TOOL KIT ON INCLUSIVE YOUTH PARTICIPATION

Strengthening Participation of Young Women and Young men in the Implementation of Agenda 2030

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INTRODUCTION TO THE TOOLKIT

Youth are fundamentally necessary for the achievement of Agenda 2030—without them the sustainable development goals cannot be achieved. With more than 1.2 billion youth on the planet, they are a demographic than cannot be ignored.

Youth are a powerful force that can improve the global environment in many ways. However, youth are also a unique demographic—different from older generations in numerous ways. It is critical to understand how to create youth participation in an inclusive manner that is beneficial to all. Mere engagement with youth is not sufficient—inclusive youth participation is needed to achieve the momentum required for achieving Agenda 2030.

This toolkit is a compilation of important material on creating inclusive youth participation. Inclusive youth participation is more than just youth engagement—inclusive participation entails treating youth as equal and important partners in driving change. The toolkit will serve as a guide to the reader in creating inclusive youth participation by outlining important theory but also practical material and case studies that prove that youth can be a powerful force in achieving Agenda 2030.

The toolkit starts by providing detail on the current youth demographic with youth-related data from around the world—explaining the importance of the youth demographic. The following chapters, 2 and 3, focus on strengthening inclusive youth participation and viewing youth as rights holders. The chapters look at building with youth and techniques and practices towards creating inclusive youth participation. Finally, the toolkit provides case studies on youth participation from around the world, illustrating the potential impact that youth can have when given an opportunity to participate in an inclusive way.
CHAPTER 1 - COUNTING YOUNG WOMEN AND YOUNG MEN IN URBAN SPACES

As of 2015, there are 1.2 billion people aged 15-24 years, and the youth population comprises roughly one sixth of the world’s population of 7.3 billion. By 2030—the target date for the sustainable development goals—the youth population is projected to grow 7 percent to nearly 1.3 billion. Because of the sheer size of this demographic, the youth population can be a positive force for development, but only if provided with the knowledge and opportunities to thrive: Young people must acquire the education and skills needed to contribute in a productive economy, but they also need access to a job market that can absorb them into its labour force. Among the greatest challenges facing many countries today are inadequate human capital investment and high unemployment rates among youth.

Some countries are struggling to educate and employ their current youth population, even before anticipating substantial population growth. As the youth population swells, their numbers become a greater challenge to their countries’ efforts to provide universal high-quality education, productive employment, and decent work for all. This brief examines recent and future trends regarding the size of the youth population and describes the challenges facing countries trying to educate and employ their youth. Because of the sheer size of the youth population, this demographic represents a wealth of economic potential, especially for developing countries whose age structures are youth-heavy. As such, the key to achieving sustainable development lies with the youth population.

Before making a case for UN Women’s emerging practices in youth development and gender equality, this brief will first establish an intellectual framework: This section will provide statistics to describe current population trends within the youth demographic. Next, this section will address the difficulties of reaching the entire youth population and the challenges of youth development. Then, this section will demonstrate how rising youth population numbers ultimately exacerbate existing development challenges. Finally, this section will explain how best to harness the potential of the youth population by using the demographic dividend.

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1 This Chapter has been reproduced from UN Women’s Discussion Paper on Emerging Practices for Strengthening Partnerships between Young Women and Young Men for Gender Equality, by Ravi Karkara and Arooj Khalid with Neha Sundaram.

The size of the youth population has peaked in all regions but Africa.

In Latin America, Europe, North America, Oceania, and the Caribbean, the sizes of youth populations have stabilized, and they are not projected to change significantly in the next 40 years (Figure 1).³

By contrast, the youth populations of Asia and Africa are in the midst of substantial changes in size: After rapid and sustained growth through the latter half of the 20th century, the number of young people aged 15-24 in Asia is projected to decline from 718 million in 2015 to 711 million in 2030 and 619 million in 2060.⁴

Africa’s youth population estimate is the only one that expects significant growth in the next 40 years. In 2015, the continent contained 226 million individuals aged 15-24, accounting for 19 percent of the global youth population.⁵ By 2030, the number of youth in Africa is projected to increase by 42 percent. Africa’s youth population is expected to continue growing throughout the entire 21st century—by 2055, it will more than double its current size. UN projections expect Asia to have a larger youth population than any other region until around 2080, when Africa will surpass Asia.

Although all youth populations are stabilizing except that of Africa, the size of the youth population continues to grow overall, which elevates the importance of this demographic. Especially in developing countries—whose youth populations comprise an especially large

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⁴ Ibid.
⁵ Ibid.
fraction of the overall population—it is imperative that countries establish programs that are specific to the needs of young people.

Many countries with rapidly growing youth populations already struggle to educate their young people.

Many countries have education systems that leave behind a substantial portion of their populations. As of May 2015, less than 80 percent of 15-24 year olds are literate in 32 countries. Of these 32 countries, 18 have youth populations that are projected to increase by 40 percent between 2015 and 2030. In six of these low-literacy countries—all of which are in Sub-Saharan Africa—the growth rate of the youth population is projected to exceed 60 percent during this period (Figure 2).

Niger illustrates the correlation between youth population growth and literacy rates: In 2014, only 24 percent of young people were literate, and the population is expected to grow by 92 percent over the next 15 years. Countries like Angola, Burkina Faso, Chad,

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7 Ibid.
Mali, Nigeria, the United Republic of Tanzania, and Zambia must also examine rapid growth of the population aged 15-24 within the context of low youth literacy rates.

When countries do not have the infrastructure or education programs in place to accommodate their existing youth populations, growing numbers of young people confounds their systems. Rapid expansion of the youth demographic requires countries to improve their education quality in order to serve more young people and make up for existing shortcomings in their education programs. Therefore, inadequate investment in young people’s education limits their abilities to reach their full productive potentials, which means that young people will struggle to contribute to economic development or achieve financial independence.

Conversely, when countries have lower birth rates, they have a chance to improve the quality of their education systems without the pressure of rapidly growing youth populations. For example, Pakistan observed a 71 percent literacy rate for young people between 15 and 24 years old in 2011, and its population is estimated to grow by only 5 percent between 2015 and 2030. Similarly, Haiti’s youth literacy rate was 71 percent as of 2006, and its youth population is expected to grow by only 7 percent over the next 15 years.

However, when girls and women do not have equal access to education or training in their current communities, gender inequality in education will escalate as youth populations grow. When girls do not have the same opportunities for education as their male counterparts, they are implicitly being denied their rights and their autonomy. Consequently, they are not able to pursue higher education or formal employment. Ensuring equitable investments in girls’ human capital is essential for sustainable development because without it, the gender gap in education will widen.

Some countries that are anticipating rapid youth population growth are among those with very high youth unemployment rates.

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8 Ibid.
Rapid youth population growth rates are correlated to high youth unemployment rates. In countries like Jordan, Iraq, and Saudi Arabia, youth unemployment rates are over 30 percent, and these countries expect their youth populations to grow by more than 20 percent during the next 15 years (Figure 3). Yet, countries like South Africa, Spain, and Greece have slower growth rates of their youth populations—10 percent or less between 2015 and 2030—but these countries still have over 50 percent youth unemployment. This is evidence that slowing growth rates of youth populations is not in itself enough to reduce youth unemployment.

Furthermore, countries can still face challenges even if their current youth unemployment rates are relatively low: Rapid population growth will still complicate sustainable development goals if labor markets cannot accommodate rapidly increasing numbers of young workers. For example, a large fraction of Mali’s labor force is still engaged in subsistence agriculture. So, even though the youth unemployment rate of less than 11 percent was low when compared to other countries in 2015, the number of youth between 15 and 24 years old in 2030 is projected to be 70 percent larger than in 2015. Other African countries face similar population concerns: In 2015, Nigeria’s and Zambia’s

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10 Ibid.
youth unemployment rates are 14 and 24 percent, respectively, and they are both projected to grow by 60 percent by 2030. Ultimately, these countries’ economies must grow to accommodate substantially larger numbers of youth that are ready to enter the labor force. Otherwise, these countries must find a way to slow their birth rates.

Decreasing youth unemployment has ramifications for youth population growth rates: In the next 15 years, several countries with comparatively low youth unemployment rates will see declines in youth numbers. For example, Thailand’s youth unemployment is projected to be 3 percent in 2015, and the population of 15- to 24-year-olds is expected to shrink by 22 percent by 2030. Cuba, Japan, and Vietnam are also projected to see lower youth unemployment rates. So, one method of lowering youth population growth rates is to lessen youth unemployment by educating and training youth, making them more competitive candidates in the job market.

If youth are provided with sufficient education, training, and jobs, then the growth of this age group could benefit national development. Conversely, if the youth population remains unemployed or underemployed in industries like subsistence agriculture, then their numbers will deepen sustainable development challenges instead of mitigating them. Youth who experience a delayed start in the labor force often have limited opportunities for income and income growth, and this is a problem they face long after they become employed. For that reason, even current youth unemployment obstructs social and economic development in the present and the future.

Youth education and employment are essential to harnessing the economic growth opportunities that are associated with the demographic dividend.

When birth rates decrease, the fraction of the population made up of youth also declines, while the fraction of people who are of working age increases. This creates the demographic dividend: A relative abundance of working-aged individuals exists, leading to increased savings, higher productivity rates, and more rapid economic growth. Demographers and economists herald this window because of the potential of an aging population. However, countries’ ability to harness the demographic dividend depends critically on their investments in human capital—especially that of young people poised to enter the labor force because such an investment can drive future economic growth. If countries do not make adequate investments in human capital—or if their labor markets cannot absorb new workers—they will squander the opportunity created by the demographic dividend.

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The magnitude of the opportunity created by the demographic dividend is most evident when comparing recent trends in nations’ age structures, youth employment, and gross domestic product (GDP) per capita. Figure 4 compares these measurements in two countries: Tunisia and the Republic of Korea.\textsuperscript{12} Due to decreased birth rates since the latter half of the 20\textsuperscript{th} century, both countries have experienced historic highs in their working-aged population. In both countries, the percentage of people between 15 and 64 years old rose from just over 50 percent in the late 1960s to around 70 percent in 2015. When comparing youth employment, however, the two countries differ markedly: Tunisia had unemployment rates of roughly 30 percent within the demographic of people between 15 and 24 years old—this has been the case since the early 1990s. However, the Republic of Korea only had about 10 percent unemployment for the same demographic during the same time period. Only by examining other economic factors is it possible to determine why one country’s labor force boasted higher employment rates than the other.

Trends in economic growth have likewise differed markedly since the early 1980s: In Tunisia, GDP per capita tripled between 1980 and 2010, whereas for the Republic of Korea it increased by a factor of 12.\textsuperscript{13}


\textsuperscript{13} Ibid.
Although several factors influence a country’s rate of economic growth, the mere fact that there are not enough economic opportunities available means that large numbers of Tunisia’s youth remain unemployed. Problematically, Tunisia is not an outlier but rather a representative of many countries in the global south whose sustainable development is challenged by slowing birth rates and low investment in human capital. So, despite the opportunity associated with the demographic dividend, these countries face limited economic potential and challenges to achieving sustainable development.

As evidenced by the comparison between Tunisia and Korea, slower population growth rates and higher percentages of working-age individuals is not enough to achieve sustainable development. Investment in human capital is the critical factor that unlocks the potential of the youth population—this includes equal access to higher education, technical skills and vocational training, and computer literacy.

\[14\] Ibid.
CHAPTER 2 - STRENGTHENING INCLUSIVE PARTICIPATION OF YOUNG WOMEN AND YOUNG MEN\textsuperscript{15}

“Youth are more than a Demographic Force; they are a Force for Progress”
UN Secretary-General Ban-Ki Moon

An overview of promoting meaningful and ethical participation of youth-
Effective and meaningful participation depends on many factors, including the youth’s developing capabilities, the openness of parents and other adults to dialogue, and safe spaces within the family, community and society that allow such dialogue. It also depends on stakeholders being willing to take young person’s views into consideration. Much of the work of government and civil society is carried out without explicit recognition of young people. Interventions are implemented on behalf of youth rather than with them. Youth are not generally seen as social and political actors. In most countries, individuals do not vote in national and local elections until they reach age 18. Youth, therefore, often have no formal place at the decision-making table, and adult-controlled mechanisms are likely to be required for youth opinions to be represented. Youth involved in political processes are often considered as technical actors who can provide useful information, rather than as citizens or political actors with rights to uphold and interests to defend. Some attempts of involving young people, have been done for the image of the adult organisations rather than for the benefit of youth themselves. At conferences, adults may listen to youth, but when it comes to the important decisions, youth are often excluded.

Youth parliaments may be little more than debating clubs where youth learn about governance and politics. Some attempts at involving young people, moreover, are tokenistic – done more for the image of the adult organization bringing them together than for the benefit of youth themselves. Young people’s participation has a vital role in empowering them in their own development. Through participation, youth can learn vital life-skills and knowledge and take action to prevent and address abuse and exploitation. Participation initiatives are strengthened when young people know and understand their rights. Consulting with youth is critical to ensure youth survival, development and protection measures are adequate and appropriate.

\textsuperscript{15} This chapter has been adapted from the Draft Report of Youth Participation for the Strengthening Social Coherence and Human Rights, International Youth Leadership Academy, 19-25 September 2011, Istanbul, Turkey, by Ravi Karkara
The theory and practice of young people’s participation is still in its infancy. But it has advanced significantly during the two decades. Policymakers are becoming increasingly appreciative that involving young people in decision-making not only enhances youth development, protection and understanding of democracy, it improves outcomes for all. More young people are developing their capacity to participate and collaborate through youth organizations and networks to advocate for their rights.

**Participation is a fundamental right, and also the key.** This is one of the guiding principles of the UDHR, which has been reiterated in many other conventions and declarations. Through active participation, youth are empowered to play a vital role in their own development as well as in that of their communities. This allows them not only to learn vital life-skills, but also to develop knowledge on human rights. To participate effectively, young people must be given the proper tools, such as education about and access to mechanisms to enforce their human rights.

The UN has long recognized that youth are major human resources for development, and key agents for economic growth, social change and technological innovation. Youth participation in decision-making processes is a priority of the UN agenda.

The commitment of the UN was rekindled in 1995, with the issuing and adoption of the WPAY, an international strategy to address youth’s challenges more effectively. To
promote the effective and full participation of youth, the programme proposes the following lines of action: improving the access to information; educating youth on their rights and responsibilities; promoting youth associations; taking into account the contribution of youth in decision-making processes; increasing cooperation and exchange between youth organisations; and strengthening the involvement of youth in international forums.

The international community has reaffirmed its commitment to youth participation through Resolution 58/133, which reiterates the “importance of the full and effective participation of youth and youth organizations at the local, national, regional and international levels in promoting and implementing the World Programme of Action and in evaluating the progress achieved and the obstacles encountered in its implementation.”– Subsequent resolutions have also dealt with policies and programmes involving youth as well as promoting youth participation in social and economic development.–

Youth have opportunities to participate in civic life through volunteerism, community service and service learning. At the community level, youth can serve as members of youth committees in local governments, offering their views on several issues and influencing youth policy. They can also establish school and university clubs aimed at educating each other on their human rights and on their civic responsibilities. Furthermore, they can set up Internet discussion groups and forums to exchange ideas and inspire each other to take action in their respective communities.– In some countries, national youth councils –that is, umbrellas for youth-led organizations– are key stakeholders in decision-making processes on youth-related issues. Yet, in others, they have merely a symbolic status. At the international level, there are a number of youth conferences organized by youth themselves, such as the World Youth Congress series. They may also participate in international and UN policy processes by becoming youth delegates to the General Assembly, the Commission on Sustainable Development or the Commission for Social Development.

Moreover, there are growing examples of meaningful youth participation in various stages of programme-cycle management, from youth-led participatory situational analysis to youth-led programme monitoring and evaluation. At the same time, we see an increased focus on youth participation in many thematic programmes, such as those aimed at preventing violence against women and youth, or HIV; at promoting actions against climate change, inclusive education, or sustainable development.

**All these are examples of youth-led, claim-making processes that advance and enforce their own human rights, through the exercise of one of them: that of participation.** However, they are still scattered efforts, and are far from being institutionalised practices
in government programmes and polices. Many governments are yet to develop national strategic frameworks and action plans to promote meaningful youth participation in issues that affect them. Some other challenges include a lack of laws that promote youth participation; a limited or absence of capacity to promote participation; inadequate structures, mechanisms and processes to enable inclusive participation of all youth, including indigenous youth, youth affected by HIV/AIDS, youth slum dwellers, and youth with disabilities.

Key Principles for Meaningful Participation of Youth\textsuperscript{16}

Youth Participation, in order to be meaningful, should be:

1. **Transparent and informative:** Youth must be provided with full, accessible diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and on how this participation will take place. i.e. its scope, purpose, and potential impact, ensuring that such information is accessibility to the most marginalized groups.

2. **Inclusive:** Youth participation must be inclusive, challenge existing patterns of discrimination and encourage opportunities for marginalized youth to be involved. Youth are not a homogenous group and participation needs to provide for equality of opportunities for all, without discrimination on any grounds. Programmes also need to make sure that they are culturally sensitive to youth from all communities.

3. **Supportive of youth-led organizations and networks:** Youth led organizations and networks, including online networks, should be supported and strengthened. Special efforts should be made to reach out to the most marginalized youth-led organizations and networks, such as those led by adolescent girls and young women, indigenous youth, LGBT youth, minority youth, youth with disabilities, and youth slum dwellers.

4. **Voluntary:** Youth should be encouraged to volunteer and their contributions must be promoted and respected. Youth should never be forced or manipulated into expressing views and they should be given the option to discontinue their involvement at any stage.

5. **Respectful:** Adults working with youth should acknowledge and respect youth’s contributions to their families, schools, cultures, the media, etc. Youth’s views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities. Youth need to be respected as knowledge leaders

\textsuperscript{16} Ibid.
and contributors of a knowledge base for youth participation from their perspective and experience.

6. **Relevant:** Youth need to be given space to enable them to highlight and address the issues they themselves identify as relevant and important. The issues should enable them to draw on their knowledge, skills, abilities, and responsibilities.

7. **Youth-friendly:** Investments need to be made in developing youth-friendly environments, processes, structures and mechanisms that enable youth to effectively participate in matters that affect them. Participatory and inclusive methodologies and tools should be adapted to maximize youth’s capacities and potential.

8. **Given enough time and resources:** Adequate time and resources (financial and human) should be made available to ensure that youth are adequately prepared and have the confidence and opportunity to contribute their views and supportive actions in processes of social transformation.

9. **Supported by capacity development:** Adults need preparation, skills and support to effectively facilitate youth participation. Youth themselves can be involved as trainers and facilitators. Youth require capacity-building to strengthen their skills and their awareness of their human rights. They further need training in organizing meetings and campaigns, raising funds, establishing youth-led organizations, dealing with the media, public speaking, and advocacy.

10. **Accountable:** A commitment to follow up and evaluation is essential. For example, in any research or consultative process, youth must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Youth are also entitled to clear feedback on how their participation has influenced any outcomes. Wherever appropriate, youth should be given the opportunity to participate in follow-up processes or activities.

**UN and Youth Engagement**
The UN has long recognized that young people are a major human resource for development and key agents for social change, economic growth and technological innovation. Participation in decision-making is a key priority area of the UN agenda on youth. In 1995, on the tenth anniversary of International Youth Year, the United Nations strengthened its commitment to young people by adopting the World Programme of Action for Youth (WPAY), an international strategy to more effectively address their problems and increase opportunities for participation in society. The international community has reaffirmed its commitment to youth participation through UN General
Assembly resolution 58/133, which reiterates the “importance of the full and effective participation of youth and youth organizations at the local, national, regional and international levels in promoting and implementing the World Programme of Action and in evaluating the progress achieved and the obstacles encountered in its implementation”. Subsequent resolutions have also dealt with policies and programmes involving youth as well as promoting youth participation in social and economic development.

“…The United Nations is doing a considerable amount to invest in youth. We are acquiring knowledge and best practices about the issues affecting young people today. And we are making greater efforts to engage youth in our negotiating and decision-making processes. Still, I do not think we have gone nearly far enough…” Secretary-General’s Remarks to General Assembly High-Level Meeting on Youth, 2011.

Progress
Parallel to the youth-related work the different UN agencies and programs are doing, the General Assembly and its subordinate organs are also involved in youth development. Currently, it is the Third Committee of the United Nations General Assembly and the Commission for Social Development that are the main intergovernmental bodies which monitor the progress, constraints, and emerging topics related to youth issues within the UN. The Third Committee of the General Assembly considers youth issues once every two years under its resolution, “Policies and programmes involving youth.” Similarly, the Commission for Social Development takes youth issues once every two years under its resolution, “Policies and programmes involving youth.”

The Joint Statement by Heads of UN Entities of the Inter-agency Network on Youth Development on the occasion of the UN High-Level Meeting on Youth, 2011 further retreated the commitment on youth participation “FULL AND EFFECTIVE YOUTH PARTICIPATION in society and decision-making, in both rural and urban settings, striving to include young people with disabilities, young people living with HIV, indigenous young people, young people from minorities, young migrants, young people who are stateless, internally displaced, young refugees or those affected by humanitarian situations or armed conflict.”

Furthermore, paragraph 26 in the Outcome Document of the High Level Meeting (General Assembly, A/RES/65/312 - 2011), provide key opportunities to build on, and consolidate greater accountability within the UN system to respond to youth globally. With the changing face of the world, the UN needs to work in partnership with young women and
young men to ensure that their meaningfully engaged and their human rights respected, fulfilled and protected.--

In addition The Secretary-General’s Five-Year Action Agenda in his 2nd Term priorities have clearly made commitment to boost Youth agenda in the UN system. He stated “Address the needs of the largest generation of young people the world has ever known by deepening the youth focus of existing programmes on employment, entrepreneurship, political inclusion, citizenship and protection of rights, and education, including on reproductive health. To help advance this agenda, the UN system will develop and implement an action plan, create a youth volunteer programme under the umbrella of the UN Volunteers and appoint a new Special Adviser for Youth”

The UN system is coming together to develop the UN system wide action plan on youth. This process saw engagement of young people by bringing their voices on an online platform that got over 16,000 replies. There is a stronger focus on youth participation and greater recognition to youth led organizations. The proposed changes at the UN mark a shift that needs to be recognised in the time to come and the greatest test will be how youth worldwide are recognised through their voice, action and partnership in the UN systems and beyond.
CHAPTER 3 - YOUTH AS RIGHTS HOLDERS\textsuperscript{17}

It has indeed been a long process, but youth can no longer –and will not stand to– be regarded as empty vessels or passive subjects that need to be filled or told what to do. Providing youth with relevant, diversity- and youth-friendly information in various mediums and formats is not enough anymore. It is imperative, to create, foster and guarantee mechanisms, opportunities and structures for them to participate in the political and public life of their communities; in short, for them to claim their human rights. A positive conversation among youth regarding their own human rights will prepare them to actively engage and participate in processes that transform their reality and that of others around them.

\textbf{Figure 1: Youth as Right-Holders Partnering with Duty-Bearers to Create a Human Rights-Based Society}

For many, opportunities begin in their family or caregiving settings, in their school and workplace, and in their community. It is vital to emphasize that, more often than not,

\textsuperscript{17} This chapter has been taken verbatim from the Unedited Draft Report of Youth Participation for the Strengthening Social Coherence and Human Rights, International Youth Leadership Academy, 19-25 September 2011, Istanbul, Turkey.
youth claim their human rights at the local level. This experience, nevertheless, may have a ripple effect in subnational and national processes. And youth action in this regard can be manifested both in individual and collective behaviour, all with the aim of positive social change. There is no doubt that, as recent events attest, youth are making important contributions to their societies by exercising their voice. The more they are involved in public affairs, the more they learn and develop as citizens.

Modelling inclusive participatory behaviour is crucial in building a human rights culture among youth. Figure 1 shows the need to build and support sustainable capacity of rights holders, in this case youth from diverse backgrounds. This does not mean, however, merely to distribute youth-friendly versions of documents and human rights instruments. Most importantly, it means to prepare youth for their effective and meaningful participation in society, by educating them on their rights to express themselves, engage and participate in decision-making processes that affect them and their communities, and encouraging them to exercise their rights as active citizens to bring about positive social change. This enables youth, as rights holders, to confidently express their opinions and views, be taken seriously and wield their influence in decision-making processes.

Another crucial element is to support youth in creating and sustaining youth-led organisations and networks that can influence and feed into the governance structures, strengthening further the promotion of human rights of youth. Youth should be encouraged to build the capacity of other youth as drivers and facilitators of change, by creating their own methodologies and tools to promote human rights, social justice, participation, non-discrimination and responsibility.

A human rights-based approach to youth also underscores the need to work also with the duty bearers, by supporting them in the creation of mechanisms, opportunities and structures for youth to effectively participate. This means governments building capacity of staff and other crucial professionals that work on youth-related issues at local, subnational and national levels (for example, across ministries like Communications, Education, Environment, Finance, Foreign Affairs, Health, Information Technology, Justice, Social Welfare, Women, Youth, etc.).

Governments must invest in long-term national capacity-building plans, such as introducing a human rights curriculum at the secondary, post-secondary and university levels, thereby promoting a vernacular discourse on human rights and participation. They should also support the establishment of an independent mechanism that promotes human rights of youth. They are accountable for guaranteeing and securing human rights of youth, including the provision of youth-friendly and youth-centred environments and services to build their capacities and skills to participate, and to promote their civic engagement and exercise citizenship.

It is fundamental that any process of this kind is rooted in the principles of equality, gender equality, inclusion and non-discrimination, in order to ensure that youth from all backgrounds and ethnicities are able to participate as equals. Special efforts should be made to foster participation of the most marginalized groups: indigenous and minority
youth, migrant youth, youth in hard-to-reach rural and urban communities, youth with disabilities, youth affected with HIV/AIDS, etc.

A solid set of rights, like the one depicted in Figure 1, can only be achieved with inclusive processes and continuous dialogue between rights holders and duty bearers.
Applying a Human Right Based Approach to Youth – Youth as Right-Holders

- **Put youth at the centre, recognizing them as right-holders and social actors.** Support youth and build their capacities to participate.

