to meet, enjoy themselves and relax;
- (c) Special activities for child workers to increase awareness and involvement in various social issues;
- (d) Activities such as tree planting, camping trips, and a trip to clean up the Chao Phraya River.

7. Public campaigns

Club members have been taking an active part in the public campaign activities of the Centre of Concern for Child Labour. The child workers themselves are the speakers.

Achievements

1. Young people's personal development has been enhanced: club members have received training, services and social and recreational opportunities;
2. Active participants have developed a sense of responsibility and leadership qualities;
3. As well as child-child communication, the views of children have been heard at national and international levels, where they have influenced national and international policy. For example, some recognition by national and international agencies of children's right to work is partly the result of listening to the views of child labourers.

Lessons learned

1. Various factors that affect children's ability to participate include: working conditions that leave children little time or energy to participate; employers forbidding involvement; the transient nature of the child worker population; the difficulty of accessing children in hidden or dispersed working situations; and the attitudes of adults who do not value children's participation;
2. Given these constraints, volunteers and staff require special skills to promote children's participation. There is a need to develop children and youth participation at all levels of society through training, education and awareness raising.

Child Workers Club (Bangkok)

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CATEGORY D: YOUTH PARTICIPATION

1. Encouraging and Promoting Young Women in Political Participation (Cambodia) (1998 to date)

Background

The Khmer Youth Forum Association implemented this project in 1998 with the sponsorship of Forum Syd. Training coincided with the Cambodian national election, which provided a good opportunity for young women to rethink their role and participate in national development.

Objective

To encourage young women in Cambodia to participate in the community, political life, civil society and national development to aid their future and that of the nation.

Activities

1. On March 26, 1998, 17 trainers were trained by the Khmer Youth Association in Phnom Penh on:
 - (a) The methodology of teaching;
 - (b) Leadership;
 - (c) The Convention on the Elimination of All Forms of Discrimination Against Women;
 - (d) The Universal Declaration of Human Rights;
 - (e) The constitution of Cambodia (focusing on articles relating to women's interests);
 - (f) Electoral law, the labour code and political party law;
 - (g) The importance of women in political participation and the main role of women in the electoral process, the history of Cambodian and foreign women leaders in the world, and "What is a free and fair election?";
 - (h) The sharing of experiences among women (focusing on women's situation and settlement).
2. After training the trainers, the Khmer Youth Association organized four training courses for young women from the age of 18 to 24 in Siem Reap town:
 - (a) Four courses were held at weekends;
 - (b) Each course had 25 participants, giving a total of 100 young women for the four courses;
 - (c) Participants came from Siem Reap Pedagogical School, high schools and NGOs in the province, as well as from the Provincial Women's Affairs Committee.

Achievements

1. Young women from the Pedagogical School often included the knowledge gained from this programme in their lessons and gave advice to other women in their villages;
2. Participants played an important role in reporting violence or abuse against women to the Khmer Youth Association office and other human rights organizations in Siem Reap;

3. 100 young women in this province formed a strong network of the Khmer Youth Association and often held meetings with field authorities to settle women's issues in their villages.

Encouraging and Promoting Young Women in Political Participation

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2. Listening to the Voice of Young People (Lao People's Democratic Republic) (1998-99)

Background

In 1997, the Lao People's Revolutionary Youth Union, Vientiane Municipality and Save the Children (UK), with the support of the Lao Women's Union and Vientiane Municipality, submitted a proposal to the United Nations Development Programme to conduct research on the needs and hopes of young people in Vientiane Province. The project consisted of using participatory techniques to gain a "snapshot" view of the lives and activities of young people. It was hoped that the research could be conducted by and with young people. Young people were to be trained in leadership skills.

Objectives

1. To elicit the views of young people;
2. To train a group of young people in focus-group leadership skills;
3. To provide a "snapshot" view for decision makers on young people's views on topics that affect them;
4. To introduce the concept of participation and present a model for participation by young people;
5. To assist in identifying responses of and services for young people.

Methodology and achievements

Participatory techniques are not commonly used in research, especially amongst youth researchers. The first task was to develop a set of tools and methodologies using participatory techniques that could be used by young people with their friends. A working committee was set up to oversee the process: two members of the committee were drawn from the Lao Youth Union of Vientiane Municipality, two from the Lao Women's Union of Vientiane Municipality, one from the Department of Education at municipality

level and two from Save the Children Fund (UK). A larger, advisory committee was also formed. The chair of this committee was the mayor of Vientiane and it included representatives from most of the departments of the Vientiane Municipality. The advisory committee met on average once every two months, while the smaller, working committee met at least every week, and more often in the beginning

The working committee listed six topics to be covered in the course of the research and they were approved by the advisory committee:

1. The good and bad things in life;
2. Relationships with families and friends;
3. What it means to be a Lao;
4. Money and the future;
5. Crime and punishment;
6. The environment.