- **Recognise governments as primary duty-bearers accountable to their citizens, youth included, and the international community.** Create structures and mechanisms where rights holders have a continuous dialogue with duty bearers (for example, academia, governments, the international community, media, the private sector, religious leaders, etc.).

- **Recognise parents and families as primary caregivers, protectors and guides, and support them in these roles.** Develop parenting programmes that are for both father and mother, with clear focus on encouraging adolescent girls and young women to express and participate in decisions that affect them.

- **Give priority to young people and create a youth-friendly environment.** Create an environment that is safe and based on respect and mutual trust, so youth can engage and dialogue with key actors at all levels (local, subnational, national, regional and global) and in all settings (family, community, school, media, etc.).

- **Be gender-sensitive, and seek inclusive solutions that focus on those youth that are at risk and are discriminated against.** Policy makers and programmes must ensure a non-discriminatory and inclusive response that ensures the participation of indigenous and minority youth, migrant youth, youth with disabilities, young affected by HIV/ AIDS, youth affected by conflict, etc. Encourage work with male youth to promote gender equality and social inclusion.

- **Address unequal power structures, based on class, sex, ethnicity, age, caste, religion, etc.** Ensure that these power structures do not hinder or replicate in youth participation processes. Implement efforts to ensure a sharing of power, resulting in an empowering culture for all, especially the most marginalised young women and young men.

- **Hold a holistic vision of the human rights of youth while making strategic choices and taking specific actions.** Set goals in terms of the fulfilment of rights. Ensure a human rights-based society where both right holders and duty bearers advance dialogue and social justice.
Aim at sustainable results for youth by focusing not only on the immediate, but also on the root causes of problems. It is crucial to address social norms and values that discourage youth expression and participation. Patriarchal structures and hegemonic norms of masculinities need to be made more inclusive.

Use participatory, non-discriminatory, inclusive and empowering approaches. Implement efforts to breach the digital divide.

Build partnerships and alliances for the promotion of human rights of youth. Develop inter-governmental working groups to ensure that youth participation and human rights of youth are protected and fulfilled. Encourage partnerships with youth-led organisations and networks.

Establish local to global (glocal) structures that are bottom-up and promote youth’s voices and partnerships for development. Advance community action for policy advocacy at national and international levels to advance youth participation and human rights of youth.

Adopt a holistic perspective for a multi-sectorial response. Ensure that youth participation is seen as crosscutting in all aspects of youth programmes ranging from social budgeting and national plans of action to thematic focuses in protection, health, education, environment, water and sanitation, etc.

Establish a long-term goal. Set out international legal frameworks that are shared with governments, donors and civil society. Promote the implementation of the WPAY, counting on international cooperation.

Develop inclusive and participatory communication tools and channels. Have an inclusive approach to the use of progressive technology like social networking and SMS.

Have an evidence-based and results-oriented perspective. Develop youth-centred systems that promote an active role of youth in knowledge creation and knowledge management, and in the development of youth-led indicators for monitoring and evaluation.
The following figure can be regarded as a roadmap of sorts for the way forward.
Efforts should be aimed at achieving appropriate representation and participation of youth in decision-making bodies, with the same human rights as their adult counterparts.

### How to do this?

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<th>Information</th>
<th>Capacity-building</th>
<th>Advocacy</th>
<th>Decision-making</th>
<th>Enforcement</th>
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<td>Diversity- and youth-friendly information and materials regarding the human rights of youth should be developed with youth themselves, through traditional and technology-based platforms – such as internet, social networks, mobile telephones, etc. This information and materials must be accessible to youth with disabilities and in hard-to-reach areas, and should support the creation of a knowledge base of the human rights of youth.</td>
<td>Capacity building on the promotion of the human rights of youth and youth participation should be carried out with both adult and youth stakeholders.</td>
<td>Support should be given to youth-led initiatives, organizations, and networks engaged in human rights advocacy and promotion.</td>
<td>As equal partners and key resources, youth should meaningfully participate in the design, implementation, monitoring, and evaluation of initiatives, programmes, and policies that affect them – such as education, the environment, reproductive health, social protection, etc.</td>
<td>Structures and mechanisms should be created to enforce human rights of youth such as a special rapporteur or an ombudsman, expedited judiciary procedures, etc.</td>
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</table>
Youth should be involved in monitoring and evaluation of initiatives, programmes and policies to advance their human rights, including in terms of their participation in said initiatives, programmes and policies. They also need to be involved in developing youth-led indicators for this purpose.
Full and Effective Participation of Youth in the Life of Society and in Decision Making:

The capacity for progress of our societies is based, among other elements, on their capacity to incorporate the contribution and responsibility of youth in the building and designing of the future. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account.

Any efforts and proposed actions in the other priority areas considered in this programme are, in a certain way, conditioned by enabling the economic, social and political participation of youth, as a matter of critical importance.

Youth organizations are important forums for developing skills necessary for effective participation in society, promoting tolerance and increased cooperation and exchanges between youth organizations.

**The following actions are proposed:**

a. Improving access to information in order to enable young people to make better use of their opportunities to participate in decision-making;

b. Developing and/or strengthening opportunities for young people to learn their rights and responsibilities, promoting their social, political, developmental and environmental participation, removing obstacles that affect their full contribution to society and respecting, inter alia, freedom of association;

c. Encouraging and promoting youth associations through financial, educational and technical support and promotion of their activities;

d. Taking into account the contribution of youth in designing, implementing and evaluating national policies and plans affecting their concerns;

e. Encouraging increased national, regional and international cooperation and exchange between youth organizations;

f. Inviting Governments to strengthen the involvement of young people in international forums, inter alia, by considering the inclusion of youth representatives in their national delegations to the General Assembly.
CHAPTER 4 WORLD PROGRAM ON ACTION FOR YOUTH AND YOUTH PARTICIPATION

The WPAY, adopted by the General Assembly in 1995, provides a policy framework and practical guidelines for national action and international support to improve the situation of young people around the world. The WPAY covers fifteen youth priority areas and contains proposals for action in each of these areas.

Each of the fifteen priority areas identified by the international community is presented in terms of principal issues, specific objectives and the actions proposed to be taken by various actors to achieve those objectives. Objectives and actions reflect the three themes of the first International Youth Year: Participation, Development, Peace in 1985; they are interlinked and mutually reinforcing.

The fifteen fields of action identified by the international community are education, employment, hunger and poverty, health, environment, substance abuse, juvenile justice, leisure-time activities, girls and young women and the full and effective participation of youth in the life of society and in decision-making, as well as globalization, information and communication technologies, HIV/AIDS, armed conflict, and intergenerational issues.

Implementation of the Programme of Action requires the full enjoyment by young people of all human rights and fundamental freedoms, and also requires that Governments take effective action against violations of these rights and freedoms and promote non-discrimination, tolerance, respect for diversity, with full respect for various religious and ethical values, cultural backgrounds and philosophical convictions of their young people, equality of opportunity, solidarity, security and participation of all young women and men.

Priority Area 1: Education

Education is central to development and to the improvement of the lives of young people around the world. Despite recent progress, 11% of the world’s youth are still non-literate. Vulnerable young people – i.e. youth affected with HIV/AIDS, migrant youth and refugee youth – are often excluded from educational systems.

Proposals:

1. Improve the level of basic education, skill training and literacy among youth.  
2. Establish or strengthen education for young people in the cultural heritage of their own and other societies, and the world.

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18 This chapter has been taken verbatim from the World Program on action for Youth. The report is available here: http://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf  
20 See http://social.un.org/index/Youth/WorldProgrammeofActionforYouth.aspx
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3. Promote mutual respect and understanding, and the ideals of peace, solidarity and tolerance among youth.
4. Establish or enhance vocational and technical training relevant to current and prospective employment conditions.
5. Promote human rights education.
6. Formulate model training programmes for youth in individual and cooperative enterprises.
7. Enhance infrastructure for training youth workers and youth leaders.

UNRWA Education Programme

UNRWA runs one of the largest education systems in the Middle East, opening the doors of its 699 schools to nearly 500,000 pupils each day and employing 17,000 teachers. All refugee youth of school age are eligible to enroll in UNRWA’s schools, which provide free basic education across nine grades in the West Bank, Gaza and Syria, ten grades in Jordan, and eleven in Lebanon. Around half of all pupils at UNRWA schools are girls. To facilitate the creation of academic and intellectual leadership in the refugee community, UNRWA provides small numbers of project-funded scholarships for university tuition, awarded on merit and to particularly disadvantaged groups⁴¹.

UNV Online Volunteering Programme

UNV’s online volunteering service provides development organizations access to a global pool of knowledge and resources to enhance their capacities, while offering individuals worldwide opportunities to volunteer for development and contribute to achieving the MDGs. The online volunteering service has enabled over 900 non-profit development organizations (civil society organizations, government institutions, academic institutions and United Nations organizations) to benefit from the support of more than 9,500 individuals from 172 countries⁴².

Priority Area 2: Unemployment

Today, young people are three times as likely as adults to be unemployed. Between 2008 and 2009, through the global financial crisis, the world experienced the largest annual increase in youth unemployment. In 2009, about 8.1 million young people were unemployed. While accounting only for 25% of the world’s working-age population, in 2007 young people accounted for more than 40% of the unemployed⁴³.

Proposals for Action:

1. Create and promote opportunities for self-employment.
2. Create and promote employment opportunities for specific groups of young people –i.e. displaced youth, indigenous youth, young people with disabilities, and young women.

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⁴¹ For more information, visit: http://www.unrwa.org/what-we-do/education
⁴² Anyone interested in learning how to become an online volunteer can do so at www.onlinevolunteering.org.
⁴³ See http://social.un.org/index/Youth/WorldProgrammeofActionforYouth.aspx
3. Establish voluntary service programmes for youth, including community service projects, environmental protection programmes, inter-generational cooperation programmes, and youth camps.

4. Encourage employment opportunities for young people in fields related to technological innovation.

The Rural Apprenticeship Training Programme, Rwanda

The programme enhances the creation of jobs for unemployed and out of school youth in rural areas and trains them in sectors with great potential, in terms of profitability and availability of jobs. The training is practical, and designed to reach a relatively large number of beneficiaries in the shortest time possible, while at the same time ensuring the acquisition of basic knowledge to enable programme recipients to practice or exercise their newly acquired knowledge and skills. For many young women and men in Rwanda, this programme represents their only access. The project thus fills a major gap in vocational training in the country. Since 2004, more than 6,500 youth were trained for six months to one year in 30 different professions by 538 participating enterprises in all 30 districts of Rwanda.

Priority Area: Hunger and Poverty:

Over 85% of the world’s youth live in developing countries and half of them work in the agricultural sector. Approximately 64 and 84% of African and Asian youth live in countries where at least one third of the population subsists on less than US$ 2 a day. There are several non-monetary aspects of poverty: early parenthood, gender-biased access to opportunities, lack of a healthy living environment, etc.24

Proposals for Action:

1. Make farming more rewarding and life in agricultural areas more attractive.
2. Develop skill training programmes for income generation by young people.
3. Provide grants of land to youth and youth-led organizations.
4. Enhance cooperation between urban and rural youth in food production and distribution.

The Junior Farmer Field and Life School (JFFLS) programme

In order to help address the specific needs of vulnerable rural youth in developing countries, FAO and ILO have jointly developed the Junior Farmer Field and Life School (JFFLS) programme. The goal of the JFFLS is to empower vulnerable youth, and provide them with the employment and livelihood options needed for long-term food security while reducing their vulnerability to destitution and offering them risk-coping strategies. The programme’s strength lies in its unique methodology and curriculum, which combines agricultural, life and entrepreneurship skills in an experiential and participatory

24 See http://social.un.org/index/Youth/WorldProgrammeofActionforYouth.aspx
learning approach uniquely suited to rural communities and low literacy levels. Since 2004, the JFFLS programme has trained over 25,000 young people in 25 countries.\(^{25}\)

### Priority Area 4: Health

More than 1.8 million youth die each year, mostly due to preventable causes. About 16 million females aged 15-19 give birth each year. In 2008, youth accounted for 40% of all new HIV infections in people 15 years and older. About 150 million youth use tobacco.

Proposals for Action:

1. Provide basic health services to all young people.
2. Develop health education curricula at the primary and secondary levels.
3. Promote health services, including sexual and reproductive health, and develop relevant programmes in those fields.
4. Develop accessible, available and affordable primary health care services for sexually transmitted diseases, including HIV/AIDS.
5. Promote good sanitation and hygiene practices.
6. Prevent disease and illness resulting from poor health practices among youth, including the use of alcohol, drugs and tobacco.

### WHO Health for the Worlds Adolescents

"Health for the world’s adolescents" is a dynamic, multimedia, online report. It describes why adolescents need specific attention, distinct from youth and adults. It presents a global overview of adolescents’ health and health-related behaviours, including the latest data and trends, and discusses the determinants that influence their health and behaviours. It also features adolescents’ own perspectives on their health needs\(^{26}\).

### Priority Area 5: Environment:

Human activities, such as deforestation and use of fossil fuels, contribute to climate change. This decreases the availability of nutritious food and clean water, leading to malnutrition and ill health. Youth are particularly vulnerable.

Proposals for Action:

1. Integrate environmental education and training into education and training programmes.
2. Facilitate the international dissemination of information on environmental issues to, and the use of environmentally sound technologies by youth.

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3. Strengthen participation of youth in the protection, preservation and improvement of the environment.
4. Enhance the role of the media as a tool for widespread dissemination of environmental issues to youth.

**International Youth Forum Go4BioDiv**

The International Youth Forum Go4BioDiv is a youth-led project that has enabled young people from many countries to share their conservation experience with their peers, the wider public and decision-makers. Go4BioDiv messengers worked, lived in or researched on a natural World Heritage site and have first-hand experience and knowledge of the state of biodiversity and conservation challenges in those areas. The forum has been supported by the International Union for Conservation of Nature (IUCN), the World Heritage Centre of the United Nations Educational, Scientific and Cultural Organization (UNESCO WHC) and the CBD Secretariat and funded by the German Government 27.

**The Tunza Project:**

The Tunza Programme Tunza is UNEP’s long-term strategy for engaging young people in environmental activities and in the work of UNEP. Tunza means “to treat with care and affection” in Kiswahili. The Tunza Programme consolidates all of UNEP’s activities for young people into a unified global programme. The Tunza strategy focuses on four thematic areas: awareness creation, information exchange, capacity-building, and youth participation in decision-making. Tunza also has a clear focus on the involvement and active participation of girls and young women in all activities. Concrete activities of the Tunza programme include: • The biennial UNEP Tunza International Youth Conference and regional meetings • The Tunza Global Gathering • Annual International Youth’s Painting Competition • Quarterly youth publication – Tunza Magazine 28.

**Priority Area 6: Substance Abuse**

Young people are particularly vulnerable to the consequences of widespread drug abuse and trafficking. Drug abuse prevention initiatives include discouraging people from taking drugs, and helping those who are abusing drugs to stop doing so. Drug abuse is a chronic relapsing condition.

**Proposals for Action:**

1. Promote participation of youth and youth-led organizations in demand reduction programmes for young people, especially those at risk.
2. Train medical and paramedical students in the rational use of pharmaceuticals containing narcotic drugs or psychotropic substances.
3. Treat and rehabilitate young people who are drug abusers or drug-dependent, alcoholic and tobacco users.
4. Care for young drug abusers and drug-dependent suspects and offenders in the criminal justice and prison system.

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27 For more information, visit: [http://go4biodiv.org](http://go4biodiv.org)
The UNODC Youth Initiative

The Youth Initiative engages young people to reflect on the effects of substance use in their communities and to start taking action against it. The Initiative connects youth globally through social media to discuss, inspire, and learn from each other on the ways of promoting healthy lifestyles and start mobilizing their peers, families, schools, and communities. The Initiative empowers youth to plan and undertake activities that support freedom from psychotropic substances, respect for health and social cohesion. The Youth Initiative has so far connected over 700 schools and youth groups from over 100 different countries.

Priority Area 7: Juvenile Delinquency

The intensity and gravity of juvenile crime and delinquency depend mostly on the social, economic and cultural conditions in each country. There is evidence of the effects of economic recession on juvenile criminality, especially in marginal urban centres. The prevention of crime and violence should include measures to support equality and justice, combat poverty and reduce hopelessness among youth.

Proposals for Action:

1. Give priority to preventive policies and programmes.
2. Prevent violence through information campaigns and educational and training programmes in order to sensitize youth to its detrimental effects.
3. Provide rehabilitation services and programmes to those who already have a criminal history.

UNCRI and UNODC Projects

UNCRI is working on several projects to protect the rights of young people in conflict with the law. In Angola and Mozambique, for example, UNICRI has supported local governments in establishing juvenile courts and juvenile justice departments, while at the same time making sure that they are administered in the best interests of young people. In Mozambique, the programme also conducts analysis and information-sharing through a juvenile justice forum and a database on minors in conflict with the law.

Meanwhile, UNODC has provided policy advice and technical assistance on various juvenile justice issues to a number of countries, including Afghanistan, Bulgaria, Cape Verde, Cambodia, Ecuador, Egypt, Georgia, Haiti, Jordan, Lebanon, Libya, Peru, and South Sudan. The projects currently being implemented by UNODC focus on a variety of objectives which include: i) youth crime prevention; ii) to divert youth away from the juvenile justice system; iii) to ensure that youth’s rights are protected throughout the

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criminal justice process; iv) to ensure that deprivation of liberty is a measure of last resort and for the shortest period of time; v) to improve conditions of detention; and vi) to improve the social reintegration of youth in conflict with the law.

Priority Area 8: Leisure-time Activities

Leisure-time activities are fundamental in the psychological, cognitive and physical development of young people. They include games, sports, cultural events, entertainment and community service. They should be made freely available to all young people, and never constitute a means of exclusion or indoctrination.

Proposals for Action:

1. Recognize the importance of leisure-time activities as an integral part of youth policies and programmes, and provide appropriate funding.
2. Provide adequate funding to educational institutions for the establishment of leisure-time activities, which could be integrated into the regular school curriculum.
3. Encourage the media to promote youth understanding and awareness of all aspects of social integration, including tolerance and non-violent behaviour.

The Morocco Playground Project

The project is a common effort by UNHCR, UNICEF, IOM and several NGOs to use sports as a tool to overcome cultural barriers, create new opportunities for networking, improve social integration, and contribute to the development of a favorable protection environment for refugees and asylum seekers. MPG connects street basketball to activities designed to build capacity in education, conflict mediation, confidence-building, arts, entrepreneurship, project management and leadership. The project specifically targets girls and women, expecting to reach 40 per cent of female participation in activities that are often considered only for boys and men.

Priority Area 9: Girls and Young Women

From 1999 to 2007, the gender parity index for gross enrolment in primary education rose from 0.92 to 0.96. For 2005-2007, the literacy rate for female youth was 86.8%. However, girls are often treated as inferior and their self-esteem is often undermined, initiating a lifelong downward spiral of deprivation and exclusion. Negative cultural attitudes and practices, and gender-biased educational processes reinforce existing inequalities.

Proposals for Action:

1. Take action to eliminate discrimination against girls and young women and to ensure their full enjoyment of human rights and fundamental freedoms.
2. Promote universal and equal access to and completion of primary education for girls and young women, as well as equal access to secondary and higher education.

3. Eliminate discrimination against girls and young women in health and nutrition.
4. Protect girls and young women from economic and related forms of exploitation, and from performing any work that is likely to be hazardous or to interfere with their education.
5. Enact and enforce legislation to protect girls and young women from all forms of violence.

**Tutorial programme for young women running for political office In Uruguay**

Both women and youth are under-represented in parliament, UN Women, together with UNDP and UNFPA, conducted a unique tutorial programme aimed at young women between the ages of 18 and 30, to equip them with skills for running for political office and decision-making. The programme allowed participants to extend their formal and informal political networks, gain communications and debating skills, and enhance their understanding of the ground rules of politics. Furthermore, they attempted to bring home to the parties the conviction that, by involving women, parties and politics stand to gain.

**The Adolescent Girls Initiative**

In 12 countries UNFPA is intensifying efforts to protect adolescent girls' rights, in particular delay age at marriage and childbearing, empower the most marginalized girls, and elevate their status in communities. By making targeted investments at scale in girls over 5 years of age, thousands of vulnerable girls at risk are supported primarily through community-level girl groups that provide opportunities for social participation and leadership, gaining life skills and literacy, and accessing health services including family planning and HIV services – while creating a more favourable environment for adolescent girls at the community and national levels.

**Priority Area 10: Participation**

Participation is a fundamental right. It is also one of the guiding principles of the Universal Declaration of Human Rights (UNDH). Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities. Participation provides life-skills, knowledge on human rights and citizenship, and promotes positive civic action.

**Proposals for Action:**

1. Improve the access of youth to information.
2. Educate youth on their rights and responsibilities, and remove obstacles that affect their full contribution to society.
3. Promote youth associations, through financial, educational and technical support and promotion of their activities.
4. Take into account the contribution of youth in decision-making processes.
5. Increase cooperation and exchange between youth organizations.
6. Strengthen the involvement of youth in international forums.

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IANYD sub-working group on Youth Participation in Peacebuilding

A successful example for cooperation in IANYD sub-working groups and their inclusive and participatory approach is the IANYD sub-working group on Youth Participation in Peacebuilding, which is co-chaired by the Peacebuilding Support Office (PBSO) and the international NGO Search for Common Ground. The sub-working group is a platform for coordination, information-sharing, joint advocacy and policy discussions for UN entities, NGOs and civil society organizations promoting youth participation in peacebuilding. The sub-working group includes over 70 members from UN entities, NGOs, youth CSOs to academia. Recognizing that civil society organizations are at the forefront of programmatic and advocacy work on youth participation in peacebuilding, the sub-working group has made the direct participation of civil society organizations one of its priorities. Currently, the sub-working group is developing an operational guidance note that will offer concrete assistance to project managers on how to support youth participation in peacebuilding programming and ensure that youth are part of peace building processes. Achievements and results: • Enhanced coordination and collaboration between the UN and NGOs • Advocated for youth participation in peacebuilding in both youth and peacebuilding forums in the UN • Organization of several Brown Bag events to facilitate discussions amongst stakeholders • Contribution to Post-2015 agenda discussions • Developed the Guiding Principles on Young People’s Participation in Peacebuilding.34

The United Nations Focal Point on Youth

The United Nations Focal Point on Youth is the permanent co-chair of the United Nations Inter-agency Network on Youth Development. Based within the Division for Social Policy and Development at UN DESA, its mandate is predominantly based on the World Programme of Action for Youth. Through its work and programmes, the United Nations Focal Point on Youth aims at: • Enhancing awareness of the global situation of youth and increasing recognition of the rights and aspirations of youth (including the biennial World Youth Report) • Promoting national youth policies, national youth coordinating mechanisms and national youth programmes of action in cooperation with both Government and NGOs • Strengthening the participation of youth in decision-making processes at all levels in order to increase their impact on national development and international cooperation (including the Youth Delegates Programme)35.

Priority Area 11: Globalization

Globalization has opened new opportunities for economic growth and the development of the world economy. However, it has also presented several challenges in terms of intensified poverty, unemployment and social disintegration. Especially in developing country, many young people remain marginalized from the global economy and lack the capabilities to access the opportunity that globalization offers.

Proposals for Action:

34 http://unyouthswap.org/system/refinery/resources/2014/10/15/20_45_32_391_IANYD_Booklet.pdf
35 See: http://undesadspd.org/Youth.aspx
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1. Anticipate and offset the negative social and economic consequences of globalization, and maximize its benefits.
2. Promote youth employment and skills development in the context of globalization.
3. Establish monitoring systems to track the effects of globalization on youth.

My World and WorldWeWant2015:

Facilitate youth consultation and participation through online tools • The “My World” survey is a United Nations global survey where citizens from all over the world are voting on issues they think are important in their lives. The “My World” survey offers individuals a list of 16 issues to choose from. The voters are then required to prioritize six of those issues they consider most important to their lives. The survey results will be used for the future development agenda of the UN after the Millennium Development Goals (MDGs) end in 2015. Response so far has been remarkable: 1 million voters from 194 countries have participated online, through mobile phones or offline, using pen and paper. Approximately 850,000 voters are below the age of 30. The survey continues until 2015, but current results and data can be accessed online on: http://data.myworld2015.org • The “World We Want” is an online consultation aimed at finding out what young peoples’ views on sustainable development are and hearing their proposed solutions to youth issues in development. Feeding into the post-2015 discussions, the “World We Want” consultation steers discussions on the post-2015 agenda and enhances youth participation to make sure that young peoples’ voices are taken into consideration when setting the new development agenda.36

The UN Youth Delegates Programme

One form of youth participation at the United Nations is through the inclusion of youth delegates in a country’s official delegation to the United Nations General Assembly and various functional Commissions of the Economic and Social Council. The youth delegate programme is coordinated by the Focal Point on Youth at the global level, but it is the responsibility of the Member States to establish a youth delegate programme at the national level, and to decide who will represent the young people of their country. Youth delegates have demonstrated themselves to be of great value to their Governments and Foreign Ministries who benefit from their fresh perspectives, creativity and idealism.

Priority Area 12: Information and Communications Technology

Information and communications technology (ICT) and infrastructures are growing in importance as a part of everyday business and interaction. Youth have a particular interest and ability with regard to modern technology. ICT can empower youth by providing them with the opportunity to overcome the barriers of distance and socio-economic disadvantage.

Proposals for Action:

36 For more information, visit: www.worldwewant2015.org/youth.
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1. Make information and communications technology available to all youth.
2. Provide training to facilitate use of information and communication technology by youth.
3. Protect youth from the harmful aspects of information and communication technology.
4. Promote the use of information and communication technology by persons with disabilities and other vulnerable groups.
5. Empower young people as key contributors to building an inclusive information society.