The committee developed draft materials for discussion groups on these topics. Four young people were then asked to join the committee to give their input on the choice of topics and methodology, which were subsequently incorporated in the training manual.

The research was carried out through a variety of discussions led by key trained young people with their peers. Four districts of Vientiane and one rural district were chosen. Six villages were chosen according to perceived needs and the committee's assessment of the community's openness to the research. Also, the district Lao Youth Union officials were asked to nominate four young people, two girls and two boys, from each district according to the following general criteria:

1. Age: between 18 and 25;
2. Education: to secondary school;
3. Financial status: neither rich nor poor;
4. Personality: outgoing and confident.

Most of the researchers were aged between 17 and 22, the youngest was 15 and the oldest 28. These young researchers were trained and asked to run a variety of group sessions with other young people. The training lasted one week.

In each village, the groups were divided into two age groups, 13-15 and 16-18, by sex and according to whether the young people were in or out of school, making a total of eight groups per village. Each group met six times and on each occasion discussed one of the six topics. There were a total of 280 group discussions, held with around 300 young people. The information was collected in several ways:

1. By tape recorder, if the group gave permission;
2. From notes taken by one of the trained young people in each group;
3. From forms consisting of various exercises, to be completed by the participants;
4. From cards and drawings done during the group sessions by the young participants.

Meetings were held with the young researchers every week. At these sessions, problems encountered were discussed, information from the groups was collected and material for future groups was given out. These meetings were also very important for boosting morale and for keeping the young researchers interested.

Once the data was collected, the part of it that was amenable to statistical analysis was entered into the computer using the Statistical Package for the Social Sciences and the rest was analysed manually. Most of the material was translated into English and the final report was written in English and Lao. The report presents the facts and statements of the young people who joined the groups and allows the readers to draw their own conclusions.

In addition to the primary purpose of training 20 young researchers to run group discussions for this project, the secondary motive of the project was to develop a core of young people with the skills to work with other young people and who could develop group sessions with their peers on particular themes. The young researchers were keen and showed a particular interest in life skills and HIV/AIDS. It is hoped that other projects will follow.

Listening to the Voice of Young People

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3. Ministry of Youth Affairs (New Zealand) (1989 to date)

Background

The Ministry of Youth Affairs was established in 1989 to provide a voice for youth aged 12 to 25, and to promote the development of young New Zealanders.

Objectives

To promote the development of young New Zealanders by:

1. Advising on policies in the best interests of young New Zealanders;
2. Involving young people in decisions that affect their lives;
3. Promoting youth development programmes of high quality in partnership with other organizations.

Activities

1. Youth parliament
 - (a) The Youth Parliament was organized by the Ministry of Youth Affairs in 1994 and 1997;
 - (b) Young people were proxy members of parliament for one or two days, doing what ministers would normally do, including select committee processes and question time in the House (the parliamentary chamber). They also participated in a major debate on student allowances;
 - (c) Officials assisted the proxy members of parliament by developing a mock bill, taking minutes at meetings, recording proceedings and preparing final documents of the event;
 - (d) The next Youth Parliament is scheduled for 2000. Officials and parliamentary staff are already meeting to begin planning for the next event.
2. Youth councils
 - (a) Thirty youth councils in New Zealand;
 - (b) Youth are generally 16 to 25 years of age;
 - (c) Report youth issues of concern to their adult counterparts at city or district council level.
3. Prime Minister's Youth Advisory Forum
 - (a) The Prime Minister has a youth advisory forum, with whom she meets three times a year;
 - (b) Members of the group are aged from 12 to 25;
 - (c) Members of the group work on developing their views on key issues and talk to the relevant cabinet ministers;
 - (d) The Ministry of Youth Affairs provides administrative support to the group;

- (e) The Prime Minister also has one of her officials present;
 - (f) There is generally a dinner on the first or second day, hosted by the Prime Minister at her residence. The young people are encouraged to provide free and frank advice on youth issues.
4. School student representatives scheme
- (a) Schools throughout New Zealand are invited to nominate a student contact to receive mail, questionnaires and general information about youth affairs work;
 - (b) Information is sent to representatives, who in turn talk to their fellow students about issues and respond in writing;
 - (c) Communication staff hold regional meetings or local meetings in isolated rural communities to meet student representatives face to face;
 - (d) The scheme enjoys considerable support and the number of schools participating has grown since its inception.
5. Peer support programmes
- Elected older students offer basic support and guidance to younger students.
6. Church youth groups
- Youth groups attached to churches have very active youth that run holiday programmes and music festivals and provide basic support to peers.