BYND2015 Summit In September 2013

ITU and the Government of Costa Rica co-organized the BYND2015 Global Summit on Youth and ICT with a view to highlighting the priorities of young people and capturing their combined voice in crucial national and international policy and decision making processes, focusing primarily on the United Nations Post-2015 negotiations. The BYND2015 Summit is recognized as a starting point for ITU’s continued dialogue with young people, and while the Summit itself targeted a broad profile of young participants, the ITU’s outreach will evolve to target young ICT engineers, researchers and economists. The Summit’s outcomes included a crowd-sourced multi-media declaration garnered from an online community of young people. The declaration outlines the 5 hottest trends in social tech, and calls on ITU’s members to continue lowering barriers to access for young people, who desperately require such information and knowledge sharing tools for their continued social, political and economic empowerment.

Priority Area 13: HIV/AIDS

In 2008, youth accounted for 40% of all new HIV infections in people 15 years and older. Of the 33.4 million people living with HIV around the world, 4.9 million are between the ages of 15 and 24. In countries with concentrated epidemics, programmes and resources must focus on youth who engage in risky behaviours. In countries with generalised epidemics, where the general population is at risk, all vulnerable young people, particularly young women, need to be targeted.

Proposals for Action:

1. Raise awareness about HIV/AIDS prevention, care and treatment for youth.
3. Formulate and enforce legislation and legal instruments to protect vulnerable youth.

CrowdOutAIDS:

In 2012 Youth leaders from around the world presented a set of youth-defined recommendations that will guide the UNAIDS Secretariat’s work on HIV and young people through 2015. Based on the voices and views of more than 5,000 young people from 79 countries, the recommendations resulted from CrowdOutAIDS, an innovative youth-led policy project initiated by UNAIDS. Leveraging crowdsourcing technology and new media tools, the five-month project enabled young people to

37 http://unyouthswap.org/system/refinery/resources/2014/10/15/20_45_32_391_IANYD_Booklet.pdf
fully participate in the development of strategic recommendations for the UNAIDS Secretariat’s youth agenda.

**Priority Area 14: Armed Conflict**

As primary victims of armed conflict, young people experience many forms of physical and emotional suffering. While girls and women are disproportionately targeted, boys and men are also sexually abused in conflict situations. Youth and youth are uniquely vulnerable to involuntary military recruitment. Hundreds of thousands are associated with armed forces, including those of non-State actors. Youth and youth suffer from other consequences of conflict such as poverty, unemployment, low educational attainment, poor governance and the disintegration of families and communities.

Proposals for Action:

1. Protect youth under age 18 from direct involvement in armed conflict.
2. Provide opportunities for the reintegration of youth ex-combatants and protection of non-combatants.
3. Promote the active involvement of youth in maintaining peace and security, including programmes for reconciliation, peace consolidation and peacebuilding.

**Peacebuilding Fund:**

Empowerment of Youth at Risk through Job Creation Funded by the United Nations Peacebuilding Fund, UNRWA, UNICEF and the ILO empower Palestinian youth in Lebanon through productive activities. The main aim of the project is to help young Palestine refugees find and remain gainful occupation, thereby stabilizing their socio-economic environment. The project involves vocational training, the establishment of a youth empowerment and job creation programme, and micro-credit facilities. In parallel, data on the Palestinian labour force is collected and analyzed. Another component is the improvement of information on the demand-side of the Lebanese labour market undertaken by national partners and NGOs.

**Priority Area 15: Intergenerational Issues**

By 2050, the number of people over 60 is projected to increase by 50% in developed countries and triple in developing countries, with global life expectancy increasing to 75 years. While older adults may have more opportunities to share knowledge and resources with younger generations, they are also more likely to depend on the support of younger generations for longer periods of time. At the same time, due to growing unemployment among youth, housing shortages or insufficient means to gain independence, young people may also be dependent longer on their parents.

Proposals for Action:

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38 Visit: [http://www.crowdoutaids.org/wordpress/](http://www.crowdoutaids.org/wordpress/)
1. Develop programmes to strengthen families and to foster intergenerational relations.
2. Promote the empowerment of young women and their participation in the labour force.

The Generations and Gender Programme (GGP)

ECE is coordinating the Generations and Gender Programme (GGP) of data collection and research. The GGP has two pillars: the Generations and Gender Surveys collecting micro-data information and the contextual databases containing information about the policy framework. Both taken together aim at improving the knowledge base for policymaking in UNECE countries. The surveys conducted in this programme cover the age range from 18 to 79 years. Many of the issues studied are specifically relevant for young people such as the processes of family formation and home-leaving and a broad range of their determinants, including education, the labour market, housing, intergenerational relationships and contraception\(^{39}\).

Conclusions:

The adoption of the WPAY was one of the major achievements in youth empowerment within the UN system and created a momentum for youth-focused development work. Implementation of the WPAY requires the full enjoyment by young people of all human rights and fundamental freedoms, and also requires that governments take effective action against violations of these rights and freedoms, and promote non-discrimination, tolerance, and respect for diversity. Partnerships with the international community, national and subnational governments, civil society, the media, the private sector, parents and caregivers, and especially youth and youth-led organizations are fundamental for its successful implementation.

\(^{39}\) For more information, visit: [http://www.unece.org/pau/ggp/welcome.html](http://www.unece.org/pau/ggp/welcome.html)
In the year 2000, the United Nations announced the Millennium Development Goals to set a path for nation-states and citizens across the world in bringing certain fundamental changes to the planet, including the eradication of poverty, creating universal primary education, and promoting gender equality. However, in the 15 years the Millennium Development Goals have been in place, it has not been very clear how youth participated in the development of the millennium development goals or in their implementation.

There has been a dramatic and significant change that has taken place from when the Millennium Development Goals were announced—today, the world has the largest youth population ever, with 1.8 billion young men and women across the planet. Youth today are far more connected and integrated through online and offline communication channels than ever before and are often abreast on policy dialogue and discussions. The last 3 years have seen an extensive participation of youth in the development of the Sustainable Development Goals. Their participation ranges from actively engaging in UN Development Groups and supported national consultations on post-2015 agenda to active engagement with the high level panel on the post-2015 development agenda as well as both online and offline participation in various thematic consultations that contributed to the development of this agenda.

The UN Secretary General’s MyWorld 2015 Survey saw unprecedented participation from youth—young people brought over 6 million votes from 193 countries using both online and offline methodologies to voice their opinions on the sustainable development goals. These methodologies ranged from youth going from favela to favela in Mexico City to young people in India asking rural communities in focus group discussions to vote. Further, the UN & CSO co-hosted the World We Want 2015 Platform, which brought together voices of youth from across the planet in online consultations.

http://data.myworld2015.org

and dialogues. Young people also extensively participated in the open working group, the president of UN General Assembly’s meeting on youth, as well as the discussions of the high level political forum and financing for development. The above measures have resulted in a mixed bag of youth focused targets and indicators in the recently adopted sustainable development goals. These include requirements that the goals are: action-oriented, concise, easy to communicate, limited in number, and aspirational. Further, it was agreed that the goals must “be useful for pursuing focused and coherent action on sustainable development”, “contribute to the achievement of sustainable development” and “serve as a driver for implementation and mainstreaming of sustainable development in the UN system as a whole”.

Every SDG requires youth action for success. With 1.8 billion youth, they are a demographic that cannot be ignored. Youth have expressed their voices and taken action—in most cases more than any other age groups, as we have seen from the more than 6 million youth votes on MyWorld. Without youth, the SDGs cannot succeed.

Although there is no specific SDG on youth, many of the 169 targets and indicators for the Sustainable Development Goals have brought a strong youth-specific focus—every single SDG will require youth to succeed. Take for example Targets and Indicators related to Goal 4 on Quality Education: Target 4.6 is to “ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”. Indicator 4.4.2 looks at the percentage of “youth/adults who are computer and information literate”, 4.6.1 the percentage of youth/adults proficient in literacy and numeracy skills”, and indicator 4.7.1 the “percentage of 15- year old students showing proficiency in knowledge of environmental science and geoscience”. Under Goal 3 on Good Health: Indicator 3.5.2 examines “Coverage of interventions for the prevention of substance abuse interventions among people under 25” and Indicator 3.3.1 “HIV incidence per 100 susceptible person years (adults, key populations, youth,
adolescents). Under Goal 5 on Gender Equality: Indicator 5.6.2 covers the “existence of laws and regulations that guarantee all women and adolescents informed choices regarding their sexual and reproductive health and reproductive rights regardless of marital status.” Under Goal 8 on Good Jobs and Economic Growth: target 8.6 is to “substantially reduce the proportion of youth not in employment, education or training” by 2020. Indicator 8.6.1 looks at the “percentage of youth (15-24) not in education, employment or training (NEET)”, and indicator 8.6.2 examines the Youth (15-24) unemployment rate”. Under Goal 11 on Sustainable Cities and Communities, there is a recognition that cities are fast becoming the preferred form of human settlement globally. Key Indicators relating to youth are the ensuring of access to adequate, safe and affordable housing, basic services and public spaces; and the achievement of sustainable urbanization through participatory planning and management. These are just a few of the many youth related targets and indicators. We need to reaffirm that every single indicator has a youth aspect to it–without young women and young men, these indicators cannot succeed. Under Goal 16 -- Peace Justice and Strong Institutions -- provides an excellent opportunity for young women and men to take action on peace and security. Goal 17 on partnership for the goals makes a very strong case for greater recognition and strengthening of partnerships between youth led organizations and networks in the implementation of SDGs.

The most critical take back has been that young people from across the world have collaborated to bring forth their voices in the development of the SDGs. This is an important milestone in youth participation in the global policy framework as young people have offered their energy, commitment, and partnership, which need to be sustained as we move into the next step of sustainable development goals implementation. Youth will play a critical role in this process. Young people can participate in the following broad ways:

1. Youth can extensively participate in creating awareness and communicating these goals to their peers and society at large using both online and offline methodologies.

2. Young people and their youth lead organizations and networks can offer their participation by identifying solutions, innovative approaches, and taking action in the implementation of the seventeen SDGs.

3. Young people can play a critical role in becoming the eyes and the ears, which simply means becoming the monitors for the implementation of the SDGs.

4. Last, but not least, youth must become key players in ensuring accountability, ensuring impact of the SDGs to even the most marginalized youth populations in the world. Ensuring that the focus respects gender and diversity.

5. Promote inter-generational partnerships between youth and older people as well as youth supporting youth focused activities to make Agenda 2030 a reality.

YOUTH PARTICIPATION IN PRACTICE
Youth are leaders of today and it is important to engage with young people in achieving the Sustainable Development Goals. Youth must be at the center of achieving agenda 2030 for sustainable development and transforming our world.\(^\text{41}\)

The following examples describe youth participation in practice:

**Targets Under SDG 1\(^\text{42}\):**

1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day

1.2 By 2030, reduce at least by half the proportion of men, women and youth of all ages living in poverty in all its dimensions according to national definitions

1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

\(^{41}\text{Ibid.}\)
\(^{42}\text{https://sustainabledevelopment.un.org/?menu=1300}\)
UN Habitat’s Global Campaign on Urban Governance:
Since 1999, UN-HABITAT’s Global Campaign on Urban Governance has aimed to increase the capacity of all levels of government, specifically local, non-governmental organizations and other stakeholders, to practice good governance. This also involves citizens and civil society groups who have particular interests, rights, and obligations related to youth and youth. The Campaign works through four linked strategies: facilitating normative debate with declarations and policy papers; advocacy through public education and campaign launches; operational support and capacity building; and knowledge management such as the development of toolkits to support participatory urban decision-making. UN-HABITAT expects its work to be measured by the extent to which urban poverty is reduced through positive impacts on the lives of the poor and their integration into city structures and policies. The needs of youth and youth, particularly with regard to their living environment, have to be taken fully into account. Special attention needs to be paid to the participatory processes dealing with the shaping of cities, towns and neighbourhoods; this is in order to secure the living conditions of youth and youth and to make use of their insight, creativity and thoughts on the environment. Habitat Agenda para. 13 Youth, Youth and Urban Governance 20 UN-HABITAT has worked to integrate youth into the HABITAT Agenda through its Urban Management and Safer Cities Programmes in particular. This has included the formation of “Youth for Habitat” caucuses after the HABITAT II Conference in Istanbul in 1996. The caucus has enabled youth to participate in and contribute to a number of international conferences. UNHABITAT’s Partners and Youth Section was created in 2003, and a new Global Partnership Initiative on Urban Youth Development in Africa launched. This Initiative will focus on mainstreaming urban youth employment and participation and youth at risk within the agency and at the municipal level through the normative programmes of the agency. In May 2003, UN-HABITAT’s Governing Council formally asked that its work on youth in urban governance be strengthened and adopted a resolution to enhance the engagement of youth in the work of UN-HABITAT.

Alleviation of Youth Poverty through Piggery Project in Limbe, Cameroon (UN-HABITAT Youth Fund):
Alleviation of Youth Poverty through Piggery Project was a Urban Youth Fund project of the Victorious Youth Movement in Cameroon. The project aimed to empower Cameroon youth in the agricultural sector: VICYOMO used its own project site to train young men and women involved in piggery farming. Youth beneficiaries conducted their piggery farming activities on family land or they could buy land from private owners. VICYOMO’s plan has always been to train youth so that they can also train other youth and to reach as many youth as possible across Limbe Municipality. 600 youth, including 350 young women and 250 young men mostly from slum areas in Limbe, benefited from this project: they participated to different seminars and workshops that VICYOMO organized to drill the youth on self-reliant skills. These trainings enabled the youth to gain self-reliant skills in the domain of pig rearing and this has impacted the positively since the youth and its environs are now self-employed.

Ideas for Action: Young people can participate through several efforts in bringing attention to the global inequality and its direct link on global poverty. To start with young people can create awareness on goal 1 through traditional and progressive media, including social media. Young people can also write blogs, focusing on youth and poverty as well as youth in poverty. Blogs such as these can be linked to WorldWeWant2015.org. Yet another resource is the ONE campaign: ONE

43 N HABITAT: Lessons From the Urban Youth Fund - Report 5.
Targets under SDG 2:

2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in youth under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons

2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed

2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries

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44 ONE is an international campaigning and advocacy organization of more than 7 million people taking action to end extreme poverty and preventable disease, particularly in Africa... extreme poverty has already been cut by 60% and can be virtually eliminated by 2030, but only if we act urgently.
2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round.

2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility.

**Committee on World Food Security – Youth Focal Points**

The 2008 G-8 Summit in Japan, the 2009 L’Aquila Joint Statement on Global Food Security, and the 2009 FAO World Summit for Food Security generated a renewed commitment by world leaders to end hunger. Since 2010, the Committee on World Food Security (CFS) - the intergovernmental body established in 1974 to review and follow-up on food security policies within the UN system - is given counsel by the largest international advisory group of civil society organizations, the Civil Society Mechanism (CSM).

The CSM’s Coordination Committee also incorporates designated youth focal points, representing the opinions and interests of youth civil society organizations (CSOs) allowing young people to contribute to the CFS process, by feeding into policy and strategy discussions and exchanging knowledge on practices and technologies. Other areas of progress in reducing poverty and hunger include the strengthening of rural development programmes and initiatives as well as the enlargement of safety nets and social protection programmes.

Examples of such schemes include national food safety net programmes, such as the WFP school feeding programmes in Pakistan, Sudan and Yemen, and "Cash /or Food for Work" initiatives in the Philippines, Côte d’Ivoire, Laos and Djibouti. Voucher programmes in Zambia, Haiti, Afghanistan, and Syria are designed to stimulate the local economy by creating jobs and increasing agriculture and local value-added food production.45

**The “Junior Farmer Field and Life School” (JFFL) programme**

A collaboration between FAO and ILO, has trained over 25,000 rural youth in 20 countries since 2004.7 The objective is not only to provide vulnerable young people with livelihood options and ensure their long-term food security, but also to promote gender-equality by enabling youth to exercise the same responsibilities and developing their capacities to critically assess relationships. The strength of the JFFLS is its unique learning methodology and curriculum, which combines agricultural, life entrepreneurship skills in an experiential and participatory learning approach uniquely suited to rural communities and low literacy levels.46

**Ideas for Action:** Young people can get involved in their local communities by raising awareness about food security, participating in food drives, and helping support food programs at homeless shelters through volunteer activities. Students can access the resources of the World Food Program

46 Ibid.
Targets Under SDG 3:

3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

3.2 By 2030, end preventable deaths of newborns and youth under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate
3.b Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all.

3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States.

3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

**UNFPA Senegal Training in health**
In Senegal, through UNFPA support in partnership with GEEP (Group pour l’etude and l’ enseignement de la Population), young people are trained in ICT, learn skills in latrine building, vaccinations, sports, and sexual and reproductive health. The programme is coordinated by GEEP, but managed by different sectors and has been successful in its coordination. UNFPA, 2005.47

**JCI Sbeitla (JCI Tunisia) Raise awareness about women’s health issues**
Members of JCI Sbeitla partnered with the government, businesses and doctors to screen women for cancer and provide treatment to those who tested positive. About 120 women were screened through this project and helped eight women discover unknown health issues.

**JCI (JCI Bangladesh) Better Health for Better Life and Healthy Start**
JCI Dhaka Cosmopolitan and JCI Dhaka East partnered with a pharmaceutical organization, local businesses and other organizations to host a free healthcare camp. Doctors visited with mothers and newborns and provided vitamins, medications and vaccines as well as ultrasounds, pregnancy tests and information about pregnancy. About 1000 expectant mothers attended the healthcare camp with plans to reach at least 300 more.

**Ideas for Action: Youth can start by learning more about health and sanitation, and taking precautionary measures to avoid the spread of disease, as well as teaching these precautionary measures in their communities. Youth can further raise awareness about the health risks of smoking tobacco. Resource: The American Red-Cross has numerous volunteer programs catering to youth, including leadership camps with a focus on health:** [http://www.redcross.org/support/volunteer/young-humanitarians](http://www.redcross.org/support/volunteer/young-humanitarians).

Targets Under SDG 4:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and youth in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

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<th>JCI Valle de Sula (JCI Honduras) Educando Todos Ganamos (Everyone Wins with Education)</th>
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<td>To help people who could not read very well or at all and to decrease the dropout rate. JCI Valle de Sula partnered with the government of Honduras to create a long-term educational training program to reduce illiteracy rates and dropout rates. The result was a national educational program that aired on 13 radio stations and a variety of television channels throughout the country every Sunday. Using volunteer teachers, the program covered topics such as English and speech and debate. Through this program, 106 individuals enrolled in the classes. JCI Valle de Sula also established partnerships with government, media outlets and businesses.</td>
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<th>United Nations Girls’ Education Initiative</th>
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<td>The United Nations Girls’ Education Initiative (UNGEI) is a partnership of organizations committed to narrowing the gender gap in primary and secondary education. It also seeks to ensure that, all youth complete primary schooling, with girls and boys having equal access to free, quality education. UNGEI was launched in April 2000 at the World Education Forum in Dakar, Senegal, by then United Nations Secretary-General Kofi Annan in response to a troubling reality: Of the millions of youth worldwide who were not in school, more than half were girls – a reality that continues today.</td>
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Ideas for Action: Students can encourage their peers to attend class and spread awareness on the importance of education in their community. Marginalized groups and groups that are likely to leave school or university should be encouraged to stay. Resource: Teach for America gives students an opportunity to go into their community and teach at underprivileged schools: [https://www.teachforamerica.org/](https://www.teachforamerica.org/) . Their international organization Teach for All, covers a wide range of countries and offers similar opportunities: [http://teachforall.org/en](http://teachforall.org/en) . Youth can also get involved with the Malala Fund and read the Brookings Foundation report on what works: [https://www.malala.org/girls-education](https://www.malala.org/girls-education) .

**Achieve gender equality and empower all women and girls**

**Targets under SDG 5:**

5.1 End all forms of discrimination against all women and girls everywhere

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5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

Partnering with young men on Gender Equality for combating HIV/AIDS and Ending Gender Violence in Ethiopia

Youth Participation is an important element of the strategy to combat the growing threat of HIV/AIDS and of gender violence in Ethiopia. The strategy is to work in partnership with youth and encourage them to be committed agents of change within their communities.

The youth of the age bracket 14-19 were trained on issues of sexual and reproductive health, HIV/AIDS and concepts of gender. The exercise was based on facilitating interactions between the youth of both sexes and leading them to some clear results.

The interactions with the youth have involved the raising of issues: Should you have sex before marriage? Do you have to love a girl to have sex with her? What are the different roles allotted to boys.

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49 R Karkara, Boys for Change – boys on Gender Equality, Save the Youth, 2007
50 In 2005, Save the Youth Sweden established two boys’ groups in difference vulnerable communities in Addis Ababa. The boys’ groups had the specific aim of promoting gender equality to tackle the growing threat of HIV/Aids and gender violence.
51 One of the first meetings was held by the Integrated Family Service Organization/Eshet Youth and Youth Association (IFSO/Eshet) in 2005, with 100 youth and young people both in and out of school and between 10-24 years old.
and girls? The youth were encouraged to speak out about how they feel about gender inequality, gender violence and HIV/AIDS. They discuss issues such as: Does a girl or woman enjoy sex in the same way a boy does? Why can’t a boy do domestic work?

For the two and a half years these two programs have been running, the boys have been encouraged to speak out about how they feel about gender inequality, gender violence and HIV/AIDS. They have gained self-confidence in expressing themselves. They have received the necessary knowledge and skills needed to act as agents of change within their community. This has fostered tolerance and respect towards other members of the group, even though they may at times disagree with them. There is also emphasis on gender equality by raising questions: What happens to girls and boys when they don’t conform to gender stereotypes? Is it only boys who abuse drugs?

Why should a boy always have to pay for a girl to go out on a date? Who has the right to agree to an abortion – the woman or the man? One of the biggest challenges facing the groups is ensuring that the programs attain sustainability and encountering the prejudices of the society. Many of the participants have been harassed by the police during meetings. There was one incident where a boy was arrested.

The strategy has helped the youth to gain self-confidence and they have acquired the knowledge and skills needed to act as agents of change within their community. This has fostered tolerance and respect towards other members of the group, even though they may at times disagree with them. However, there is a need to create within the groups, a greater understanding and application of fundamental concepts concerning gender equality and power relations. The groups also need access to age-appropriate materials on these issues. The groups would also benefit by involving school youth and young people. Younger youth would benefit by having their own groups. Getting the groups connected with the other community members would help to increase the impact of group discussions.

**Wheels of Change**

“You are not stuck in traffic. You are traffic. Speak up. Cycle on. Support gender equality.” This was the message on the poster of a recent HeForShe event. On April 5, 2015, over 700 cyclists joined a bicycle rally in Pune, India, to campaign for the HeForShe movement. This innovative event was developed by UN Global Youth Advocate Saket Mani and the World Peace Centre Youth Mission, supported by UN Women.

The concept behind the rally was simple: for our society to move forward, we need a balance of genders, just like a bicycle. The rally represented our own call for solidarity—the event included advocates of every age and from all walks of life who wanted to show their support for the cause.

Prior to the rally, a week-long signature drive was organized in the city to mobilize people to sign up for the campaign and show their commitment to gender equality. Led by Mr. Mani, the World Peace Centre Youth Mission is a group of young, enthusiastic individuals who fight against gender-based discrimination in society by mobilizing people in the city of Pune and beyond.

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**Ideas for action:** Youth should sign up for the HeForShe campaign [http://www.heforshe.org/en](http://www.heforshe.org/en) and by wearing the colour orange on the 25th of each month to stand up and end violence against women as part of UN Women’s efforts to End Violence against Women and Girls. Youth can sign up for the...
‘Orange Your Hood’ campaign to end violence against women: http://www.unwomen.org/en/news/in-focus/end-violence-against-women. Students can partner the MAN UP campaign to support gender equality: https://manupcampaign.org/about-man-up

Ensure availability and sustainable management of water and sanitation for all

Targets Under SDG 6:

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b Support and strengthen the participation of local communities in improving water and sanitation management.

The United Nations Volunteers Programme

The United Nations Volunteers (UNV) programme provides front-line assistance to grassroots communities in getting access to clean water, a resource central to sustainable development and poverty reduction. UN Volunteers are active in many priority areas on which the International Year of Water Cooperation on has been focusing the world’s attention. Furthermore, UNV engages in joint operations with UN agencies in order to meet challenges in providing drinking water and sanitation in Africa, Asia and Latin America.

In Georgia, UN Volunteers established community water reservoirs and facilitated equitable access to water services by promoting the communal use of water by communities. In Bolivia, they rehabilitate irrigation systems and build the capacity of youth volunteers in soil and water conservation to manage water resources in an effective and sustainable way. UN Volunteers also promote sanitation to enhance and sustain livelihoods in Timor-Leste, Zambia, Somalia and El Salvador, as well as assist in planning responses to clean water scarcity caused by climate change and natural disasters.

**Human Value based Water, Sanitation and Hygiene Education Program for High School Students, Nepal (UN HABITAT Urban Youth Fund)**

Stepping Stone is a youth led Non-Governmental Organization (NGO) that was funded by the UN HABITAT Urban Youth fund. To address the issues of water, sanitation and hygiene, Stepping Stone started the initiative: Human Value based Water, Sanitation and Hygiene Education Program for High School Students (HVWSHE). The main objective was to raise awareness on water and sanitation and to educate schools and communities through educational program that include human values to improve behavioural and social awareness. The project promotes behavioural change through integrating human values to issues relating to water, sanitation and hygiene to achieve environmental sustainability. The project brought nearly one thousand youths to work together from five different community areas to form “Young Social Workers” groups. Teachers in 14 schools were trained to educate the youth in their schools and integrate HVWSHE activities in their teaching. 10 schools were supported with funds for water and sanitation awareness program by youth.

**Ideas for Action:** Students can work with their local bodies to post signs next to water bodies, wells, and other water sources asking individuals not to pollute or waste water. Students can also implement rain harvesting at their homes and schools. Students can get involved with World Water Day on 22nd March or join the Sanitation for All campaign, collecting data and implementing action on sanitation. Resources: [http://www.unwater.org/campaigns/sanitation-for-all/en/](http://www.unwater.org/campaigns/sanitation-for-all/en/) Get involved: [http://sanitationdrive2015.org/be-a-driver/resources/](http://sanitationdrive2015.org/be-a-driver/resources/).

**Targets Under SDG 7:**

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54 UN HABITAT: Lessons From the Urban Youth Fund - Report 5.
7.1 By 2030, ensure universal access to affordable, reliable and modern energy services

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix

7.3 By 2030, double the global rate of improvement in energy efficiency

7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology

7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support

**Energy Action Coalition**
Energy Action is a coalition of 30 organizations working to support and strengthen the student and youth clean energy movement in North America. Currently Energy Action is working on the Campus Climate Challenge, a grassroots effort to organize and win hundreds of clean energy victories on college campuses throughout the US and Canada.55

**Sierra Student Coalition (SSC)**
The Sierra Student Coalition is a broad network of high school and college students from around the U.S. working to protect the environment. It has over 250 affiliated groups based at schools around the country. The SSC is the student arm of the Sierra Club. Like the Sierra Club, the SSC is run by volunteers who work on national and local campaigns that promote smart energy solutions and protect the environment. It develops environmental leaders through grassroots training programs and works to maximize its campus-based effectiveness through the creation and maintenance of state and national networks of high school and college students. A small staff supports the work of the Sierra Student Coalition's volunteer-run activities.56

**Ideas for Action:** Students can participate in setting up solar panels on their roofs and in their schools and universities. Students can make use of many programs offered by UNEP Tunza, specifically tailored for youth: [http://www.unep.org/tunza/youth/About/tabid/3767/Default.aspx](http://www.unep.org/tunza/youth/About/tabid/3767/Default.aspx).

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56 Ibid.
**Targets Under SDG 8:**

8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training

8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries

8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

**Youth Partnership for Peace and Development Sierra Leone (UN HABITAT Youth Fund):**
Empowering Youth in Post-Conflict Sierra Leone Youth in post-war Sierra Leone, especially those living in remote areas such as the Makeni region face serious unemployment challenges. Most Sierra Leone
Youth have received little to no education. For those youth with some education, mostly primary level, it is extremely hard to secure meaningful employment in urban areas. The youth unemployment challenge is compounded by the fact that mainstream vocational training centers are very expensive for the uneducated poor youth. In response to worsening youth unemployment in the Makeni region, the Youth Partnership for Peace and Development (YPPD) launched a year-long Sustainable Youth Livelihoods through Vocational Skills Training (SYLVST) project, financed by the UN-Habitat Urban Youth Fund. SYLVST provided vocational skills training to youth at no charge. In addition to the skills training, youth graduates from the SYLVST are also given certificates of completion, letters of recommendation, and full start-up training toolkits. Access to working space for youth remains a problem. YPPD tries to improve access to operating spaces for the youth by inviting community members to graduation ceremonies, in hopes that the community members will suggest places where youth could start their projects. Most youth graduates operate from their homes, where they carry out employment activities including dress making, tailoring, textile design, and small businesses.\textsuperscript{57}

**ILO Initiatives on Youth Unemployment:**

“ILO has undertaken major initiatives on youth unemployment\textsuperscript{68}. At the urging of the UN Secretary General, and in collaboration with the World Bank, ILO convened the Youth Employment Youth, Youth and Urban Governance 22 Network (YEN) to develop “imaginative approaches” to youth employment\textsuperscript{69}. A Panel appointed by the YEN outlined four priorities in 2001: employability, equal opportunities for young men and women, entrepreneurship, and employment creation, all of which require the active participation of young people for their achievement. A resolution urging governments to prepare national reviews and action plans on youth unemployment, and to involve young people in their development, was unanimously adopted by the UN General Assembly in December 2002. The ILO, World Bank and UN-HABITAT supported the Youth Employment Summit 2002 in Alexandria, Egypt, which brought together youth to discuss the facilitation of employment and entrepreneurship. The World Bank also has a series of strategic papers and A Youth and Youth Strategy, as well as supported developments such as the Columbia Youth Development Project.\textsuperscript{70}\textsuperscript{58}

**Economic Rights In Sub-Saharan Africa: Association For Cooperation And Development (Mozambique)**

Young men and women from Sub-Saharan Africa face countless challenges. These obstacles stem not only from the demographic explosion of youth throughout the region, which could also be regarded as an opportunity, but mostly from the pool of resources to which this population has access. Indeed, Sub-Saharan Africa is the only region in the world that has experienced a sharp increase in the number of working youth who subsist on less that $1 per day. Today, they amount to 45 million people. Moreover, the region presents highly uneven literacy rates and also extremely high numbers of youth outside of or that have never been inside the education system. For example, almost 60 per cent of Malian males aged 20-24 had never had an education in 2001. It goes without saying that the situation of females is much worse. Of course, this situation has bearing on the fact that youth in Sub-Saharan Africa are three times more likely than adults to be unemployed. By 2005, the region’s average unemployment rate had risen well above 30 per cent.

\textsuperscript{57} mirror.unhabitat.org/pms/getElectronicVersion.aspx?nr=3399&alt=1
\textsuperscript{58} http://unhabitat.org/books/global-campaign-on-urban-governance-youth-youth-and-urban-governance-2/, see p.21.
All of this is added to the existence of armed conflicts in several countries. Between 1990 and 2000, Africa experienced 19 major armed conflicts, from civil wars to the 1998 international conflict between Eritrea and Ethiopia. In addition, Angola, Guinea-Bissau and Mozambique all experienced chaotic transitions from colonial rule.

In this context, a wide array of youth-led organizations has emerged to tackle several issues, of which 63 per cent focus on jobs; 33 per cent, on policy and advocacy; 32 per cent, on governance; 28 per cent, on capacity building; and 16 per cent, on micro-credit.

Mozambique is among the poorest countries in the world. With 70 per cent of the population living under the poverty line, unemployment and economic alienation are the daily reality of most Mozambican youth. It has been recognized that this trend can only be reversed by focusing on youth empowerment and inclusion in the development of their country.

The Association for Cooperation and Development (ACORD) was established with the purpose of stimulating youth participation and cooperation in development initiatives. Since 2005, this group has organized work camps where youth participate in advocacy, evaluation, fundraising, and research. The project involves passing skills to young people, researching on areas where youth can be engaged in gainful employment, and funding community projects.

ACORD has documented the situation of youth, especially in terms of poverty and unemployment. This has led to implementation of several programmes to create youth employment in the province of Inhambane, where the project is based.

The purpose of all of this, according to ACCORD, is to contribute to the attainment of MDG 1. That is, the eradication extreme hunger and poverty.

ACCORD is an example of youth-led initiatives that focus on the full realization of their economic rights through the fulfilment of three fundamental principles. As a youth-led organization, ACCORD provides youth the possibility of defining their own goals and objectives, and setting their own agenda for development. With its running programmes, ACCORD provides a platform and a space for youth to participate in development. Finally, ACCORD makes youth the role models of other youth, and demonstrates the need for interventions geared toward making them more economically and socially empowered.59

Ideas for Action: Youth can organize job fairs and workshops to help their peers sharpen skills necessary to be more employable in the market. Youth should engage with the Youth Employment Network (YEN): [http://www.ilo.org/public/english/employment/yen/](http://www.ilo.org/public/english/employment/yen/). Yet another resource for young entrepreneurs is the G20 Young Entrepreneurs Alliance: [http://www.g20yea.com/](http://www.g20yea.com/).

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Targets Under SDG 9:

9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.

9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry’s share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries.

9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets.

9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.

9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending.

9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States.

9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities.

9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.

**UNIDO Entrepreneurship Curriculum Programme**

The Entrepreneurship Curriculum Programme (ECP) is a cost-effective investment in the development of entrepreneurial capacity of young people. ECP is inclusive since it reaches out to both girls and boys.
in rural and urban areas. It lays the ground for private sector development.

Entrepreneurship is introduced as a subject in general secondary schools or technical and vocational schools on a nationwide basis. Universities and colleges serve as centres of excellence to support national efforts to promote entrepreneurship and technology absorbing capacities.

Young people acquire personal qualities such as self-confidence, innovation and creativity, the ability to take initiatives, as well as the willingness to take calculated risks and to collaborate. They learn to save, invest and grow. These competencies help them select and shape their career path as employees or entrepreneurs.

The curriculum is action-oriented: more than 50 per cent of the programme's time consists of practical research in identifying business opportunities, assessing resources for setting up and steering a business, and learning from successful entrepreneurs in their companies and in the classroom.\(^{60}\)

**G20 YEA**

The G20 Young Entrepreneurs’ Alliance (G20 YEA) is a global network of young entrepreneurs and the organisations that support them. It was established to convene each year in advance of the G-20 Summit, with the aim of championing the importance of young entrepreneurs to the G20 member nations and to share examples and practices. The Alliance was officially created at the G20 Young Entrepreneurs Summit, Toronto, Canada, 2010.\(^{61}\)

_Ideas for Action: Students can get involved with entrepreneurship incubators and platforms to push their ideas ahead. Youth should read through UNIDO’s Youth Entrepreneurship Curriculum Program: [http://www.unido.org/index.php?id=28]._
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10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

### The United Nations Permanent Forum on Indigenous Issues (UNPFII)

The United Nations Permanent Forum on Indigenous Issues (UNPFII) meets for 10 days each year, at UN Headquarters in New York. According to the ECOSOC resolution that established the Forum (E/2000/22), the Forum may also meet at the UN Office in Geneva or at such other place that the Forum may decide.

It is a high-level advisory body that deals with indigenous issues related to economic and social development, culture, environment, education, health and human rights.

In addition to these six areas, each session has thematically focused on a specific issue. During the Forum’s first six sessions, a specific theme was discussed each year. Since 2008, the Forum has adopted a bi-annual working method of one year with a specific theme and the next year focussing on review of implementation\(^\text{62}\).

**Ideas for Action:** Students can increase their exchange and dialogue with one another and foster peace and understanding. Students can collaborate on projects internationally that allow them to

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help build a sense of harmony between cultures. Youth should join the Indigenous Youth Caucus.

Make cities and human settlements inclusive, safe, resilient and sustainable

Targets Under SDG 11:

11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, youth, persons with disabilities and older persons

11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4 Strengthen efforts to protect and safeguard the world’s cultural and natural heritage

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and youth, older persons and persons with disabilities

11.a Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning

11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials
The UN Habitat Urban Youth Fund:

The UN-Habitat Urban Youth Fund empowers global youth by providing grants and capacity building to selected organizations in developing countries. Yearly, more than 8,000 youth-led organizations start the application process to be part of the program. Approximately 30 organizations are selected yearly to receive a grant up to 25,000 USD and capacity building support throughout the duration of the project. These organizations span various sectors, from technology and agriculture to education and poverty reduction. Every year, the Fund supports new and innovative ideas and solutions for job creation, good governance, adequate shelter and secure tenure planned and implemented by youth-led groups globally. By undertaking research on best practices in youth-led development the fund also creates greater awareness of youth-led development and the urgency to ensure that youth perspectives are integrated into local, national and international development policies and strategies. The E-Learning programme is the newest addition to the Training and Capacity Building Program of the Urban Youth Fund. It has been developed for youth aged 15-35 years living in developing countries who have taken part in the Urban Youth Fund programme. The programme seeks to integrate the mobile technology, internet-based curriculum and applied empirical learning to provide a dynamic learning opportunity for youth in the developing world. UN-Habitat partnered with Canadian University of Fraser Valley to provide custom courses in the area of sustainable development, social enterprise and community planning.63

UN Women’s Safe Cities Global Initiative

UN Women’s Safe Cities Global Initiative includes two main flagship programmes. In 2010, with UN-Habitat, Women in Cities International, the Huairou Commission, Women and Habitat Network of Latin America and the Caribbean, and 80 other global and local partners, launched the “Safe Cities Free of Violence against Women and Girls” Global Programme in Quito, Ecuador; Cairo, Egypt; New Delhi, India; Port Moresby, Papua New Guinea; and Kigali, Rwanda.

It is the first-ever global comparative programme that develops, implements, and evaluates comprehensive approaches to prevent and respond to sexual harassment and other forms of sexual violence against women and girls in public areas. In 2011, UN Women, UNICEF, and UN Habitat launched the “Safe and Sustainable Cities for All” joint programme in Rio de Janeiro, Brazil; San José, Costa Rica; Tegucigalpa, Honduras; Nairobi, Kenya; Beirut, Lebanon; Marrakesh, Morocco; Manila, Philippines; and Dushanbe, Tajikistan. The Safe Cities Global Initiative has generated a number of results through partnerships with mayors’ offices, national governments, women’s groups and other partners. As part of their comprehensive approaches, the municipality of Quito has amended a local ordinance to strengthen action against sexual harassment in public spaces, New Delhi has integrated Safe Cities’ approaches in social protection schemes, and Egypt’s Ministry of Housing, Utilities and Urban Development has adopted women’s safety audits to guide urban planning.

Association Jeunesse Sans Frontieres Burkina (AJSFB) (UN HABITAT Urban Youth Fund):

63 http://unhabitat.org/urban-initiatives/initiatives-programmes/urban-youth-fund/
Through the project funded by the Urban Youth Fund, members of the organisation have benefited from training leading them to learn hygiene and sanitation techniques, as well as animation skills. The project also helped the servicing of the environmental sector, public space and paved roads with gutters. One of the main goals of the project was to equip the members with the skills necessary to help them increase their areas of intervention. Partnership with the City of Ouagadougou was crucial, both during the implementation of the project and beyond, as a way of ensuring its continuity.

In the scope of the project activities, procurement of adequate equipment for waste collection, such as carts, donkeys, barrows, gloves etc. has helped the organisation in enhancing its performance while increasing the members’ areas of intervention. Training also has helped in bringing more light to the waste industry in the city, and job creation opportunities, as assets to fight urban youth unemployment. Last but not least, awareness campaigns have helped create visibility for the project as well as public awareness. The activities began with an awareness campaign on hygiene and sanitation which included the organisation of 2 forums, to the benefit of 1200 people who were sensitized to hygiene and awareness issues. From the organisation of these forums, a partnership was also created the Song-Taaba organisation which handles the cleaning and maintenance of the local market of Gounghin. A theater group was also created within AJSFB, with training provided for the group members. Training in waste sorting and recycling was provided to 10 members of the organisation, who then shared their knowledge and experience with members of other organisations working in the same field. The interschool cleanliness competition benefited 40 primary schools, creating awareness for 20,000 students and 500 other government and non-government partners and stakeholders. In addition, the 3 radio appearances have helped create awareness of the project among the public, while also attracting interest from authorities who were interested in extending the project to their districts and communities.

Ideas for Action: Youth can start initiatives such as night-watch programs to ensure that neighbourhoods are safe. They can have a hotline to call in order to ensure safety and a ready group of volunteers to respond in case of an emergency. UN Habitat’s Youth division has numerous activities, publications, and programs that students can make use of: http://unhabitat.org/urban-themes/youth/. Students can take advantage of resources like the Urban Youth Research Network.

Ensure sustainable consumption and production patterns

Targets Under SDG 12:

12.1 Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products

12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

**JCI IOBA Curacao (JCI Dutch Caribbean) Tera Krioyo (Home Farming)**

To provide community members with a more cost-effective and sustainable method of producing their own healthy food members of JCI IOBA Curacao presented creative traditional and non-traditional methods of home farming to cultivate different types of fruits and vegetables, and challenged community members to develop their own. The project reached 105 participants from different households within the community. Several participants created home farming blogs to share best practices. In collaboration, the local government started providing resources at lowered costs to farmers and households who engage in home farming and sustainable farming methods

**Ideas for Action:** Youth can start a compost project in their house or school to ensure that food does not go wasted. Youth can take up organic farming projects as well, attempting to reduce chemical
usage in production and improve production and consumption patterns. Example: https://undp.exposure.co/1c087827488df1d1adadd4b7f97aebc2

Take urgent action to combat climate change and its impacts*

Targets Under SDG 13:

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.2 Integrate climate change measures into national policies, strategies and planning

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible

13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

YOUNGO (UNFCCC)
In response to the growing number of engaged youth organizations in the intergovernmental climate change process, in 2009, the UNFCCC extended a constituency status to admitted youth NGOs allowing them to receive official information, participate in meetings, request speaking slots and receive logistical support at UNFCCC conferences. In only four years YOUNGO has developed into a vibrant network of youth activists, through which youth make their voices heard and actively contribute to shaping the intergovernmental climate change policies. At UNFCCC conferences YOUNGO makes official statements, provides technical and policy inputs to negotiation groups, engages with decision-makers through high-level meetings and in informal settings and raises awareness through various advocacy activities. Youth participation has brought moral, intergenerational and equity-based values as well as constructive technical and policy inputs to the negotiations. Back in their home countries and communities, youth are taking action on climate change mitigation and adaptation. Diverse initiatives
include educational, awareness-raising and behavioural change campaigns. Youth also engage in climate change projects within different national and international organizations.

Over 10,000 youth have already completed the Climate Change Challenge badge developed by FAO, the World Association of Girl Guides and Girl Scouts and the Youth and United Nations Global Alliance. Since 2004 over 4,500 youth and young people participated in annual UNEP Tunza International Conferences, representing over 100 countries, and covering a number of issues ranging from climate change to the green economy and green jobs. The Tunza website receives over 1 million visits per year. Between 1991 and 2012 more than 3 million entries were received in the Tunza International Painting Competition from over 100 countries. UNEP will continue to engage youth and youth through, for example, regional conferences, the Tunza Advisory Council and online networking. A new focus on work experience/green employment is being developed alongside existing initiatives incorporating formal and non-formal education, and campaigning on issues ranging from food waste to climate change.

Over the years, YOUNGO has established itself as an active platform for global youth to contribute to ongoing international movement to solve climate change. Actions, lobbying and capacity building efforts ensured that YOUNGO was able to achieve a range of objectives in 2012. Among these, arranging the eighth Conference of the Youth (COY8) to build capacity of young Qatari locals and youth attending COP18. Another was the effective youth lobby found within several negotiating tracks including finance, mitigation, gender and Article 6 of the Convention. In addition, the foundation of the Arab Youth Climate Movement (AYCM) maximised the impact of YOUNGO at COP18 and will strengthen the youth movement in years to come.

**Ideas for Action:** Students can start by carpooling and measuring and reducing energy consumption in their homes and schools. They can also join campaigns. The UNFCCC Youth portal is an excellent resource: [http://unfccc.int/cc_inet/cc_inet/youth_portal/items/6578.php](http://unfccc.int/cc_inet/cc_inet/youth_portal/items/6578.php).

**Conservation and sustainably use the oceans, seas and marine resources for sustainable development**

**Targets under SDG 14:**

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans

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14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics

14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information

14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation

14.7 By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism

14.a Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries

14.b Provide access for small-scale artisanal fishers to marine resources and markets

14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want

The Nisga’a Youth Coast Watch Community Action Plan

The Nisga’a Youth Coast Watch Community Action Plan (NYCW-CAP) complements the Recovery Strategy for Northern Abalone adopted by DFO under the Species at Risk Act. Funding was provided by the Government of Canada Habitat Stewardship Program for Species at Risk, Nisga’a Lisims Government and LGL Limited environmental research associates. This plan complements the Recovery Strategy for Northern Abalone developed by DFO.

In 2008, efforts to involve Nisga’a Youth with the recovery of marine species (e.g., Northern Abalone) and habitat at risk was initiated. In 2009, twenty-four youth from all Nisga’a Villages and Urban Locals participated in a 2-week intensive camp, and were introduced to several themes ranging from marine
conservation, species at risk, biodiversity, to community leadership. This document is considered a work-in-progress, and details goals and activities identified from journals, mind map exercises, and open dialogue with Nisga’a youth (Ages 6-12).

Abalone was recognized as a sentinel species by Nisga’a Youth needing our protection, in addition tooolichan (eulachon), chum salmon and glass sponge reefs. The population of Northern abalone in BC declined dramatically in the 1970s and 1980s due to overharvest. The fishery was closed to all harvesting in 1990. In 1999 abalone was listed as a “Threatened” species, and in 2003 it was legally protected under the Species At Risk Act (SARA) which prohibits taking, buying, selling or trading of abalone. In 2009, the Committee on the Status of Endangered Wildlife in Canada (COSEWIC) designated abalone as “Endangered Species”. While several marine species will be used as agents of this program, the abalone will be the Nisga’a Coast Watch keystone species for promoting best management practices, conservation and protection of marine resources in Northern BC and Nass Coastal Waters.

Five goals for Nisga’a Youth Marine Stewardship & Outreach Development:
1. Increased level of awareness with marine environmental problems;
2. Knowledge (experiential and scientific) about the marine environment;
3. Attitudes that foster concern for the marine environment;
4. Skills for dealing with environmental problems; and
5. Eco-action initiatives to make positive changes for themselves, family, community, environment, and resources.

The long-term goal of the NYCW-CAP is to restore the abalone population, and other marine species at risk, to a level that supports a community food fishery while engaging youth stewardship and active involvement.65

Idea for Action: Youth can petition to reduce over-fishing and pollution of water. You can find a H2O organization in your region working on water-related issues: http://waterfortheages.org/international-water-organizations/

Targets Under SDG 15:

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

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<th>The Youth and United Nations Global Alliance (YUNGA)</th>
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<td>The Youth and United Nations Global Alliance (YUNGA) is a partnership between United Nations agencies, civil society organizations and other groups working with youth and young people. YUNGA aims to empower youth and young people to play an important role in society, encouraging them to become active agents of change. It does so by creating engaging educational resources, activities and opportunities for participation in areas of key environmental and social concern at the local to the international level. The Youth Guide to Forests is part of YUNGA’s Learning and Action Series which</td>
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seeks to raise awareness, educate and inspire young people to take action.6667

Ideas for Action: Youth can organize local campaigns to reduce deforestation and can organize tree-plantations with indigenous varieties of plant life. Youth can join UNEP’s TUNZA Youth Network: http://www.unep.org/tunza/children/About_Tunza/Youth_Network.asp. The network is an excellent resource and method to collaborate with youth around the world on environmental sustainability issues.

Targets Under SDG 16:

16.1 Significantly reduce all forms of violence and related death rates everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of youth

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5 Substantially reduce corruption and bribery in all their forms

16.6 Develop effective, accountable and transparent institutions at all levels

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9 By 2030, provide legal identity for all, including birth registration

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

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66 http://www.fao.org/3/contents/7ff76c8a-99e2-41ff-b8e5-07bc8b9aa5dc/i3856e00.htm
67 http://www.unicef.org/education/files/Publication_Youth_in_Action_on_Climate_Change_Inspirations_from_Around_the_World_English.pdf
16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b Promote and enforce non-discriminatory laws and policies for sustainable development

UNOY

UNOY works to increase the capacity of young peacebuilders to have an impact on their own societies and work for peace. We do this in different ways, such as long term partnerships, creation of publications and toolkits, job shadowing visits and trainings courses.

Our main activity to strengthen youth peacebuilders consist of training courses, using the methodology of non-formal learning. We implement both individual trainings and long-term training series, with online and offline training elements. We emphasise training young people in multiplier positions within youth organisations, who can disseminate the training outcomes to a wider audience. Our recent training courses include:

1. **Youth Impact**: an on-going partnership of five European UNOY Peacebuilders members and the UNOY secretariat focusing on Monitoring, Evaluation and Learning in youth peacebuilding organisations.

2. **The annual Young Peacebuilders Forum**: Taking place in The Hague, 11-15 November. It will bring together 60 young peacebuilders to come together to share their experiences and discuss common challenges. This year’s theme is Ensuring Quality of Youth Peace Work.

3. **Understanding and Working with Conflict**: Training of Trainers is a training course organizeD in cooperation with Fundació Catalunya Voluntària. It is part of the Understanding and Working with Conflict Training Series, now on its 4th year. This year’s theme is Designing and Implementing Quality Trainings for Conflict Transformation.

In order to successfully reach advocacy goals, UNOY works together with partners such as the UN Secretary General’s Envoy on Youth, Peacebuilding Support Office, the UN Intra-Agency Network on Youth Development Sub-Working Group on Youth Participation in Peacebuilding, Cordaid, Human Security Collective, UN Habitat, Search for Common Ground, World Vision, UNFPA and many other international stakeholders. In addition, we are members of the Global Partnership on Youth, Youth and Peacebuilding and the International Coordination Meeting of Youth Organizations.

**Civil And Political Rights In The Middle East And North Africa: Youth Shadow Local Councils (Occupied Palestinian Territory)**

In 2007, the population of the Middle East and North Africa (MENA) region exceeded 432 million people, half of them youth and youth under 24 years of age. Over half the populations of Egypt, Syria, Saudi Arabia, and Iraq are under 25 years old, while over 60 per cent of Pakistan and Afghanistan is under 25 years old. Over the last few decades, school enrolment rates have risen markedly throughout the region for both young...
men and women. Yet, the recently released Arab Human Development Report finds that youth unemployment presents the biggest challenge to all Arab countries, which have nearly double the global rate. A projected 51 million new jobs will have to be created by 2020 to absorb youth into the labour force. Unemployment also often affects women more than men, with unemployment rates for Arab women being higher than those for Arab men, and among the highest in the world. In 2005, the youth unemployment rate for men was 25 per cent compared to 31.2 per cent for women.68

In this regional context, many Palestinian youth no longer believe that their opinions matter or that their voices can be heard. Where Palestinian youth have traditionally been active, involved, and engaged in leadership roles in their communities, many youth today are idle, disenchanted, and unengaged. In this sense, it is fundamental to provide youth with a formal channel for participation in their local governments, giving them the support and capacity building to identify and advocate youth issues, and empowering them to change policies and practices both locally and nationally.

Youth Shadow Local Councils (YSLC) is a project that aims to create an enabling environment and sustainable mechanism for youth participation in local governance; more channels for active civic and social youth participation in their communities; and the chance for youth to learn first-hand about democratic good governance both in theory and in practice. To this purpose, YSLC was established to set up Youth Local Councils (YLC) in two cities in the Gaza Strip. YLCs are conceived as voluntary governmental bodies composed of Palestinian youth aged 15-20 years old who are elected by their peers to fill positions that mirror their local city councils. As representational bodies for local youth, YLCs provide youth a much-needed platform for increased and effective civic participation and engagement in their communities and local governments. YLC members represent their youth peers and work closely with their city council counterparts to ensure that youth opinions are heard, reflected, and adequately addressed in local policy and projects.