Achievements

- 1. The Ministry of Youth Affairs has provided opportunities for young people to contribute to the development of policies that affect young people. Examples include the proposed change in the legal age to purchase alcohol and tobacco products; the review of the school day and school year; policy on the youth radio network and the national drug policy;
- 2. Since the inception of the programme the number of school student representatives who have a direct link to the Minister of Youth Affairs has been increased;
- 3. Participation in the youth parliament has given 120 young people from around the country the opportunity to experience first hand the work involved in being a politician;
- 4. The Prime Minister's youth advisory forum has been developed;
- 5. Regular regional forums for young people and community organizations have been held to discuss key youth issues.

Lessons learned

1. Involving young people in policy development can improve results;
2. Young people have good ideas and can explain what impact policies are likely to have on them;
3. Youth ideas can contribute to the development of successful policies.

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4. Child-Centred Programming for Street Girls in Davao City (Davao, Philippines) (1999 to date)

Background

In Filipino, "tambayan" means a place for relaxing, which in a sense, is what the organization strives to be. The Tambayan Center for the Care of Abused Children, Inc. is a partner NGO of Save the Children Fund. It provides programmes and interventions for abused street girls in Davao City (Southern Mindanao). Its areas of work are organizing, psychosocial Intervention, peer facilitation, research and advocacy.

Objective

To provide a venue and environment conducive to facilitating the restoration of children's self-esteem, building their capacity to form self-help groups, and reducing the stigma attached to street girls.

Activities

1. Encouraging the formation of children's self-help organizations and community-based action groups that respond to cases of abuse and exploitation;
2. Therapy and counselling to help children conduct and rebuild their lives by strengthening their coping mechanisms, enhancing their life skills and building their resilience, competence and self-esteem;

3. Education to equip children with information on issues relevant to their lives, such as children's rights, STD/HIV/AIDS prevention, gender and sexuality, reproductive health, family planning and substance abuse;
4. Running an alternative school to enhance the children's skills in basic and functional literacy and numeracy, preparing them to adjust to more structured formal schooling;
5. Running a drop-in centre where the children can meet, relax, have fun, find people to talk to and satisfy their basic needs for food and hygiene;
6. Providing medical assistance to meet the basic medical needs of the children and especially for their reproductive health and the treatment of minor illnesses;
7. Providing legal assistance to facilitate the filing of cases against child abusers, including counselling, and when necessary, seeking placements for children with security problems;
8. Research and advocacy.

Achievements

1. The attitude of the girls towards themselves and others has been improved;
2. The knowledge and skills of children in the protection and care of their bodies has been increased;
3. The children's knowledge of their rights as children has been increased;
4. The children's skills in conflict-resolution and problem-solving have been developed;
5. Relations with peers and other people have been improved;
6. A deep level of trust has been established with the children;
7. Good working relations have been established with critical government agencies and other child-focused NGOs;
8. A referral system for basic services has been established;
9. The media has been sensitized to the plight of the street girls;
10. Female police personnel have been employed as a result of advocacy by the section dealing with children and youth relations.

Lessons learned

1. Tambayan's work with the street girls is anchored in the belief that for meaningful changes to take place in the children's lives their active and conscious participation in the process of change is essential. Therefore, Tambayan works towards ensuring and strengthening a relationship with the children based on mutual trust and continuous dialogue, a partnership nurtured by the staff and children;
2. From the beginning, there was a conscious effort to ensure the children's views and opinions were taken into consideration in the development of programmes, from planning and implementation to the evaluation of activities. This was achieved through regular meetings where the children made the centre's policies and planned, assessed and evaluated activities;
3. Towards the third year, it was noted that the children naturally "facilitated" the participation of their peers. This was evident in their organizing and outreach work in the streets. The new children who came to the centre were either introduced or invited by the first batch of children to attend the centre's activities. Regular participants also began refer and accompany their peers for therapy or medical and legal assistance.

Child-Centred Programming for Street Girls in Davao City

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