The Youth Councillors build their skills and knowledge on how Palestinian local government systems function and operate through active participation and mentorship with their city council counterparts. They assume defined roles, are invested with real responsibilities, and are in charge of various functions such as planning, financial management, and project implementation. Youth councillors do not represent political parties, but rather serve as elected representatives with a direct democratic mandate to give young people a voice and serve youth interests through a formal, structured liaison with their local governments.

The advantages resulting from this type of initiative include a sustainable, effective platform for youth participation and representation in local government; a cadre of youth aware of its rights and obligations, knowledgeable on good governance, citizenship, and the

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roles and functions of democratic processes and institutions, and ready to assume future leadership positions; and policy initiatives responsive to youth needs.

Ideas for action: Students can organize legal clinics with local lawyers to help members of society that require legal aid, especially members of marginalized and under-served communities. Youth related organizations, schools, and universities can become members of the United Nations Academic Impact, individuals can access useful information, videos, and speeches: https://academicimpact.un.org.  

Targets Under SDG 17:

Finance

17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection

17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

17.3 Mobilize additional financial resources for developing countries from multiple sources

17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress

17.5 Adopt and implement investment promotion regimes for least developed countries

Technology

17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism

69 [http://www.globalyouthdesk.org/YouthFund/ArticleView.aspx?vid=121]
17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed.

17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology.

**Capacity-Building**

17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation.

**Trade**

17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda.

17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries’ share of global exports by 2020.

17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access.

**Systemic issues**

17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence.

17.14 Enhance policy coherence for sustainable development.

17.15 Respect each country’s policy space and leadership to establish and implement policies for poverty eradication and sustainable development.

**Multi-stakeholder partnerships**

17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries.
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17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts

17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

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**MY WORLD**

Answering the United Nations Secretary-General’s call, MY World was developed with one clear goal in mind—to reach out to people all over the world—and ask them: “What would make your life better?” As an integral part of the UN’s “global conversation” initiative, MY World gave people across the world a platform and the tools to raise their voices and tell the United Nations what is important to them. By engaging 8.5 million people in the global survey, MY World has proven that people want to be involved in defining their government’s priorities, and they are already actively working to make change in their communities. It has also proven that governments are interested in what their people prioritize and are willing to integrate their opinions into their public planning.

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**My World Survey in Mexico:**

Mexico was responsible for 23% of the 8.5 million votes collected globally. The great success came from the massive mobilization of youth across the country, and in Mexico City in particular with the Mexico City Youth Institute. Mexico City had the highest number of people participate out of any city with 1.6 million votes. The city-wide initiative not only helped the government see priorities at the local government, setting the stage for the implementation of the new Sustainable Development Goals (SDGs), but it also had a positive impact on the local policy making and funding decisions made by the Mexico City government.

Although Mexico City offers universal healthcare, the result of MY World survey highlighted the need for greater mental health services for young people, causing INJUVE to investigate with a more robust survey, focusing on emotions. In response, the **government now offers free services for emotional health care and risk reduction for young people.**

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**Ideas for Action:** Students can participate in UN surveys such as MyWorld2030 and

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WorldWeWant2030 reach out to students and peers in their communities to participate. The Secretary General’s Envoy on Youth’s statics portal is an excellent database of youth-related information: http://www.un.org/youthenvoy/youth-statistics/
CHAPTER 6: SOCIAL MEDIA, ICT, AND YOUTH

Social media has become an important and powerful tool in engaging with youth. Many youth populations around the world, especially in urban centers, have embraced social media as a regular means of communication and interaction. Social media has started to play a serious role within development, acting as a tool for community organization, campaigning, and communication with and amongst youth.

There are several reasons why social media is an important tool for youth engagement:

1. **Rapid communication**: Youth are regularly engaged on social media platforms such as FB and Twitter, thus allowing information to reach them faster.

2. **Wider reach**: Using tools like Twitter, many users without computers that have cell-phone access can be reached, especially in less developed nations.

3. **Greater range of participation**: Social media can help engage youth in more ways, ranging from on-the-ground action, to data collection.

*Highlighting the World Program for Action on Youth and a case for making it about Information and communication technologies*  

An area where young people have an edge is in the emerging information society driven by new technologies. Young people are often the leading innovators in the use and spread of information and communications technologies. They adapt quickly and are generally quite hungry for the great quantities of information, locally and globally, that can be provided through emerging information and communication technologies.

Information and communication technologies have become a significant factor in development, having a profound impact on the political, economic and social sectors of many countries. While many equate information and communication technologies primarily with mobile and more advanced technologies, a more useful definition of information and communication technologies includes all technologies that enable the handling of information and facilitate different forms of communication.

By expanding the notion of information and communication technologies to include both older and newer technologies, from newspapers, radio and television to camcorders, computers and cell phones, the full impact of information and communication technologies on the social development of youth can be better understood. The distinction between old and new technologies may become outdated as radio, television, satellite technologies and the Internet are combined in innovative ways to reach a wide range of target audiences.

The proliferation of information and communication technologies presents both opportunities and challenges in terms of the social development and inclusion of youth. Young people often use the

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72 [http://undesadspd.org/Youth/WorldProgrammeofActionforYouth/ICT.aspx](http://undesadspd.org/Youth/WorldProgrammeofActionforYouth/ICT.aspx)
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Internet to access entertainment and news sites and as a personal meeting space through chat programmes. They are also making use of possibilities provided by new technologies to advance their participation in a number of civic activities. There is also an increased emphasis on using information and communication technologies in the context of global youth priorities, such as access to education, employment and for poverty eradication. Yet questions remain as to whether information and communication technologies can empower young people and improve their lives or whether they are deepening the already existing inequalities and divisions in the world. The important concerns of a global "digital divide" apply as much to youth as to any other age group.

There are still great disparities in the distribution and use of many forms of technology. For example, 331 per 1,000 people in Europe use the Internet, while approximately 15 per 1,000 in South Asia and sub-Saharan Africa, 37 per 1,000 in the Middle East and Africa and 92 per 1,000 in Latin America and the Caribbean use the Internet. While these data are not youth specific, young people are among the principle users of computers and are likely highly represented in these figures. It is also important to note that the disparity is not as great in the use of older forms of technology, such as radio and television, making these media extremely useful in information distribution. For example, while 813 per 1,000 people in Europe own radios, the corresponding figures are 198 per 1,000 in sub-Saharan Africa, 277 per 1,000 in the Middle East and North Africa and 410 per 1,000 in Latin America and the Caribbean.

Lack of access to information and communication technologies has remained a major challenge to youth. Special efforts must be made for youth in rural areas to establish connectivity, given that rapid developments in wireless technology have made it possible to overcome the physical impediments of distance and topography, at a reasonable cost, that for long have limited the development of telecommunications infrastructure in rural areas. Shared access to these services can increase their impact. In the most remote and sparsely populated areas, existing market incentives may often provide insufficient stimulus to private investment and government funding may be required. The digital divide, characterized by highly unequal access to and use of information and communication technologies, manifests itself both at the international and domestic levels and therefore needs to be addressed by national policy makers, as well as the international community.

There is a growing effort to promote social action and community development among young people through electronic communications, "cyberparticipation" and "e-citizenship". Today, information and communication technologies and new media are becoming core components of youth civic engagement and activism. Given the existing connections between new media, the Internet and young people, it can be inferred that new media and information and communication technologies have enabled young people’s activism at a general level and influenced the diverse forms it has taken. Most directly, information and communication technologies are used for communication and coordination of youth movements and for contributing to a sense of e-solidarity among individuals and groups with different agendas. Technology has also increased youth awareness of issues, problems and crises in other parts of the world. New technologies bring these issues to people in very direct ways and allow for instantaneous communication among activists. In many countries the Internet is the least-controlled medium for information, and it can be a powerful tool for activists and advocacy groups, contributing to increased transparency, the development of civil society and democracy. Lists servers, temporary and long-term web sites and collective online writing and editing of documents are common features of today’s youth activism. Such tools are commonly used by
young people to prepare and contribute their submissions to political processes and international meetings. Measures to improve access to the Internet and to increase information technology literacy at large should be encouraged. The effective use of technology should help to strengthen various forms of youth engagement.

When available, information and communication technologies have a potential to improve young people's access to better education. Many schools and vocational training centres are taking advantage of information and communication technologies to provide distance learning and to train teachers in new instructional methods. Digital opportunities are particularly effective in reaching rural communities that lack large libraries and other educational resources. Through information and communication technologies, curricula can be updated and distributed more effectively. Their usefulness of information and communication technologies in education depends on their proper delivery, but there are model practices of cost-effective and country-differentiated solutions to increase access to education through information and communication technologies. Technology is changing the way classrooms operate through integrating multimedia textbooks, online research, and student presentations that make the learning process more interactive and participatory.

Utilizing information and communication technologies to promote youth employment has expanded during the last decade. Local e-commerce may open significant livelihood opportunities for young people and smaller networks and provide young people with the opportunity to develop professionally without having to relocate from their families and support networks. At the grassroots level, there are several examples of opportunities for entrepreneurship in information and communication technology among lower income youth. The worldwide expansion of mobile phone networks and the growth in the number of mobile phone subscribers has been phenomenal in recent years. The availability of mobile phone networks in many low and middle-income countries opens up many opportunities for young people. One common option is to purchase a mobile phone through a microcredit programme and to earn income by providing low cost phone calls to others. Literacy, skills, and accessibility to information and communication technologies are key to using them to provide employment and entrepreneurial opportunities for youth.

Many young people, however, are excluded from the information revolution; others are affected by the way information and communication technologies may challenge traditional forms of socialization. Others struggle to balance influences exerted by the family and local community with those exerted by the global and cross-cultural influences of information and communication technologies.

The increased use of mobile phones, for instance, has affected the daily interactions of youth almost everywhere. Information and communication technologies can be an independent factor in the lives of young people, influencing behavioural and value patterns that differ from those of older generations. In this sense, information and communication technologies create a new landscape of socialization. The succession of generations as one of the central means of transmission of traditional practices can thus be eroded. In fact, the direction of socialization can be reversed as the younger generation teaches its elders to use the emerging technologies. However, information and communication technologies and the media do not preclude influence of such traditional actors as parents and schools. The emergence of a global media-driven youth culture as propelled by information and communication technologies thus creates conditions for two-directional socialization.
between generations and may overturn the common assumption that young people are not full members of society until they complete the process of socialization.

Some critics argue that information and communication technologies implicitly carry a cultural package of values associated with Western popular culture. Yet it should be emphasized that youth culture is very much a local phenomenon as well as a global one. Young people use, adapt and interpret global products in terms of their own local cultures and experiences, and in the process they create hybrid cultural forms whose meanings vary with local circumstances. While traditional, protectionist policies in limiting new media and information and communication technologies may no longer be realistic to implement, it may be equally inadequate to adopt a liberal approach that asserts young people's access to new media without any need for protection. To support youth in their use of information and communication technologies, a three-pronged strategy could be envisaged that aims at the adequate provision of media for young people, encourages participation by young people in the production of media in the formation of media policy and promotes education that emphasizes information and communication technology literacy as a significant dimension of contemporary citizenship.

Methods of using social media for Youth Engagement:

1. **Broadcasting information** – Social media is an effective way to immediately relay news or urgent messages.

   **Twitter:** Twitter has become an important force in the development world, with leading figures at the UN using Twitter to immediately communicate with younger generations. A list of leaders within the UN using Twitter to communicate can be found here: [http://www.unsocial500.com/leaderboard/](http://www.unsocial500.com/leaderboard/).

2. **Messaging & conversing with youth**—Adults and youth exchanging information and messages via social media for a quicker response and increased engagement.

   **Whatsapp:** Whatsapp groups can be created to organize youth on specific issues and converse at a more rapid pace, with regular contributions and interaction. Youth groups on gender, climate, and other issues can be a fast way to exchange views and information.

3. **Data Collection & Evaluation**—Surveys and opinion polls through social media can help gather fast information on youth trends and opinions.

**UNDP Anti-Corruption Phone App in Ivano Frankivsk**

Ivano-Frankivsk municipality became the first in Ukraine to pilot citizens’ involvement into corruption prevention and reporting through the mobile app. The mobile app “Mobile Ivano-Frankivsk” was created by the municipality under UNDP support to raise accessibility and transparency of the administrative service provision by the city authorities to the citizens and to combat corruption.

Ivano-Frankivsk is the municipality in Western Ukraine which has always been at the forefront of raising the standards of administrative services provision and establishing feedback loops between
The local authorities and citizens. In 2013, the city council initiated a project on creation of the mobile app to make the public services provided in the municipality more convenient and accessible to its citizens, and to widen the opportunities of collecting people’s feedback on their quality for further improvement, including corruption reports. The project was supported by UNDP Regional Anti Corruption Project.

The electronic application for the smart phones and tablets was launched in January 2014. It is based on the operational systems IOS and Android and contains the information about the city, its executive authorities, communal, educational, sports, heath care, culture and leisure institutions; city bus routes; hotels, restaurants, tourism, weather etc. With this app, people get a useful telephone directory of 500 contacts for all cases, when public authorities can provide support and services to the citizens. You can learn more here: [http://www.ua.undp.org/content/ukraine/en/home/ourwork/democraticgovernance/successstories/mobile-app-for-raising-the-quality-of-public-services-provision-.html](http://www.ua.undp.org/content/ukraine/en/home/ourwork/democraticgovernance/successstories/mobile-app-for-raising-the-quality-of-public-services-provision-.html)

Survey Monkey: Survey Monkey can be used to collect data on any range of issues and engage youth in a quick and user friendly manner. Numerous UN bodies are making use of survey monkey to connect with youth and gather data. For example, a survey is being used her to gather data on the United Nations and Indigenous People: [https://www.surveymonkey.com/r/wcip](https://www.surveymonkey.com/r/wcip)

4. Online organization & exchange—Social media can be used to organize youth on specific issues from very diverse regions of the world and allow them to interact and exchange views.

Global Goals App: The app allows individuals to take pictures and videos in support of the goals that they support most and share on the app and through social media [http://www.globalgoals.org/share-your-piece-of-the-world/](http://www.globalgoals.org/share-your-piece-of-the-world/)

E-Groups/Google Groups: Youth and Peacebuilding, Youth Engagement and Social Transformation, and numerous others offer students and young people a space to interact and exchange. For example: [https://groups.google.com/a/childrenyouth.org/forum/?t=topic/habitat/BjBHPjOeCqE](https://groups.google.com/a/childrenyouth.org/forum/?t=topic/habitat/BjBHPjOeCqE)

5. Creating on-the-ground action & Crowdsourcing Volunteerism—Social media can be used as an effective tool to gather community momentum around the world for specific action on the ground. Using social media international impact can be achieved on specific issues.

Verdentum & the Verdentum UNAI Project on Climate Change: Students across the world were able to connect and work together to tackle issues surrounding climate change, in a programme co-launched by UNAI. The programme, called the UNAI Verdentum Project on Climate Change, allows students to create profiles and join projects launched by governments, UN bodies, and international organizations, to tackle serious global issues.

The UNAI Verdentum project urged students to attempt to reduce energy consumption at their schools by 5 per cent or conduct other environmentally friendly activities, such as tree plantation.

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Schools were involved from Costa Rica, the United States, the Netherlands, Switzerland, Portugal, Uganda, India, China, the Philippines, and Australia. What is Verdentum? Verdentum is a non-profit social network, which functions through a simple 4-step process. First, a government or UN body defines a global issue that is seriously affecting the planet and creates a programme to address it. For example, a government programme that aims to educate students on water pollution with reading material and questions to think about. Once a programme is created, students/schools and universities around the globe join the programme, read the material, understand the gravity of the situation and look at possible solutions. Schools in different locations then get paired for a videoconference to communicate with each other, to develop a relationship, learn from each another and explore how the problem differs from area to area. Finally, participants in each school perform an action- a step identified by the government or UN body. For example, a water pollution programme could ask students to clean their local lakes. If you have students in 100 nations cleaning their lakes simultaneously, you can have massive on-the-ground impact.

The inaugural pilot programme: The UNAI Verdentum Project on Climate Change This year the first beta programme on Verdentum was launched: the UNAI Verdentum Project on Climate Change. Students began the programme by reading the Intergovernmental Panel on Climate Change (IPCC) Summary on Climate Change for Policy Makers. The students then looked at challenging questions about climate change, discussed their opinions about it with other students around the world. Photo: Students at the International School of Zug and Lucern, Switzerland video-conference with a partner school in the Philippines to discuss the effects of global warming, as part of the UNAI Verdentum Project on Climate Change. What’s ahead? Several projects are being planned to be launched by UN bodies and international organizations to coincide with the UN’s 70th anniversary. Students globally will be able to work with the UN and fellow students to address difficult and serious problems impacting the world today.

6. Innovation/Innovate Solutions—Youth can use innovative social media to achieve exceptional results:

HarassMap: HarassMap is an initiative that allows individuals to report incidents of sexual harassment and maps out incidents to increase safety and awareness: http://harassmap.org/en/

HarassMap crowdsources SMS and online reports of sexual harassment and assault and map them online. They use these reports to show people the scale of the problem and to dispel myths about, and excuses for, sexual harassment – like for example that ‘how women dress’ or ‘sexual frustration’.

Our volunteers all over Egypt go into their own neighborhoods to convince people in the streets to stand up to sexual harassment. Using evidence from our reports and communications campaigns to respond to the excuses people make for harassers, our volunteers aim to motivate a critical mass of bystanders to stand up to harassers, changing the social norm in the street. We also recruit HarassMap Safe Areas partners and support them in enforcing a zero-tolerance policy against sexual harassment in their space – shop, café, vehicle, or university, as part of our Safe Schools and Universities, Safe Areas and Safe Corporates programs.

74 http://harassmap.org/en/what-we-do/
Key Principles for Youth Participation & Social Media

There are 11 key principles for youth participation in developing national monitoring and evaluation frameworks. These emerged from expert panels and youth meetings held to develop the World Programme of Action for Youth.

**Transparent and Informative:** Youth must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact; ensuring that such information and technology is accessible to the most marginalized youth. Youth need to be given information on their rights and responsibility of meaningful participation both online and offline.

**Inclusive:** Youth participation in Innovation, Technology and ICT must be inclusive, challenge existing patterns of discrimination, and encourage opportunities for marginalized youth, including both young women and young men, to be involved. Youth are not a homogenous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. ICT and innovation Programmes also need to ensure that they are culturally sensitive to youth from all communities and diversity;

**Safe and sensitive to risk:** In certain situations, expression of views may involve risks in ICT. Adults have a responsibility towards the youth with whom they work and must take every precaution to minimize the risk to youth of violence, exploitation, abuse or any other negative consequence of their participation in use of ICT and Technology.

**Youth-Led Organizations and Youth Led Networks:** Support and strengthen youth-led organizations and youth-led networks especially online-based networks. Special efforts should be made to reach out to the most marginalized youth-led organizations and networks such as youth with disabilities-led organizations, adolescent girls and young women-led organizations and networks, indigenous youth-led organizations, youth-led organizations in urban slums, minority youth-led organizations, LGBTQI youth-led organizations, etc.

**Voluntary:** Youth should be encouraged to volunteer both online and offline, and their contributions must be promoted and respected. Youth should never be forced or manipulated into expressing views and they should be given the option to discontinue their involvement at any stage.

**Respectful:** Adults working with youth should acknowledge, respect and build on good examples of inclusive young people’s participation in use of in Innovation, Technology and ICT. Youth’s views have to be treated with respect and they should be provided with opportunities to initiate ideas and

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75 This section has been adapted from the

76 Principles adapted from [http://undesadspd.org/LinkClick.aspx?fileticket=j1pjWMrNHVY%3d&tabid=756](http://undesadspd.org/LinkClick.aspx?fileticket=j1pjWMrNHVY%3d&tabid=756)
activities. Youth need to be respected as knowledge leaders, innovators, inventors and contributors of knowledge base for youth participation from their perspective and experience.

Relevant: Youth need to be given space to enable them to highlight and address the issues they themselves identify as relevant and important. The issues should enable them to draw on their knowledge, skills, abilities and responsibilities.

Youth-Friendly: Investment needs to be made in developing youth friendly environments and ecosystems, processes, structures and mechanisms that enable youth to effectively participate in matters that affect them. Participatory and inclusive methodologies and tools in Innovation, Technology and ICT should be adapted to maximize youth’s capacities and potential.

Time and Resources: Adequate time and resources (financial and human) should be made available to ensure that youth are adequately prepared and have the confidence and opportunity to contribute their views and supportive actions in processes of social transformation.

Capacity and Skills Development: Adults need preparation, skills and support to facilitate young people’s participation effectively, to provide them, for example, with skills in listening, working jointly with youth and engaging youth effectively. Youth themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills in Innovation, Technology and ICT, for example, effective participation awareness of their rights and capabilities, and training in ICT and innovation, raising funds, establishing youth led organizations, dealing with the media, public speaking and advocacy;

Accountable: A commitment to follow-up and evaluation is essential. For example, in any research or consultative process, youth must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Youth are also entitled to be provided with clear feedback on how their participation has influenced any outcomes and given the opportunity to participate in the implementation process or activities.

Conclusions:

Social media will play an increasingly important role in youth engagement and development. By using social media adults and organizations can drastically increase their outreach and their impact. Youth are increasingly spending more time on social media and using social media as a tool towards development and action as opposed to just a means of communication. Social media can become a powerful tool for executing important social change around the world. There are numerous reasons technology and social media will be continue to become more important:

Declining Technology Costs & Increasing Access to Technology

Declining costs of technology and the rapid increase in the number of cell-phone and internet users will continue to help accelerate the possibility of using technology for development. According to a recent article, there are more users of cell-phones today than than the number of users with land
line, ever\textsuperscript{77}. The number of cell phone users is at its highest number ever, with almost as many cell phone connections as there are humans (6.8 billion\textsuperscript{78}).

\includegraphics{chart.png}

\textit{Increased Technology Usage by Policy Makers:}

More and more UN bodies and organizations continue to use social media. As more organizations use social media, a larger group of youth can be reached, especially in developing nations, where computer access may not always be possible, but cell-phone access is available with a basic internet connection.

\textsuperscript{77} \url{http://qz.com/179897/more-people-around-the-world-have-cell-phones-than-ever-had-land-lines/}

\textsuperscript{78} Ibid.

\textsuperscript{79} Ibid.
CHAPTER 7: STRENGTHENING THE ROLE OF YOUNG PEOPLE IN ADVOCACY

This section highlights the benefits of strengthening young people’s role in advocacy. It outlines how young people can be meaningfully, ethically and inclusively engaged in advocacy.

Involving young people in advocacy can be an effective mechanism to bring their core issues and concerns to the policy table. However, young people are regularly denied the right to participation at the household level, in school settings, and other public policy decision-making forums. In many cases government and community do not perceive participation as a right of young people. Certain groups of young people, such as those with disabilities, young women, and orphans are particularly discriminated against.

Efforts to strengthen youth participation therefore should focus on strengthening youth participation in homes, communities, schools and in local government, including providing systematic and sustainable opportunities for youth participation in schools and communities. The focus is on providing opportunities for young people to interact and share their ideas with councilors, parliamentarians and the media to enable them to exercise and advocate more effectively for their rights.

Engaging young people in advocacy

Youth’s right to be heard – or the right to participate – is one of the core rights of young people. For youth participation to be meaningful and successful it must be supported by adults who are willing to listen and learn from youth, to understand their point of view, to re-examine their own opinions and attitudes and to envisage solutions that address youth’s views. Youth’s right to participation is internationally recognized and protected.

Effective, well-planned and sustainable youth participation can bring many benefits for both youth and society. If youth participation is well supported and meaningful it can be transformational for youth’s development, increase their protection, make for better policy and be a pathway to good governance and accountability. From their involvement in participatory processes and their exposure to decision-making spaces, youth gain an invaluable skills set, sense of self-belief and identity. From their early advocacy efforts and attempts to influence, they will also learn essential skills in problem solving, strategic thinking, negotiation, tolerance and conflict resolution and begin to develop an appreciation for how government works, what can influence decision-making and the political realities of a given situation. Youth participation is also an effective youth protection tool. As young people become aware of their rights and what duties adults have towards them, they will be empowered to speak out and seek assistance. On a policy-making level, seeking young people's views on policies that affect them is crucial for designing fit for purpose and effective interventions. By seeking the views of youth on what they perceive as protection issues, gaps in adult-designed youth protection policies may also be revealed.

Ways of engaging young people in advocacy

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80 This chapter has been adapted from the Tanzania Advocacy Toolkit available at: http://www.unicef.org/tanzania/Childrens_Agenda_AdvocacyToolkit_(2013).pdf
82 The Youth’s Agenda Strategic Plan 2012-2015
83 UNICEF, The Right to Participation Fact Sheet
84 Adapted from Think Piece: Child Participation, Mkombozi’s position
Use the following matrix to plan how to involve youth at different stages of the advocacy strategy: building evidence, planning, implementation, monitoring and evaluation. The matrix shows degrees of participation as a spectrum ranging from “being informed” to “leading the advocacy.” Different degrees of participation will be appropriate at different stages of the advocacy process. It is important to consider best interests of youth and young people at all times and to consider all possible consequences of their participation, particularly if they are involved in public advocacy.85

<table>
<thead>
<tr>
<th></th>
<th>Youth are informed</th>
<th>Youth are consulted</th>
<th>Youth provide inputs</th>
<th>Youth are equal partners</th>
<th>Youth play a leading role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building evidence</strong></td>
<td>They are informed about building evidence on a certain issue</td>
<td>They are consulted on what needs to be researched and how</td>
<td>They assist in data collection and studies</td>
<td>They have significance influence in determining the research agenda and framing of data collection and studies, and contribute to the analysis</td>
<td>They shape the research agenda, the data collection and studies. They validate an analysis of a problem.</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>They are informed about advocacy plans</td>
<td>Their views are incorporated into advocacy plans</td>
<td>They help to collect information</td>
<td>They have significant influence on decisions at planning stage, e.g., determining when, where and how advocacy activities should take place</td>
<td>They determine advocacy issues and have substantial and shaping influence at planning stage</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>They are informed about progress of implementation</td>
<td>Their views are incorporated, for example in their advocacy materials</td>
<td>They take part in implementation; for example, they produce materials, attend meetings, etc.</td>
<td>They have a partnership role in advocacy – including decision making responsibility</td>
<td>They lead the advocacy activities, with support from adults</td>
</tr>
</tbody>
</table>

85 Adapted from Advocacy Matters
Youth participation in advocacy monitoring and evaluation

Young people’s participation in advocacy M&E means: (1) identifying opportunities for youth to have a role in collecting and interpreting data where appropriate; (2) making sure monitoring and evaluation tracks young people’s participation in advocacy. Youth should be encouraged to contribute to an understanding of advocacy progress and effectiveness. This provides them with a sense of ownership and interest in the outcomes, and helps motivate them to work towards improved outcomes. Efforts evaluated by adults alone will not necessarily take account of young people’s perspectives and experience.

Monitoring and evaluation of advocacy should:
- Elicit young people’s views on the advocacy effort while it is happening.
- Ask youth to have a part in determining what should be evaluated.
- Involve youth in data collection where possible.
- Review and discuss results with youth in youth-sensitive and accessible ways.

Monitoring and evaluation of youth participation in advocacy should signal whether the involvement of youth is a valued and important part of the advocacy process. Measures of youth participation in advocacy include:

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Involvement of youth who have the skills to move beyond token participation and become meaningful and effective advocacy participants – acting, for example, as advocacy messengers.

Involvement of organizations dedicated to building young people’s skills to participate in advocacy.

Involvement of advocacy practitioners with the skills to exert, promote and sponsor effective youth participation.

**THREE LEVELS OF YOUTH PARTICIPATION IN ADVOCACY**

Young people’s participation in advocacy can be broadly categorized into the following three levels, each of which afford them differing degrees of control over the nature of their involvement. All three are legitimate forms of youth participation in advocacy. The level adopted will depend on the context.

1. **Consultative youth participation in advocacy:** Here adults seek young people’s views in order to build knowledge and understanding of their lives and experience. Such participation is characterized by being adult initiated, adult led and managed and lacking any possibility for young people to control outcomes. It therefore does not allow for sharing or transferring decision-making processes to youth themselves. However, it does recognize young people have expertise and perspectives which need to inform adult decision making. Consultation is an appropriate means of enabling young people to express views, for example, when undertaking research, in planning processes, in developing legislation, policy or services, or in decisions affecting individual young people within the family, in health care or in education, or as witnesses in judicial or administrative proceedings.

2. **Collaborative Youth Participation in Advocacy:** Here there is a greater degree of partnership between adults and youth, with the opportunity for active engagement at any stage of a decision, initiative, project or service. It can be characterized as adult initiated, involving partnership with young people, empowering young people to influence or challenge both process and outcomes; and allowing for increasing levels of self-directed action by young people over a period of time. Collaborative participation might include involvement of young people in designing and undertaking research, policy development, peer education and counseling, participation in conferences, or in representation on boards or committees. Individual decisions within the family, in education and in health care can also be collaborative rather than consultative, and involve young people more fully in decision-making processes. Collaborative participation provides opportunity for shared decision making with adults, and for young people to influence both the process and the outcomes in any given activity.

3. **Youth led advocacy** - Here young people are afforded the space and opportunity to initiate activities and advocate for themselves. Young people identify the issues of concern themselves and adults serve as facilitators rather than leaders. The young people control the advocacy process. Young people initiate action, for example, pressing for the realization of their rights through the courts, or utilizing complaints mechanisms. They can also initiate action as a constituency by establishing and managing their own organizations for the purposes of policy analysis, advocacy, awareness raising; through peer representation and education and through the use of and access to the media. The role of adults in youth led advocacy is to act as facilitators to enable youth to pursue their own objectives, through provision of information, advice and support.

All three levels of youth’s participation in advocacy are appropriate in different contexts, and initiatives which begin at a consultative level can evolve to enable youth to take more control as they acquire confidence and skills. For example, a local municipality may decide to consult youth on aspects of policy and planning. As the youth become more familiar with the governmental processes, they may seek to establish their own council or

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87 This section is adapted from ‘Levels of Child/Youth Participation by Gerison Lansdown’ from Essential Reader on Strengthening Meaningful and Ethical Participation of Youth and Youth – Social Coherence and Human Rights, Draft 1 (Ravi Karkara for UNICEF Turkey)
local parliament through which to take a more proactive and representative approach to bringing issues of concern to the notice of politicians. Youth and young people need to be helped to understand laws and policies, and provided with youth-friendly information. Moreover, youth and young people need to be protected throughout the process. Youth and young people need to be coached and supported. In fact we can learn how to support youth in advocacy from youth themselves.88

Involving youth in HIV and AIDS programmes89: Through a strategic partnership between UNICEF, TACAIDS (Tanzania Commission for AIDS), FHI 360 (Family Health International), local NGOs and youth volunteers, an innovative HIV prevention programme has reached out to 730,000 young people nationwide. Youth volunteers have been involved in designing, implementing and monitoring the programme and ensuring that locally appropriate and relevant HIV prevention messages were disseminated. The focus is on interpersonal communication and community outreach activities with messages that address the key drivers of the epidemic. Creative interventions such as Bongo Star Search, Kisura Modeling and SMS campaign has ensured greater reach and acceptability of the message by young people.

Meaningful young people’s participation90

Young people’s involvement in advocacy needs to be based on their ethical and meaningful participation. This means that young women’s and men’s participation should be relevant, and based on their potential as well as their social and cultural context. Young people’s participation should be transparent and informative, voluntary, respectful of their views and background, youth-friendly, inclusive and not discriminatory, supported by training, safe and sensitive to risks that may arise, and accountable. Only when young people’s concerns and priorities drive the process will the outcome of advocacy truly benefit them in the long term. It is also important to believe in young people’s capacity and potential, and at the same time, provide them with the opportunity to build their capacity to advocate on their own behalf.

Ultimately, the impact of young people’s actions will not only be measured by the laws and policies that take into account and act upon youth recommendations – it will also be gauged by a greater acceptance of young people leading advocacy efforts. The challenge is to make young people’s participation in advocacy familiar and not unusual. Repetition of the message of the benefits of young people’s participation and concrete examples of good practice are important for bringing this about.

All processes, in which youth are heard and participate, must be:

☐ Transparen and informative. Youth must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact;

☐ Voluntary. Youth should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage;

☐ Respectful. Youth views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities. Adults working with youth should acknowledge, respect and build on good examples of youth participation, for instance, in their contributions to the family, school, culture and the work environment. They also need an understanding of the socio-economic, environmental and cultural context of young people’s lives. Persons and organisations working for and with youth should also respect young people’s views with regard to participation in public events;

88 UNICEF Advocacy Toolkit: A guide to influencing decisions that improve youth’s lives, 2010 (First Edition)
89 UNICEF Tanzania Annual Report 2011
90 UNICEF Advocacy Toolkit: A guide to influencing decisions that improve youth’s lives, 2010 (First Edition)
Relevant. The issues on which youth have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable youth to highlight and address the issues they themselves identify as relevant and important;

Youth-friendly. Environments and working methods should be adapted to young people’s capacities. Adequate time and resources should be made available to ensure that youth are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that youth will need differing levels of support and forms of involvement according to their age and evolving capacities;

Inclusive. Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized youth, including both young women and men, to be involved. Youth are not a homogenous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Programmes also need to ensure that they are culturally sensitive to youth from all communities;

Supported by training. Adults need preparation, skills and support to facilitate young people’s participation effectively, to provide them, for example, with skills in listening, working jointly with youth and engaging them effectively in accordance with their evolving capacities. Young people themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills in, for example, effective participation awareness of their rights, and training in organizing meetings, raising funds, dealing with the media, public speaking and advocacy;

Safe and sensitive to risk. In certain situations, expression of views may involve risks. Adults have a responsibility towards the youth with whom they work and must take every precaution to minimize the risk to youth of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear youth-protection strategy which recognizes the particular risks faced by some groups of youth, and the extra barriers they face in obtaining help. Young people must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimize the risks to which youth may otherwise be exposed;

Accountable. Commitment to follow-up and evaluation is essential. For example, in any research or consultative process, youth must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Young people are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, youth should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of youth participation needs to be undertaken, where possible, with youth themselves.

Practical tips to promote active, meaningful and ethical participation in advocacy

When involving young people in advocacy:

- Make adults aware of youth participation in advocacy and the importance of implementing it. Perceive youth as partners and agents of change – speaking for themselves!
- Get a commitment from everyone involved – youth and adults – to respect each other’s views and work together for a positive outcome.
- Recognise the stage of development and maturity of the youth involved and use methods and approaches that work best for them.

Be sensitive and responsive to the context in which youth live.

Provide meeting places and activities that encourage youth involvement.

Promote and ensure a safe environment for advocacy where youth protection standards are met.

Create supportive networks and atmosphere.

Establish and nurture partnerships with youth-focused organisations that will continuously support youth-led activities/initiatives/projects.

Believe in young people’s capacity and potential – their agenda should drive the process.

Know when and how to intervene to support them, while at the same time encouraging young people’s growth and development.

Allow the necessary time for youth to work together and come up with their own solutions.

Advise youth of the reasons for participation and the possible consequences of different alternatives. Make sure they only participate if they want to. Consult young people on how they would like to be involved and supported.

Equip youth with the information and skills they need to carry out advocacy.

Provide relevant information in a youth-friendly way. Build their capacity on the issues and techniques of advocacy.

When involving young people in advocacy initiatives don’t:

- Involve the young people as tokens only.
- Speak on behalf of the young people without their consent.
- Try to change or influence their contributions.
CHAPTER 8: YOUNG PEOPLE CENTRED FACILITATION

"Facilitation is to make things simple for a group/team, enabling them to reflect and learn in order to reach to an agreed set of objectives by maximising group synergy" Ravi Karkara

The facilitator has a key role ensuring that youth and young peoples groups accomplish their goals and tasks (e.g. issues, recommendations and youth action). To facilitate is to make something easier; thus, when done properly, the facilitator eases a group through the process of solving a problem, making a decision, redefining its goals, or restating expectations and responsibilities.

Youth and young people's group facilitation is the art of guiding the young people's group process towards agreed objectives. A facilitator guides the process and does not get involved in content. A facilitator intervenes to protect the group process and keep the group on track to fulfil its task. There is no recipe for a facilitator to follow and there is no one right way to facilitate a group. But there are guidelines, techniques and tips, which you may find useful. There are ‘safety precautions’ you can take. It is a bit like being a mountain guide when each new group is traversing a different mountain. You may have general idea of how it might go based on previous experience. You know how to avoid danger and pitfalls. You have checked the whether and your equipment. You have had first-aid training. However, you cannot be sure what the track will be like or when danger will arise. Facilitating groups is like this. Group are made up of individual people. People are unpredictable group of people can be very unpredictable.

The key to good facilitation in the following sequence is active listening, observing, focused speaking, receiving and applying feedback.

It is important to understand the difference between a facilitator and a trainer. The distinction between the two roles is one of the relationships between the content and process used. Someone who trains, instructs or teaches has some specific content that needs to be presented, practiced and learned by participants. An effective trainer prepares objectives, a design, exercises and activities that introduce and reinforce the content, and some means of testing to assure that the new skills and knowledge have been learned. The trainer must also pay attention to the process, evaluating whether the planned activities are in a meaningful, properly paced sequence and whether the participants interrelate well.

A facilitator’s role is different from a trainer’s because the focus is primarily on process. The facilitator must know the group member’s attitudes, commitment, skills and experience. The content of the group’s experience is the group itself. Its objective is to accomplish its chosen goal. Thus the facilitator does not have a set design but must instead have many methods and techniques available to use with the group as it goes through the five stages of development.

THE A TO Z\textsuperscript{92} OF FACILITATING YOUTH, ADOLESCENT AND YOUNG PEOPLE

Young people's group facilitation is the art of guiding the youth group process towards the agreed objectives. A facilitator guides the process and does not get involved in content. A facilitator intervenes to protect the group process and keep the group on track to fulfil its task. There is no recipe for a facilitator to follow and there is no one right way to facilitate a group. But there are guidelines, techniques and tips, which you may find useful. There are ‘safety precautions’ you can take. It is a bit like being a mountain guide when each new group is traversing a different mountain. You may have general idea of how it might go based on previous experience. You know how to avoid danger and pitfalls. You have checked the whether and your equipment. You have had first-aid training. However, you cannot be sure what the track will be like or when danger will arise. Facilitating

\textsuperscript{92} From various Ravi Karkara Facilitation Notes on Child and Adolescent Cantered (between 1993–2009); extensive facilitation with youth from diverse groups and backgrounds such as girls, boys, youth with disabilities, rural, urban, street youth, school and non-school, youth in conflict or peace zones, working youth, child journalist, etc.

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groups is like this. Group are made up of individual people. People are unpredictable group of people can be very unpredictable.

The rest of this section sets out some guidelines for being an effective facilitator.

A. An Active Start Up, Acknowledgement And Affirmation
Youth and young people's group meetings and workshops have a beginning, a middle and an end. Getting started is like setting out on a journey or laying the foundation of a house. The first part of a group meeting or workshop is critical to the whole process and time needs to be allowed for the process of starting.

A facilitator gives frequent **acknowledgement and affirmation** to a group. Encourage your group to keep going during long or difficult processes by affirming progress and acknowledge and affirmation and encourage group members to affirm and acknowledge one another.

Your most important asset as facilitator is your awareness. **Being `awake`** and `present` to each moment, moment by moment – listening, looking, sensing – 100 per cent present. Personal development work, meditation, consciousness-raising, discussion, training and development in experiential learning techniques are all useful ways to develop awareness.

B. Body Language and Communication
Always remember that we learn from both verbal and non-verbal (body language). Always appear to be open, smile and warm. As a facilitator, you will be most effective when you are being your natural self and allowing your own personality to be expressed. People get permission to be themselves from the way a facilitator behaves—that is through modelling. If you are stiff and formal, the youth and young people's group tends to be like that. If you are relaxed and self-expressed, the group tends to be like that too. Watch out for too many hand jesters or too less jester, this is up to each and every ones; own body language style. Be aware of your expressions and lack of them – express the talk.

Facilitation is to be an **effective and sensitive communicator**. You must plan your messages; your instructions and their medium of delivery e.g. flip cart, verbatim or power point presentation. You must get feedback of your messages and understand others as well. Always use paraphrasing effectively “if I have understood correctly, you said.....”.

Be an **active listener**. Ask everyone to listen to and respect each person's point of view before responding. It is important not only to understand what a person is trying to say, but also to allow her/him an opportunity to express herself/himself. Recognize that there are many views on any topic. No one view or opinion is correct. The whole purpose of discussion is to share ideas/information—it's not about one person gaining points or winning a discussion.

C. Creative Young People Friendly Learning Environment
Facilitation is an improvisatory art within an agreed and negotiated structure. Don’t keep doing things a certain way. Remember there is no one way or technique. Be flexible and BE CREATIVE.

There is no one sure-fire technique that will always work at a particular time for the youth and young people's group – not even if you knew every technique there is to know. It is a matter of choosing, in a particular moment, what to do, whether to intervene or not, and how to intervene at that time. You can plan ahead but you always need to be ready to adapt to what is happening at the moment. Work with young people and your own sense of creatively will thrive based on their expansive sense of imagination.
It is crucial to ensure that the learning environment encourages youth and young people to actively participate and contribute to collective learning. Use youth and adolescent /youth friendly language and completely avoid jargons. The physical setting and other aspects are discussed in the coming points

Seek Democratic Decision Making And Documentation
A facilitator seeks agreement from everyone and uses collective decision-making processes (consensus) unless there is agreement by everyone to do otherwise. Voting, majority or otherwise, is not a recommended way of reaching a decision in a facilitated group.

Always use transparent and honest processes, you are a facilitator and they are the ones making the decisions. You are never making decision on their behalf, you stimulate a process which enables the group to make a collective, inclusive and democratic decision. For example if young people may want to nominate their representative for a advocacy opportunity out of 100 of them. Then you make suggest democratic election by them based on the selection criteria that they develop. You always facilitate and support.

Document, many times organisers make mistake by not systematically documenting young people’s voices, discussion and output. Invite young people to share this or call for external support in doing so. It is very crucial to document (see the section on documentation in coming pages)

D. ENERGY - Tap youth and young people's group energy
A group is capable of more than any one member thinks. Remember: One +one +one = 5 or more. This is the equation of synergy. We really have no idea what we can achieve in a group. May be we can achieve almost anything in the world as a group. It may take some ingenuity to discover how we can achieve it. The facilitator is out to tap the energy of the group and tap into the group synergy.

Monitor the energy level of the group at all times. This is your barometer. Energy is indicated by tone of voice, body posture, eye contact, level of participation and level of activity directed towards the task. Are people awake or asleep, engaged or disengaged? The energy of a group will alter all the time.

At the beginning of a day people often have lots of energy. After lunch they are very often low in energy. Short breaks or active exercises can help keep energy up for longer sessions. For most people, concentration is hard to maintain for longer than 30 to 40 minutes. Use some active exercise when energy is low and the meeting is long – they are called energisers (see some of them in the later pages).

E. Invite FEEDBACK and plan FOLLOW UP
A facilitator invites feedback during and at the end of youth and young people's group meetings. All feedback is useful. Specific comments are more useful than general ones. One feedback technique is the use of rounds of positive comments and comments on what can ‘improve and how’. Use recap daily ‘recap groups’, the recapitulate the learning of the day and present the following day with insights on people’s mood and interest. Young people can be highly creative in doing do like using photography, video, drama, poster, etc. to present the learning’s and moods.

There is enough evidence to suggest that the lack of systematic FOLLOW UP with youth and young people can result in de-motivation and disinterest which may even reflect in their lack of trust and belief in processes that promise to honour youth voices and their actions, and will also discredit organisers desire to promote meaningful youth and young peoples participation for social change. At the same time evidence also suggests, if there is a systematic follow up, which takes into account youth and young people own opinions and actions into the follow up process, can generate their active engagement and continued interest to be involved as young citizens to make positive contributions to their respective communities and at local and national levels.
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Systematic follow-up to youth and young people’s participation in an international meeting is a vital part of the process of engaging youth and young people in the development of their communities. This is a prerequisite to meaningful and ethical participation of young people and an integral part of the accountability of the organisers. Plan your follow up in the beginning not in the end.

F. GROUND RULES and GO GREEN
A facilitator is an effective negotiator within groups. The structure and framework of meetings, processes and so on are developed through negotiation. Proposals and counter proposals are encouraged until agreement is reached. Agreement equals the contract. Most group decisions – including ground rules, time limits, personal responsibilities, roles, commitment, membership, values, purpose, aims, objective and evaluation methods – are negotiated.

Contract the ground rules with youth and young people and for running of the process e.g. stick to time, respect, be sensitive to others, positive feed back, fun, etc. At the same time as we want to respect differences, abusive or insulting behaviour is not acceptable. Language that poisons the environment–words and ideas that are sexist, racist, or biased against particular groups of people (based on their nationality, age, sexual orientation, religion, or physical abilities)–should be challenged. Discussion is great; hurtful words are not.

Go Green, contribute to reduction of climate change, recycle all the material e.g. sue both sides of flip chart, avoid too much of paper unless really needed. Encourage participants to apply green tips in their lives by demonstrating it yourself

G. Have a sense of HUMOUR
A sense of humour is a great asset to a facilitator. The use of humour can usefully defuse some tense moments. There is nothing better than a light touch at the appropriate time. Find way to ask young people to share some stories to lighten up the room without picking on someone in the room and ask them to share jokes. Often young people use break time for signing and dancing and having FUN

H. Keep INTERVENTION to a minimum
Intervene only when it is necessary to interrupt behaviour, which is:
- Impeding progress without the agreement of the group.
- Off track in the discussion and the result of someone having tripped over baggage from past.
- Undermining the possibility of group synergy.
- Physically dangerous.

A facilitator takes everything that is said or done in the youth and young people’s group as group interaction, including individual exchanges, side comments, and accidental occurrences. For example, if someone falls off their chair, that becomes part of the group process rather than an interruption. Some facilitators use outside interruption as well, like someone coming into the room accidentally.

I. NON-JUDGEMENTAL
Facilitation means honouring each group member and encouraging full participation while having the youth and young people’s group task achieved effectively and efficiently. Always approach youth and young people as capable, aware and fully functioning people who are committed to group purpose.

Never pass judgements about some one or an issue that may be close to youth and young people. Stick to your role as a facilitator and not a judge. All participants are unique with special abilities and experience. Be careful
in making judgments. Don’t reinforce the stereotypes, for example, that "boys will be boys" or that girls are powerless "victims." Keep the focus on the facts.

J. Update your KNOWLEDGE
A facilitator is a leaner first and then a facilitator. You must take time to read about the culture, context and learning needs of the participants. This is extremely important in the for ensuring your own self development.

You must have knowledge on youth rights and young people’s participation, minimum standards on consulting with youth and young people including youth protection and safety issues. Knowledge in young people experiential learning and participatory facilitation techniques (this books gives you most of it but go out there and constancy get more and share with your peers and coach).

K. LOGISTICS AND MATERIAL
Always and always try and check the venue for the consultation. Get feedback from other who may have used the venue. You must ensure that the venue for young people should not be overwhelming or super fancy (unless it is a real security issue). The rooms should be big enough for seating and space for energisers. Ideally a venue with space for outdoor activities is wonderful. Also ensure that the venue is non-smoking, contributing to climate change and has an emergency preparedness plan e.g. fire, earthquake, tsunami, medial emergencies.

Always check and recheck your training material and send in a request to the organisers well in advance. You may want to highlight the need to have flip charts, broad tips makers, tape, name tags, stepper, A4 sheet, post-it in multi colours, etc. Your equipment like projector, flip chart stand, pin boards, etc. Always be ready with a plan B, as it may happen that things are not there, electricity is not working etc.

L. MONITOR and EVALUATE
Monitor each session, half day and full day and the whole meeting, this is the moist important role of the facilitator. You need to guide and gate-keep the process and prevent it from diversion, stalling, delays or intentional takeovers. Ask youth and young people to assist you in the role by becoming the eyes and ears for the day or forming a recap group.

It is great to work with youth and young people on daily evaluation and final evaluation. Let them be creative in their approach to do daily and final evaluation, you may still want to do a quick evaluation – see attached form at the back.

M. IF YOU DO NOT KNOW SAY SO
You may come up with a ‘brilliant’ intervention but, if it doesn’t work, drop it. Only use an intervention to keep the youth and young people’s group focused, not because you think it is a brilliant insight. Your job is not to show how clever you are.

If you don’t know what to suggest or do when an interventions seems to be needed in a youth and young people's group, say so and ask for suggestions. Youth and young people may have a good idea or their suggestion may spark off an idea for you. Don’t pretend you know everything-nobody does.

N. OPTIMIZE LEARNING through EXPERIENTIAL LEARNING
It is crucial that we work with youth, adolescent and youth with techniques and methodology that sustain and build their interest. One of the most widely used methodology, it is based on taking the learners through an participatory experience, where they live that experience and reflect/ generalize on that experience same and ultimately apply it to their own lives, this method is called experiential learning. This helps the leaner learn through her/her or collective experience and simulates though process that can affect changes in attitude, practice and behaviour.
O. PREPARE, PLAN and PRACTICE
Perhaps nothing stands more important for a facilitator then a good and thorough preparation. Always treat each adolescent and youth’s consultation as unique. Prepare for each one of them with clearly and well thought through session plan. When working aloe or with a co-facilitator, always arrive a day or two before and prepare planning and practising facilitating joint session

Prepare your overall facilitation guide based on the objective and agenda for the meeting. It is very important to prepare a session planning sheet, see below:

<table>
<thead>
<tr>
<th>Suggested structure for a session plan</th>
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<tbody>
<tr>
<td>Topic:</td>
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<tr>
<td>Objective:</td>
</tr>
<tr>
<td>Time:</td>
</tr>
<tr>
<td>Training material: e.g. pens, marks, etc,</td>
</tr>
<tr>
<td>Handouts:</td>
</tr>
<tr>
<td>Facilitator and co-facilitator (roles and responsibilities)</td>
</tr>
<tr>
<td>Steps:</td>
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<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>Etc.</td>
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<tr>
<td>e.g. adapting session, participants with special needs</td>
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</tbody>
</table>

P. Use OPEN ENDED QUESTIONS
Questions and suggestions are the usual way a facilitator intervenes. Avoid giving advice. Say 'I suggest' rather than 'What you should do is...'. Also avoid giving the answer to an issue. Your job as facilitator is to guide the process, not be involved in the content, even if you are positive you know the answer. This is a good way to start and continue a discussion. Open-ended questions start with: How, Why, and what ("How does this affect us?" "Why is it an issue?" "What can we do to change this situation?").

Set up a "question box" in which participants can anonymously pose questions that might be difficult to raise in front of peers. You then can read aloud and answer questions without reference to individuals. Use parking lots to park unanswered questions and topics – you place a flipchart on the wall and record issues that may need to be addresses later in the workshop or in the follow up.

Q. RESOURCES - Trust the resources of the youth and young people's group
The facilitator trusts that the group will have the resources to achieve its task and work through any process issues. Trust in this sense is an attitude of confidence that the resources are present and will be discovered. The facilitator enables the youth and young people’s group to explore and find the resources. This is the way a group becomes empowered. This does not mean that the task will always be fulfilled. It means not giving up when the going gets tough and may be all group members are wilting.

Prepare a resource pack for youth and young people with key stationary material like pens, note book, highlighter, etc. it must include reading material in youth and adolescent friendly languages e.g. CRC (see annex)

R. Be SENSITIVE to CULTURE and develop your SKILLS
Cultural sensitivity is essential. Knowledge of the customs, rituals, and sensitivities of people from cultures other than your own is most important. If you do not have this knowledge you need to say so, and seek advice from people in the youth and young people's group to ensure that cultural sensitivity is honoured. Community sensitivities also need to be addressed in a similar way. Don’t assume – ask.

**Hone you skills** all the time, seize a good learning opportunity to learn about facilitation learn what to do, how to adapt and what not to do. The more you make conscious effort to develop and horn your skills the better your facilitation will become.

**S. TIME MANAGEMENT**
Time management is crucial, respecting people’s time is like optimising their resources. Young people should be encouraged to agree on start, break and close timing. But at the same time learn to work with the timing of young people ad when they learn most, there is nothing worst then having a room of tired and bored youth and young people – re contract for the day start early – take a long break – e flexible

When discussion seems to get off track, try to reintroduce the original issue being addressed (i.e. "Salman, I think you have a point there, but can we get back to talking about...").

**T. UNDERSTAND Your Participants**
Spend time in reading and research the profile of youth and young people, their knowledge, skills and attitudes. This is the fundamental step, if missed can lead to problems. At this stage you need to review the needs of people with disabilities and accordingly adapt your trainings and sessions. When you meet them then try to understand most of them and make individual contact over breaks and lunch to get to know them better. This helps you to modify and update your programme constantly

Understand participants who may be shy, quite on one hand and on the other participants who are dominating and overpowering. Prepare a facilitation strategy to bring views of shy ones to the group without pointing to them – like use post it in brainstorm and ask each one to give one idea. It is ok to be shy and ok to be quite. Set ground rules and retrace them so that people who speak too much should learn and respect others right to participate and express. Always avoid argument and dialogue jams. If there is an issue take it separately and privately with a participants

**U. VALUE GENDER and DIVERSITY**
Gender sensitiveness is centre point for a good gender sensitive facilitator. Be aware of customs and tradition where you facilitate. Never make gender stereotypical jokes or comments. Use positive gender images showing girls and boys or men and women as equals. Share positive examples of girls participation and boys efforts to promote gender equality. Take time to read CEDAW (UN Conventional on Elimination of Discrimination against Women).

Facilitators must ensure inclusive facilitation and be sensitive to diversity and special needs of youth and young people with disabilities and special dietary and medical needs. When dividing participants for group exercises, aim to create groups that mix the participants by age, race, and ethnic background. Participants may initially feel more comfortable or express that they want to be in age segregated groups. **Consider holding age specific discussion groups.** Divide participants into separate ages. This can provide safety and give boys and adolescents a better chance to talk. When the two groups join, make sure the discussion doesn't lead to a face-off or confrontation.

**V. WHEN in DOUBT, check it out**
‘When in doubt, check it out’ is a useful guideline for a facilitator. If you are not clear that everyone is in agreement with a decision or task, ask if everyone agrees. If necessary request a response from every one – a yes or a no. Silence does not necessarily mean assent.

A facilitator is comfortable with conflict and always encourages it to be expressed openly. Disagreement is the natural result of different personalities, different views and opinions. If a group is to develop to maturity, it will need to work with conflict, rather than avoid it. Creative conflict resolution can be synergistic and lead to major breakthroughs and forward movement in a group.

W. X...EXPRESS
As young people to use various modes of to express themselves, nowadays, increasing youth and young people are using innovative technology and internet based facilitation platforms. You must develop clear understanding of internet and technology based facilitation standards not different form A to Z like online protection and bullying.

Using internet can be useful as long as you devises processes to include youth and young people who may not have access or resources for accessing internet but may have the desire to do so. The UNICEF’s rural voices of youth initiative is working on the same. Remember girls and women are often left out in technology advancement so we may need to develop a more inclusive facilitation platform.

X. YOUTHFUL
Working with youth and young people can be very fruitful to a large extend. Be open to their ideas, initiatives and contributions as long as they are adding to the objective and cohesiveness of the group energy.

Young people bring with them energy and that needs to be channelled positively. Some organisers have tendency to plan everything for the young people that is incorrect leave time for them to do their own activities and “me or buddy time”. At time let them be – just be

Y. ZEAL and ZEST
Be zealous and zestful as your spirits and moods will largely determine the initial phase but at the same time do not be overpowering and overwhelming or patronising towards youth and young people.
A YOUTH FRIENDLY FACILITATOR

A young people friendly facilitator should have the following qualities, knowledge, skills and attitude in them:

- She | he is a very positive person who should support the group to move forward;
- She | he is equal member of the group and he should not play a leading role, she | he should not dominate on people in the group, rather support the group process;
- She | he provides equal opportunities to everyone in the group to express their thoughts and unlock the potential, promotes diversities, and values that everyone;
- Anyone can become a facilitator, not depending from gender, religion, age, ethnic identity, language, etc.
- Facilitator should have such useful skills such as listening to everyone, communication (should pay attention to important details – apply verbal and nonverbal techniques) and representation, ability to form | summing up the resources, opinions of people to make a most suitable joint group decision, be a good mixer | blender – socialized person, mobile, should be volunteer in nature, be able to forecast the developments and timely react in appropriate way, reporting and documentation;
- Facilitator involves everyone in to the consultations – with special focus on less active and marginalised;
- Facilitator should pay much attention to time keeping as time is very valuable resource;
- She | he has an open heart and pure soul, attract (as magnet) of everyone attention in the group, she | he is a psychologist and sociologist, group should have trust and confidence in their facilitator, when needed facilitator should ensure confidentiality of shared sensitive information shared by anyone from the group, be able to analyse the situation and receiving information to make necessary decisions | problem solving, create friendly environment for learning and expression, ensure participation in the group, be fair | just to everyone, wise;
- Facilitator should be committed to succeed expected results and be responsible | accountable to the group;
- She | he should have good sense of humour;
- Facilitator should be tolerant in her | his actions and be able to bring the group to compromise.
- Facilitator is a person you would talk on different subjects, from different points of view;

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Image of the facilitator (the type of cloth, way of communication, etc) should depend on the context (taking into consideration cultural context, traditions, working with youth, young people, adults, equal opportunities to everyone, etc), be responsive to the needs of the group, respect the opinion of each other;

Facilitator should always gain new knowledge and skills and pass what she | he learned to others, update his | her knowledge everyday;

Facilitator should have qualities of person of good will, e.g. kindness, communicability, openness, impartiality, honesty, pro-activism, ethics, creativity, good sense of discipline,

Facilitator qualities are inside of everyone - facilitator need to have a BIG HEART, eye contact (if appropriate in the cultural context), flexibility, readiness to make changes to adjust to the environment;

Facilitator should come to the level of target group, e.g. not bringing a young person to her | his level but come up to the level of the young person;

Facilitator should apply learning techniques | tools | approaches, such as energisers (ice breakers games), brainstorming, group work, etc;

Facilitator is a confident and supportive trainer | couch who is ready to provide assistance when required;

Facilitator is a real leader who doesn’t have power ambitions so she | he is not a dictator;

Facilitator is a student who studies something new. She | he is improving her | his knowledge base whenever it is possible;

Facilitator is open-minded person who refresh | highlight the path to reach the objective | goal;

Facilitator is professional who can work with different social groups including youth and young people;

Facilitator is not an egoist, facilitator knows that she | he is not perfect;

Facilitator is a sun! He present the group with smiles, and positive energy, she | he uses peer – to – peer approach in working with the group;

Facilitator encourages freedom of thoughts and expression but at the same time she | he summarise and guide the group to reach consensus;

All facilitators have a joint goal to change the world and make it better place for everyone to enjoy life.

The Qualities of a Good Facilitator
First of all, to become a good facilitator requires time and experience. Learning by doing is the best way. Nevertheless, there are certain qualities which enable someone to become a good facilitator. And there are also conditions which make it impossible or difficult for someone to be a good facilitator. The personal qualities for a good facilitator are outlined below.
QUALITIES OF A GOOD FACILITATOR

- Trust in other people and their capacities.
- Patience and good listening skills.
- Self-awareness and openness to learn new skills.
- Confidence without arrogance.
- Good life experience and a good grasp of common sense.
- Respect for the opinions of others, not imposing ideas.
- Practice in creative and innovative thinking.
- Ability to create an atmosphere of confidence among participants.
- Flexibility in changing methods and sequences, not always sticking to a preset sequence of techniques.
- Knowledge of group development including the ability to sense a group's mood and change methods or adjust the programme on the spot.
- A good sense for the arrangement of space and materials in order to create an attractive physical arrangement for the participants
- Skill in drawing and handwriting.
- Some, of these qualities may be inherent or learned through socialization.

Others can be improved through experience and concerted practice. For instance, handwriting and drawing ability can improve with techniques such as the proper holding of a marker or the use of simple devices to draw curves or squares.

Co facilitation

- Facilitators have different personal characteristics which are perceived and accepted differently by participants.
- The design of the event will be more reflective and creative if a team is involved.
- Facilitation is very intensive and demanding. Therefore, it requires some rest and reflection through the process for optimum results.
- Each part of the programme has to be prepared the day before, so while one facilitator is guiding the group process, the other may sit down and reflect on the programme details for the next day.
- The facilitator needs feedback on performance and the reaction of participants that can be evaluated immediately, during breaks, or at the daily evaluation and planning meetings at the end of the day.
- Sometimes the facilitator requires new material or to collect cards from the participants, so one of the co-facilitators will act as assistant.
Facilitation Methods and Techniques
Following are some of the Methods that have been applied in the Training of Facilitators and have proven to be effective. Remember that these are just suggestions and you are more than free to use as many creative techniques to enable youth participation and energy flowing.

1. Icebreakers: The introductory games are often referred as Icebreakers. They help to ease the group even if the group members know each other for a long time. You may find many these in many training manuals and from your own experience. You definitely do not want to do a boring name round.

2. Games: Indoor and Outdoor Games: You can select from a wide range of games (indoor and outdoor) that are locally developed and applied. Another vital source could be the training manuals, resource books, colleagues, etc. We have put together some of the games used in the TOF.

3. Small and Larger Group Discussion: Facilitator may break the group in small group to enable holistic participation. Then the group can reassemble for wider discussion and reflections. The facilitators has to assess the group interest and need of the topic and use his/her discretion in doing so.

4. Brain Storm: This method is widely use for listing idea/concerns/words/topics/ in the group. It can be used many a times and the facilitator need to assess the group interest and need of the topic and use his/her discretion in doing so

5. Buzz Group This method brings together participants to quickly buzz each other and react quickly for short durations on focused points of discussion.

6. Energisers: These are very essential for providing constant energy boaster to the group. You may encourage youth to run energizer from their experience. It is often observed that huge ranges of energizers are available within the group

7. Exhibition: You can optimally utilise the space around the venue by putting up posters related to the issues. You may encourage participants and other organisations working on similar issues to put up their exhibits around the venue. Often participants use break and free time to scan these.

8. Reflection Action: Reflection action is participatory method which is an approach that uses to monitor and analysis the youth issues. Under this approach emphasis is made on capacity building of youth in power analysis and communication enabling them to facilitate monitor and analysis of issues of their concerns by themselves and advocating to address those concern.

Theoretically this method falls under the category of reflect or reflect action which is defined as a structured participatory learning process which facilitate youth’s critical analysis of their environment, placing empowerment at the heart of sustainable and equitable development. Through the creation of democratic spaces and the constriction and interpretation of locally generated texts, youth build their own analysis of local a global reality and re –define power relationship

This method makes the youth capable, in order to:

- Understand and claim their rights.
- Improve their skill to analyze their situation, identify issues, make strategies to address those issues and advocate them in proper way to get them. Addressed
Play a key role in their development if provided proper forum and guidance.

9. **Process Drama:** Today when we reached to the community center Abdul Hadi and Ashraf were waiting for us. They informed that youth have gone to take lunch. They will be coming shortly. We waited for some time. The group assembled gradually.

Starting the discussion facilitator reminded youth yesterday the group had discussed the problem of drug addiction and asked participants, who will share the main points of yesterday’s discussion with the group. Wazirullah volunteered.

He said, yesterday we had discussed how drug addiction affects a person. An addict loses ability to reflect, losses respect in family and society and cannot work. He said we had also discussed which are the drugs used by addicts. These were heroin, charas (hashish), opium, cigarette, naswar (tobacco powder) etc. a boy had also informed that some people in the camp smoke scorpion with tobacco.

Then with the help of two role-plays we demonstrated how drugs affect life of addicts. Yesterday's discussion had revealed that addiction is a curse and we evolved not to use drugs and advise others its use, he concluded.

At this point youth said they had not prepared a chart yesterday; therefore they will prepare the one today. Facilitator asked them to put a symbol for addiction. They followed. Facilitator asked why people take drugs. Youth narrated three reasons; due to bad company or start with smoking today (cigarette left over thrown by addicts) for fun and become addict or see elders using drugs and take influence.

What is the reason for keeping bad company, asked facilitator? They are immature. Cannot differentiate between good and bad, said participants. Why they are immature asked facilitator? Because they are illiterate, replied youth. Facilitator asked the youth to put symbols for immaturity and illiteracy.

Facilitator asked why people are illiterate. Youth said they have no interest in education of parents sent them to work. Why parents send them to work, asked facilitator. Because they need money, they replied.

When facilitator asked about any other reason of taking drugs Youth said drugs affect heart and addict dies. Some times addicts losses senses or take bad habits. They steal household items and sell them to take drugs earning bad name to the family.

Facilitator asked the youth what we could do to fight this menace. Youth said we would go to school regularly and convince other youth to go the school. We would not also take drugs and ask other not use it. If we found some youth taking drugs, we will inform their parents.

Who will take responsibility for this campaign and when we will start it? Asked facilitator, we will collectively launch the campaign immediately, replied youth.

At the end facilitator helped youth to draw sketch for symbols representing different causes and affects of drug addiction and prepare a cause and affect chart.
10. **Poetry**: Poetry is a very popular means for Afghan youth through which to express their needs and hopes. In this method the youth select an issue and write a poem about and express their hopes and wishes. The poems they can recite can easily be linked to the world youth would like to live in or the rights and need that some youth are denied.

11. **Singing**: Singing is a good ice breaking activity, which relaxes youth and builds their confidence if the surrounding or adults /other participants are foreign to them.

However, some of Afghan youth, often discouraged from various forms of self expression, may be reluctant to sing. Again facilitator need to be sensitive to youth’s feeling and refrain from pressuring them into doing things they don’t want to do

12. **Drama**: Encouraging youth to create dramatic representation of their responses to certain issues provides another opportunity for youth to express themselves in non –threatening and playful ways.

Experience with Afghan youth is that this method is very popular with most youth; although it tends to work better with older youth. Younger youth generally require more assistance and guidance from facilitators.

While engaging youth in role –playing activities, we advice that you replace the term role –playing with “dramas” to avoid confusion, particularly for younger youth, some other points worth bearing in mind include:

Adults may find it difficult not to guide or direct the youth’s activities rather then simply acting as recourse –people, particularly if time is limited, always ensure then that you have allocated plenty of time for this activity, otherwise the temptation to direct the youth will become stronger.

Some youth in larger groups may be left out, depending on those youth adopting leadership roles in the group. Ensure that all youth wishing to participate are able to do so, starting if necessary something such” let’s (or can” we...) make sure everyone is involved in the play.

Some youth may need a great deal of encouragement to develop their ideas and express them as they discouraged from self expression in their home and school we advise that specific questions be used as primers in helping youth to develop their skill for self expression.

13. **Story telling**: A story telling or presenting “case studies” enables youth to respond to other youth’s situation as if they were their own .It allows them to control the extent to which they “self disclose” or reveal their own stories and experiences.

A story telling approach may involve the facilitator telling a story or reading” case study” about Afghan youth experiencing youth situation and asking the youth to respond by expressing their thought sand tellling about the story, Simply, you may wish to tell part of the story and have the youth to finish it themselves .It can be completed through writing, drawing or painting.

14. **Sketching, Drawing and Painting**: This method has a number of advantages .It allows youth to express their thoughts and/ or feelings as individuals, and reduces their peer’s influence on their contributions. Peer influence can be very strong within group discussion, often discouraging youth from
ANNEX: WORLD PROGRAM OF ACTION FOR YOUTH

UNITED NATIONS DECLARATION

I. OF INTENT ON YOUTH: PROBLEMS AND POTENTIALS

The States Members of the United Nations have agreed to work towards achievement of the purposes and principles of the Charter of the United Nations, inter alia, the promotion of higher standards of living, full employment and conditions of economic and social progress and development. Young people in all parts of the world, living in countries at different stages of development and in different socioeconomic situations, aspire to full participation in the life of society, as provided in the Charter, including:

a. Attainment of an educational level commensurate with their aspirations;
b. Access to employment opportunities equal to their abilities;
c. Food and nutrition adequate for full participation in the life of society;
d. A physical and social environment that promotes good health, offers protection from disease and ad - diction and is free from all types of violence;
e. Human rights and fundamental freedoms without distinction as to race, sex, language, religion or any other forms of discrimination;
f. Participation in decision-making processes;
g. Places and facilities for cultural, recreational and sports activities to improve the living standards of young people in both rural and urban areas.

While the peoples of the United Nations, through their Governments, international organizations and voluntary associations, have done much to ensure that these aspirations may be achieved, including efforts to implement the guidelines for further planning and suitable follow-up in the field of youth endorsed by the General Assembly in 198594, it is ap - parent that the changing world social, economic and political situation has created the following conditions that have made this goal more difficult to achieve in many countries:

a. Claims on the physical and financial resources of States, which have reduced the resources available for youth programmes and activities, particularly in heavily indebted countries;

b. Inequities in social, economic and political conditions, including racism and xenophobia, which lead to increasing hunger, deterioration in living conditions and poverty among youth and to their marginalization as refugees, displaced persons and migrants;

c. Increasing difficulty for young people returning from armed conflict and confrontation in integrating into the community and gaining access to education and employment;

94 See A/40/256.
d. Continuing discrimination against young women and insufficient access for young women to equal opportunities in employment and education;

e. High levels of youth unemployment, including long term unemployment;

f. Continuing deterioration of the global environment resulting from unsustainable patterns of consumption and production, particularly in industrialized countries, which is a matter of grave concern, aggravating poverty and imbalances;

g. Increasing incidence of diseases, such as malaria, the human immunodeficiency virus and the acquired immunodeficiency syndrome (HIV/AIDS), and other threats to health, such as substance abuse and psychotropic substance addiction, smoking and alcoholism;

h. Inadequate opportunities for vocational education and training, especially for persons with disabilities;

i. Changes in the role of the family as a vehicle for shared responsibility and socialization of youth;

j. Lack of opportunity for young people to participate in the life of society and contribute to its development and well-being;

k. Prevalence of debilitating disease, hunger and malnutrition that engulfs the life of many young people;

l. Increasing difficulty for young people to receive family life education as a basis for forming healthy families that foster sharing of responsibilities.

These phenomena, among others, contribute to the increased marginalization of young people from the larger society, which is dependent on youth for its continual renewal.

We, the peoples of the United Nations, believe that the following principles, aimed at ensuring the well-being of young women and men and their full and active participation in the society in which they live, are fundamental to the implementation of the World Programme of Action for Youth to the Year 2000 and Beyond:

a. Every State should provide its young people with opportunities for obtaining education, for acquiring skills and for participating fully in all aspects of society, with a view to, inter alia, acquiring productive employment and leading self-sufficient lives;

b. Every State should guarantee to all young people the full enjoyment of human rights and fundamental freedoms in accordance with the Charter of the United Nations and other international instruments related to human rights;
c. Every State should take all necessary measures to eliminate all forms of discrimination against young women and girls and remove all obstacles to gender equality and the advancement and empowerment of women and should ensure full and equal access to education and employment for girls and young women;

d. Every State should foster mutual respect, tolerance and understanding among young people with different racial, cultural and religious backgrounds;

e. Every State should endeavour to ensure that its policies relating to young people are informed by accurate data on their situation and needs, and that the public has access to such data to enable it to participate in a meaningful fashion in the decisionmaking process;

f. Every State is encouraged to promote education and action aimed at fostering among youth a spirit of peace, cooperation and mutual respect and understanding between nations;

g. Every State should meet the special needs of young people in the areas of responsible family-planning practice, family life, sexual and reproductive health, sexually transmitted diseases, HIV infection and AIDS prevention, consistent with the Programme of Action adopted by the International Conference on Population and Development in September 199495, the Copenhagen Declaration on Social Development and the Programme of Action adopted by the World Summit for Social Development in March 199596, and the Beijing Declaration and the Platform for Action adopted by the Fourth World Conference on Women in September 199597;

h. Environmental protection, promotion and enhancement are among the issues considered by young people to be of prime importance to the future welfare of society. States should therefore actively encourage young people and youth organizations to participate actively in programmes, including educational programmes, and actions designed to protect, promote and enhance the environment;

i. Every State should take measures to develop the possibilities of education and employment of young people with disabilities;

j. Every State should take measures to improve the situation of young people living in particularly difficult conditions, including by protecting their rights;

k. Every State should promote the goal of full employment as a basic priority of its economic and social policies, giving special attention to youth employment. They should also take measures to eliminate the economic exploitation of youth;

96 A/CONF.166/9, chap. I, resolution 1.
97 See A/CONF.177/20, chap. I, resolution 1.
I. Every State should provide young people with the health services necessary to ensure their physical and mental well-being, including measures to combat diseases such as malaria and HIV/AIDS, and to protect them from harmful drugs and the effects of addiction to drugs, tobacco and alcohol;

m. Every State should place people at the centre of development and should direct their economies to meet human needs more effectively and to ensure that young people are active participants and beneficiaries in the process of development.

DEVELOPMENT SETTING

In 1995, the world youth population—defined by the United Nations as the age cohort 15-24—is estimated to be 1.03 billion, or 18 per cent of the total world population. The majority of the world youth population (84 per cent in 1995) lives in developing countries. This figure is projected to increase to 89 per cent by 2025. The difficult circumstances that people experience in many developing countries are often even more difficult for young people because of limited opportunities for education and training, viable employment and health and social services, and because of a growing incidence of substance abuse and juvenile delinquency. Many developing countries are also experiencing unprecedented rates of rural-urban migration by young people.

Apart from the statistical definition of the term “youth” mentioned above, the meaning of the term “youth” varies in different societies around the world. Definitions of youth have changed continuously in response to fluctuating political, economic and sociocultural circumstances.

Young people in industrialized countries comprise a relatively smaller proportion of the total population because of generally lower birth rates and longer life expectancy. They comprise a social group that faces particular problems and uncertainties regarding its future, problems that relate in part to limited opportunities for appropriate employment.

Young people in all countries are both a major human resource for development and key agents for social change, economic development and technological innovation. Their imagination, ideals, considerable energies and vision are essential for the continuing development of the societies in which they live. Thus, there is special need for new impetus to be given to the design and implementation of youth policies and programmes at all levels. The ways in which the challenges and potentials of young people are addressed by policy will influence current social and economic conditions and the well-being and livelihood of future generations.

STRATEGIES AND POLICY SPECIFICS

In 1965, in resolution 2037 (XX), the General Assembly endorsed the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples. From 1965 to 1975, both the General Assembly and the Economic and Social Council emphasized three basic themes in the field of youth: participation, development and peace. The need for an international policy on youth was emphasized as well. In 1979, the General Assembly,
by resolution 34/151, designated 1985 as International Youth Year: Participation, Development, Peace. In 1985, by resolution 40/14, the Assembly endorsed the guidelines for further planning and suitable follow-up in the field of youth. The guidelines are significant for their focus on young people as a broad category comprising various subgroups, rather than a single demographic entity. They provide proposals for specific measures to address the needs of subgroups such as young people with disabilities, rural and urban youth and young women.

The themes identified by the General Assembly for International Youth Year: Participation, Development, Peace reflect a predominant concern of the international community with distributive justice, popular participation and quality of life. These were reflected in the guidelines, and they represent overall themes of the World Programme of Action for Youth to the Year 2000 and Beyond as well.


The Programme of Action is drawn from these international instruments generally and specifically related to youth policies and programmes. The Programme of Action is significant because it provides a crosssectoral standard relating to both policy-making and programme design and delivery. It will serve as a model for integrated actions, at all levels, to address more effectively problems experienced by young people in various conditions and to enhance their participation in society.

The Programme of Action is divided into three phases: the first phase focused on analysis and on drafting the Programme of Action and on its adoption by the General Assembly at its fiftieth session, in 1995; the second phase is concerned with worldwide implementation of the Programme of Action to the year 2000; the third phase, covering the period 2001 to 2010, will focus on further implementation and evaluation of progress made and obstacles encountered; it will suggest appropriate adjustments to long-term objectives and specific measures to improve the situation of young people in the societies in which they live.

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⁹⁹ A/CONF.157/24 (Part I), chap. III.
PRIORITY AREAS

Each of the ten\textsuperscript{100} priority areas identified by the international community is presented in terms of principal issues, specific objectives and the actions proposed to be taken by various actors to achieve those objectives. Objectives and actions reflect the three themes of International Youth Year: Participation, Development, Peace; they are interlinked and mutually reinforcing.

The ten\textsuperscript{101} fields of action identified by the international community are education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure-time activities, girls and young women and the full and effective participation of youth in the life of society and in decision-making. The Programme of Action does not exclude the possibility of new priorities which may be identified in the future.

Implementation of the Programme of Action requires the full enjoyment by young people of all human rights and fundamental freedoms, and also requires that Governments take effective action against violations of these rights and freedoms and promote non-discrimination, tolerance, respect for diversity, with full respect for various religious and ethical values, cultural backgrounds and philosophical convictions of their young people, equality of opportunity, solidarity, security and participation of all young women and men.

A. Education

Although progress towards universal basic education, beginning with literacy, has been impressive in recent times, the number of illiterate people will continue to grow and many developing countries are likely to fall short of universal primary education by the year 2000. Three main concerns regarding current systems of education may be expressed. The first is the inability of many parents in developing countries PRIORITY AREAS IV. 14 15 to send their youth to schools because of local economic and social conditions. The second concerns the paucity of educational opportunities for girls and young women, migrants, refugees, displaced persons, street youth, indigenous youth minorities, young people in rural areas and young people with disabilities. The third concerns the quality of education, its relevance to employment and its usefulness in assisting young people in the transition to full adulthood, active citizenship and productive and gainful employment. To encourage the development of educational and training systems more in line with the current and future needs of young people and their societies, it would be helpful to share experience and to investigate alternative arrangements, such as informal arrangements for the provision of basic literacy, job skills training and lifelong education. Opportunities for young people to pursue advanced or university education, engage in research or be trained for self-employment should be expanded in developing countries. Given the economic problems faced by such countries and the inadequacy of international assistance in this area, it is difficult to provide appropriate training for all young people, even though they are a country’s chief

\textsuperscript{100} This part of the text is taken from the original World Programme of Action for Youth to the Year 2000 and Beyond. After adoption of its Supplement, the World Programme of Action now contains 15 priority areas.

\textsuperscript{101} Ibid.
economic asset. Governments, intergovernmental and non-governmental organizations are called upon to assist young people from developing countries to obtain education and training at all levels in developed as well as in developing countries, as well as to participate in mutual academic exchanges among developing countries.

Proposals for action

1. Improving the level of basic education, skill training and literacy among youth

Priority should be given to achieving the goal of ensuring basic education for all (beginning with literacy), mobilizing for that purpose all channels, agents and forms of education and training, in line with the concept of lifelong education. Special emphasis should also be given to the reform of education content and curricula, especially curricula that reinforce traditional female roles which deny women opportunities for full and equal partnership in society, at all levels, focusing on scientific literacy, moral values and learning of skills, adapted to the changing environment and to life in multi-ethnic and multicultural societies. The importance of the development of information skills, that is, skills for researching, accessing and using information, and informatics, should be emphasized along with the importance of distance education. Non-governmental youth organizations and educational organizations should develop youth-to-youth programmes for basic education, skills training and literacy. Consideration should be given to developing programmes enabling retired and elderly people to teach literacy to young people. Particular attention should be given to specific groups of youth in distressed circumstances, including indigenous, migrant and refugee youth, displaced persons, street youth and poor youth in urban and rural areas, as well as to special problems, including literacy problems, for blind youth and youth with other disabilities.

2. Cultural heritage and contemporary patterns of society

Governments should establish or strengthen programmes to educate young people in the cultural heritage of their own and other societies and the world. Governments should institute, in cooperation with non-governmental youth organizations, travel and exchange programmes and youth camps to help youth understand cultural diversity at both the national and international levels, develop intercultural learning skills and participate in the preservation of the cultural 16 17 heritage of their own and other societies and the world around them. The United Nations Educational, Scientific and Cultural Organization, in cooperation with interested Governments and non-governmental organizations, is requested to expand international programmes, such as youth camps, by which young people, particularly those from developing countries, with different cultures, may help restore major international cultural sites and engage in other cultural activities.

3. Promoting mutual respect and understanding and the ideals of peace, solidarity and tolerance among youth
Programmes aimed at learning peacemaking and conflict resolution should be encouraged and designed by Governments and educational institutions for introduction to schools at all levels. Youth and youth should be informed of cultural differences in their own societies and given opportunities to learn about different cultures as well as tolerance and mutual respect for cultural and religious diversity. Governments and educational institutions should formulate and implement educational programmes which promote and strengthen respect for all human rights and fundamental freedoms and enhance the values of peace, solidarity, tolerance, responsibility and respect for the diversity and rights of others.

4. Vocational and professional training

Governments and educational institutions, in cooperation with regional and international organizations, could establish or enhance vocational and technical training relevant to current and prospective employment conditions. Youth must be given the opportunity to access vocational and professional training and apprenticeship programmes that help them acquire entry-level jobs with growth opportunities and the ability to adjust to changes in labour demand.

5. Promoting human rights education

Governments should ensure that the United Nations Decade for Human Rights Education, which began in 1995, is adequately observed in schools and educational institutions. In order to make youth aware of their civil, cultural, economic, political and social rights, as well their societal responsibilities, and in order to develop harmonious inter-community relations, mutual tolerance and respect, equality between women and men, and tolerance for diversity, Governments should develop human rights education strategies that get at youth, taking particular account of the human rights of women.

6. Training for enterprise programmes

Governments, in cooperation with regional and international organizations, should formulate model training programmes for youth in individual and cooperative enterprises. They are encouraged to establish self-contained enterprise centres where young people may plan and test their enterprise venture concepts.

7. Infrastructure for training youth workers and youth leaders

Governments should assess the adequacy of facilities and programmes to train youth workers and youth leaders, including the adequacy of curricula and staff resources. On the basis of such assessments, Governments should plan and implement relevant training programmes. Non-governmental youth organizations should be encouraged and assisted in formulating and disseminating model training courses for use by member organizations. Interested organizations should investigate possibilities of strengthening international youth worker 18 19 and youth
leadership training, with priority given to accepting participants from developing countries. In cooperation with concerned organizations that pro - vide training opportunities for youth, including intern - ships and volunteer programmes, establishment of an inventory of such programmes could also be explored.

B. Employment

Unemployment and underemployment among youth is a problem everywhere. It is, indeed, part of the larger struggle to create employment opportunities for all citizens. The problem has worsened in recent years because of the global recession which has affected developing countries the most seriously. The disturbing fact is that economic growth is not always accompanied by growth in employment. The difficulty of finding suitable employment is compounded by a host of other problems confronting young people, including illiteracy and insufficient training, and is worsened by periods of world economic slow-down and by overall changing economic trends. In some countries, the influx of young people into the employment market has brought with it acute problems. According to estimates of the International Labour Organization, more than one hundred million new jobs would have to be created within the next twenty years in order to provide suitable employment for the growing number of young people in the economically active populations of developing countries. The situation of girls and young women, as well as of young people with disabilities, refugee youth, displaced persons, street youth, indigenous youth, migrant youth and minorities, warrants urgent attention, bearing in mind the prohibition of forced labour and child labour. The crisis of youth unemployment deprives young people of the opportunity to secure independent housing or the accommodations necessary for the establishment of families and participation in the life of society. Advances in technology and communications, coupled with improved productivity, have imposed new challenges as well as new opportunities for employment. Young people are among the most severely affected by these developments. If effective solutions are not found, the cost to society will be much higher in the long run. Unemployment creates a wide range of social ills and young people are particularly susceptible to its damaging effects: the lack of skills, low self-esteem, marginalization, impoverishment and the wasting of an enormous human resource.

Proposals for action

1. Opportunities for self-employment

Governments and organizations should create or promote grant schemes to provide seed money to encourage and support enterprise and employment programmes for young people. Businesses and enterprises could be encouraged to provide counterpart financial and technical support for such schemes. Cooperative schemes involving young people in production and marketing of goods and services could be considered. The formation of youth development banks could be considered. The Committee for the Promotion and Advancement of Cooperatives is encouraged to develop models for cooperatives run by youth in developed and developing countries. Such models could include guidelines for management training and training in entrepreneurial techniques and marketing.
2. Employment opportunities for specific groups of young people

Within funds designated to promote youth employment, Governments should, as appropriate, designate resources for programmes supporting the efforts of young women, young people with disabilities, youth returning from military service, migrant youth, 20 21 refugee youth, displaced persons, street youth and indigenous youth. Youth organizations and young people themselves should be directly involved in the planning and implementation of these programmes.

3. Voluntary community services involving youth

Where they do not already exist, Governments should consider the establishment of voluntary service programmes for youth. Such programmes could provide alternatives to military service, or might constitute a required element in educational curricula, depending on national policies and priorities. Youth camps, community service projects, environmental protection and intergenerational cooperation programmes should be included among the opportunities offered. Youth organizations should be directly involved in designing, planning, implementing and evaluating such voluntary service programmes. In addition, international cooperation programmes organized between youth organizations in developed and developing countries should be included to promote intercultural understanding and development training.

4. Needs created by technological changes

Governments, in particular those of developed countries, should encourage the creation of employment opportunities for young people in fields that are rapidly evolving as a result of technological innovation. A subset of the employment data compiled by Governments should track the employment of youth into those fields marked by newly emerging technologies. Measures should be taken to provide ongoing training for youth in this area. Special attention should be paid to developing and disseminating approaches that promote flexibility in training systems and collaboration between training institutions and employers, especially for young people in high-technology industries.

C. Hunger and poverty

Over one billion people in the world today live in unacceptable conditions of poverty, mostly in developing countries, particularly in rural areas of low-income countries in Asia and the Pacific, Africa, Latin America and the Caribbean and the least developed countries. Poverty has various manifestations: hunger and malnutrition; ill health; limited or lack of access to education and other basic services; increased morbidity and mortality from illness; homelessness and inadequate housing; unsafe environments; and social discrimination and exclusion. It is also characterized by a lack of participation in decision-making and in civil and sociocultural life. Poverty is inseparably linked to lack of access to or loss of control over resources, including land, skills, knowledge, capital and social connections. Without those resources, people have limited
access to institutions, markets, employment and public services. Young people are particularly affected by this situation. Therefore, specific measures are needed to address the juvenilization and feminization of poverty.

Hunger and malnutrition remain among the most serious and intractable threats to humanity, often preventing youth and youth from taking part in society. Hunger is the result of many factors: mismanagement of food production and distribution; poor accessibility; misdistribution of financial resources; unwise exploitation of natural resources; unsustainable patterns of consumption; environmental pollution; natural and human-made disasters; conflicts between traditional and contemporary production systems; irrational population growth; and armed conflicts.

Proposals for action

1. Making farming more rewarding and life in agricultural areas more attractive

Goverments should enhance educational and cultural services and other incentives in rural areas to make them more attractive to young people. Experimental farming programmes directed towards young people should be initiated and extension services expanded to maintain improvements in agricultural production and marketing. Local and national Governments, in cooperation with youth organizations, should organize cultural events that enhance exchanges between urban and rural youth. Youth organizations should be encouraged and assisted in organizing conventions and meetings in rural areas, with special efforts to enlist the cooperation of rural populations, including rural youth.

2. Skill training for income generation by young people

Goverments, in cooperation with youth organizations, should develop training programmes for youth which improve methods of agricultural production and marketing. Training should be based on rural economic needs and the need to train young people in rural areas in techniques of food production and the achievement of food security. Attention should be given in such programmes to young women, youth retention in rural areas, youth returning to rural areas from the cities, young people with disabilities, refugee and migrant youth, displaced persons and street youth, indigenous youth, youth returning from military service and youth living in areas of resolved conflicts.

3. Land grants for young people

Goverments should provide grants of land to youth and youth organizations, supported by financial and technical assistance and training. The Food and Agriculture Organization of the United Nations and the International Labour Organization are invited to document and disseminate information about national experience with land-grant and settlement schemes for use by Governments. Governments, consistent with their rural development schemes and with the assistance of international organizations, as appropriate, are encouraged to work
with volunteer youth organizations on projects which enhance and maintain the rural and urban environments.

4. Cooperation between urban and rural youth in food production and distribution

Non-governmental organizations should organize direct-marketing groups, including production and distribution cooperatives, to improve current market-ing systems and to ensure that young farmers have access to them. The aim of such groups should be to reduce food shortages and losses from defective systems of food storage and transport to markets.

D. Health

Young people in some parts of the world suffer from poor health as a result of societal conditions, including such factors as customary attitudes and harmful traditional practices, and, in some cases, as a result of their own actions. Poor health is often caused by an unhealthy environment, by missing support systems in everyday life for health-promoting patterns of behaviour, by lack of information and by inadequate or inappropriate health services. Problems include the lack of a safe and sanitary living environment, malnutrition, the risk of infectious, parasitic and water-borne diseases, the growing consumption of tobacco, alcohol and drugs, unwarranted risk-taking and destructive activity, resulting in unintentional injuries.

The reproductive health needs of adolescents have been largely ignored. In many countries, there is a lack of information and services available to adolescents to help them understand their sexuality, including sexual and reproductive health, and to protect them from unwanted pregnancies and sexually transmitted diseases, including HIV/AIDS.

Proposals for action

1. Provision of basic health services

   All young people should have access to basic health services in the interest of all and of society as a whole. It is the indispensable responsibility of each Government to mobilize the necessary awareness, resources and channels. These measures should be supported by a favourable international economic environment and by cooperation. Efforts should be expedited to achieve the goals of national health-for-all strategies, based on equality and social justice, in line with the Declaration of Alma Ata on primary health care adopted on 12 September 1978 by the International Conference on Primary Health Care, by developing or updating country action plans or programmes to ensure universal, non-discriminatory access to basic health services, including sanitation and drinking water, to protect health, and to promote nutrition education and preventive health programmes. Support should be provided for stronger, better coordinated global actions against major diseases which take a heavy toll of human lives, such as malaria, tuberculosis, cholera, typhoid fever and HIV/AIDS; in this context, support should be continued for the Joint and Co-sponsored United Nations Programme on the human immunodeficiency
virus/acquired immunodeficiency syndrome (HIV/AIDS). Poor health is often caused by lack of information and lack of health services for youth, mostly in developing countries. The resulting problems are, among others, sexually transmitted diseases, including infection with HIV; early pregnancies; lack of hygiene and sanitation, leading to infection, infestation and diarrhoea; genetic and congenital diseases; psychological and mental diseases; narcotic and psychotropic drug abuse; misuse of alcohol and tobacco; unwarranted risk-taking and destructive activity, resulting in unintentional injuries; malnutrition; and poor spacing of births.

2. Development of health education

Governments should include, in the curricula of educational institutions at the primary and secondary levels, programmes focusing on primary health knowledge and practices. Particular emphasis should be placed on the understanding of basic hygiene requirements and the need to develop and sustain a healthy environment. These programmes need to be developed in full awareness of the needs and priorities of young people and with their involvement. Cooperation among Governments and educational and health institutions should be encouraged in order to promote personal responsibility for a healthy life - style and provide the knowledge and skills necessary to adopt a healthy lifestyle, including teaching the legal, social and health consequences of behaviour that poses health risks.

3. Promotion of health services, including sexual and reproductive health and development of relevant education programmes in those fields

Governments, with the involvement of youth and other relevant organizations, should ensure the implementation of the commitments made in the Programme of Action of the International Conference on Population and Development, 2 as established in the report of that Conference, in the Copenhagen Declaration on Social Development and the Programme of Action of the World Summit on Social Development, 3 and in the Beijing Declaration and the Platform for Action for the Fourth World Conference on Women, 4 as well as in the relevant human rights instruments, to 26 27 meet the health needs of youth. The United Nations Population Fund and other interested United Nations organizations should continue to take effective steps on these issues. The reproductive health needs of adolescents as a group have been largely ignored to date by existing reproductive health services. The response of societies to the reproductive health needs of adolescents should be based on information that helps them attain a level of maturity required to make responsible decisions. In particular, information and services should be made available to adolescents to help them understand their sexuality and protect them from unwanted pregnancies, sexually transmitted diseases and the subsequent risk of infertility. This should be combined with the education of young men to respect women’s self-determination and to share responsibility with women in matters of sexuality and reproduction. This effort is uniquely important for the health of young women and their youth, for women’s self-determination and, in many countries, for efforts to slow the momentum of population growth. Motherhood at a very young age entails a risk of
maternal death that is much greater than average, and the youth of young mothers have higher levels of morbidity and mortality. Early childbearing continues to be an impediment to improvements in the educational, economic and social status of women in all parts of the world. Overall for young women, early marriage and early motherhood can severely curtail educational and employment opportunities and are likely to have a long-term adverse impact on the quality of life of young women and their youth. Governments should develop comprehensive sexual and reproductive healthcare services and provide young people with access to those services including, inter alia, education and services in family planning consistent with the results of the International Conference on Population and Development, the World Summit for Social Development and the Fourth World Conference on Women. The United Nations Population Fund and other interested United Nations organizations are to be encouraged to continue assigning high priority to promoting adolescent reproductive health.

4. HIV infection and AIDS among young people

Governments should develop accessible, available and affordable primary health care services of high quality, including sexual and reproductive health care, as well as education programmes, including those related to sexually transmitted disease, including HIV/AIDS, for youth. Continued international cooperation and collective global efforts are necessary for the containment of HIV/AIDS.

5. Promotion of good sanitation and hygiene practices

Governments, in cooperation with youth and volunteer organizations, should promote the establishment of youth health associations to promote good sanitation and hygiene programmes.

6. Prevention of disease and illness among youth resulting from poor health practices

Governments, in cooperation with youth organizations, should promote healthier lifestyles and, in this context, should investigate the possibility of adopting policies for discouraging drug, tobacco and alcohol abuse, including possibly banning the advertisement of tobacco and alcohol. They should also undertake programmes to inform young people about the adverse effects of drug and alcohol abuse and tobacco addiction. Programmes should be instituted, with the appropriate assistance of the United Nations bodies and organizations concerned, to train medical, paramedical, educational and youth work personnel in 28 29 health issues of particular concern to young people, including healthy lifestyles. Research into such issues should be promoted, particularly research into the effects and treatment of drug abuse and addiction. Youth organizations should be enlisted in these efforts.

7. Elimination of sexual abuse of young people

As recommended by the Vienna Declaration and Programme of Action, 6 the International Conference on Population and Development, 2 the World Summit for Social Development 3
and the Fourth World Conference on Women,4 and bearing in mind that young women are especially vulnerable, Governments should cooperate at the international level and take effective steps, including specific preventive measures to protect youth, adolescents and youth from neglect, abandonment and all types of exploitation and abuse, such as abduction, rape and incest, pornography, trafficking and acts of paedophilia, as well as from commercial sexual exploitation resulting from pornography and prostitution.103 Governments should enact and enforce legislation prohibiting female genital mutilation wherever it exists and give vigorous support to efforts among non-governmental and community organizations and religious institutions to eliminate such practices.104

8. Combating malnutrition among young people
   Governments should promote post-primary-school and out-of-school health projects by individuals and youth organizations, emphasizing information on healthy eating practices. School lunch programmes, provision of food supplements and similar services should be available whenever possible to help ensure a proper diet for young people.

E. Environment

The deterioration of the natural environment is one of the principal concerns of young people worldwide as it has direct implications for their well-being both now and in the future. The natural environment must be maintained and preserved for both present and future generations. The causes of environmental degradation must be addressed. The environmentally friendly use of natural resources and environmentally sustainable economic growth will improve human life. Sustainable development has become a key element in the programmes of youth organizations through - out the world. While every segment of society is responsible for maintaining the environmental integrity of the community, young people have a special interest in maintaining a healthy environment because they will be the ones to inherit it.

Proposals for action

1. Integration of environmental education and training into education and training programmes

   Emphasis should be given in school curricula to environmental education. Training programmes should be provided to inform teachers of the environmental aspects of their subject matter and to enable them to educate youth concerning environmentally friendly habits. The participation of youth groups in gathering environ - mental data and in understanding ecological systems and actual environmental action should be encouraged

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104 Ibid, para. 4.22.
as a means of improving both their knowledge of the environment and their personal engagement in caring for the environment. 30 31

2. Facilitating the international dissemination of information on environmental issues to, and the use of environmentally sound technologies by, youth

The United Nations Environment Programme, in cooperation with Governments and non-governmental youth organizations, is invited to intensify production of information materials illustrating the global dimension, its origins and the interrelated effects of environmental degradation, describing the outcome of initiatives undertaken in developing and developed countries as well as countries with economies in transition. The United Nations Environment Programme is requested to continue its efforts to disseminate information to and exchange information with youth organizations. Governments should encourage and assist youth organizations to initiate and develop youth-to-youth contacts through town-twinning and similar programmes in order to share the experience gained in different countries. Relevant United Nations organizations and institutions and Governments of technologically advanced countries are encouraged to help spread the use of environmentally sound technologies in developing countries and in countries with economies in transition and to train youth in making use of such technologies in protecting and conserving the environment.

3. Strengthening participation of youth in the protection, preservation and improvement of the environment

Governments and youth organizations should initiate programmes to promote participation in tree planting, forestry, combating desert creep, waste reduction, recycling and other sound environmental practices. The participation of young people and their organizations in such programmes can provide good training and encourage awareness and action. Waste management programmes may represent potential income generating activities which provide opportunities for employment. As recognized by the United Nations Conference on Environment and Development, the involvement of youth in environment and development decision-making is critical to the implementation of policies of sustainable development. Young people should be involved in designing and implementing appropriate environmental policies.

4. Enhancing the role of the media as a tool for widespread dissemination of environmental issues to youth

Governments should, to the extent consistent with freedom of expression, encourage the media and advertising agencies to develop programmes to ensure widespread dissemination of information on environmental issues in order to continue to raise awareness thereof among youth. Governments should establish procedures allowing for consultation and possible participation of youth of both genders in decision-making processes with regard to the environment, at the local, national and regional levels.
F. Drug abuse

The vulnerability of young people to drug abuse has in recent years become a major concern. The consequences of widespread drug abuse and trafficking, particularly for young men and women, are all too apparent. Violence, particularly street violence, often results from drug abuse and illicit drug networks.

As the number of psychotropic drugs increases steadily and their effects and appropriate prescriptive uses are often not fully known, some patients may not be adequately treated and others may become over-medicated. Abuse of prescription drugs and self-medication with tranquillizers, sleeping pills and stimulants can also create serious problems, particularly in countries and regions where distribution controls are weak and habit-forming drugs are purchased abroad or diverted from licit channels of distribution. In this context, the vulnerability of young people raises a particular problem and specific measures are therefore needed.

The international community places particular emphasis on reducing the demand for and supply of illegal drugs and preventing abuse. Supply reduction includes combating international illicit drug trafficking. Drug abuse prevention initiatives range from discouraging people from taking drugs, thus preventing involuntary addiction, to helping those who are abusing drugs to stop doing so. Treatment programmes need to recognize that drug abuse is a chronic relapsing condition. It is essential for programmes to be adapted to the social and cultural context and for there to be effective cooperation between various approaches to treatment. To this end, national initiatives and measures to combat illicit drug trafficking should be fully supported and reinforced at the regional and international levels.

Drug control strategies at the national and international levels consistently emphasize initiatives aimed at reducing drug abuse among young people. This is reflected in the resolutions of the Commission on Narcotic Drugs and in the demand reduction programmes of the United Nations International Drug Control Programme.

Proposals for action

1. Participation of youth organizations and youth in demand reduction programmes for young people

To be effective, demand reduction programmes should be targeted at all young people, particularly those at risk, and the content of the programmes should respond directly to the interests and concerns of those young people. Preventive education programmes showing the dangers of drug abuse are particularly important. Increasing opportunities for gainful employment and activities which provide
recreation and opportunities to develop a variety of skills are important in helping young people to resist drugs. Youth organizations can play a key role in designing and implementing education programmes and individual counselling to encourage the integration of youth into the community, to develop healthy lifestyles and to raise awareness of the damaging impact of drugs. The programmes could include training of youth leaders in communication and counselling skills. Government entities, in cooperation with relevant agencies of the United Nations system, and nongovernmental organizations, particularly youth organizations, should cooperate in carrying out demand reduction programmes for illicit drugs, tobacco and alcohol.

2. Training medical and paramedical students in the rational use of pharmaceuticals containing narcotic drugs or psychotropic substances

The World Health Organization, associations of the medical, paramedical and pharmaceutical professions and pharmaceutical corporations and medical faculties and institutions could be asked to develop model training courses and disseminate information material for young medical and paramedical students on the proper handling of drugs and the early identification and diagnosis of substance abuse.

3. Treatment and rehabilitation of young people who are drug abusers or drug dependent and young alcoholics and tobacco users

Research has been undertaken into the possibility of identifying medication to block cravings for specific drugs without creating secondary dependency, but much remains to be done in this area. The need for medical and social research in the prevention and treatment of substance abuse as well as rehabilitation has become more urgent, particularly with the worldwide increase in abuse and addiction among young people. In such research, emphasis should be given to the fact that intravenous substance abuse raises the risk of contracting communicable diseases, including HIV/AIDS and hepatitis, arising from the sharing of needles and other injection equipment. The fruits of all such re-search should be shared globally. Research on issues such as the medical treatment and the rehabilitation of young drug abusers, including the combination of different types of treatment, the problem of recidivism and the administrative aspects of drug treatment, and the inclusion of students in the relevant faculties in such research, should be encouraged. In cooperation with the institutions of civil society and the private sector, drug abuse prevention should be promoted, as should preventive education for youth and youth and rehabilitation and education programmes for former drug and alcohol addicts, especially youth and youth, in order to enable them to obtain productive employment and achieve independence, dignity and responsibility for a drug free, crime-free productive life. Of particular interest is the development of treatment techniques involving the family setting and peer groups. Young people can make significant contributions by participating in peer group therapy to facilitate the acceptance of young drug-dependent persons and abusers upon their re-entry into
society. Direct participation in rehabilitation therapy entails close cooperation between youth groups and other community and health services. The World Health Organization and other worldwide medical and mental health organizations could be requested to set guidelines for continuing research and for carrying out comparable programmes in different settings, whose effectiveness could be evaluated over a given period of time.

4. Care for young drug abusers and drug-dependent suspects and offenders in the criminal justice and prison system

Authorities should consider strategies to prevent exposure to drug abuse and dependence among young people suspected or convicted of criminal offences. Such strategies could include alternative measures, such as daily reporting to police stations, regular visits to parole officers or the fulfilment of a specified number of hours of community service. Prison authorities should cooperate closely with law enforcement agencies to keep drugs out of the prison system. Prison personnel should be discouraged from tolerating the presence of drugs in penal institutions. Young prisoners who are already drug-dependent should be targeted as priority candidates for treatment and rehabilitation services and should be segregated as appropriate. Guidelines and standard minimum rules should be prepared to assist national authorities in law enforcement and prison systems in maintaining 36 37 the necessary controls and initiating treatment and rehabilitation services. Action along these lines constitutes a long-term advantage to society, as the cycle of dependence, release, repeated offences and repeated incarcerations constitutes a heavy burden on the criminal justice system, quite apart from the wasted lives and personal tragedies which result from drug dependence and criminal behaviour.

G. Juvenile delinquency

Juvenile crime and delinquency are serious problems all over the world. Their intensity and gravity depend mostly on the social, economic and cultural conditions in each country. There is evidence, however, of an apparent worldwide increase in juvenile criminality combined with economic recession, especially in marginal sectors of urban centres. In many cases, youth offenders are “street youth” who have been exposed to violence in their immediate social environment, either as observers or as victims. Their basic education, when they have it, is poor; their primary socialization from the family is too often inadequate; and their socio-economic environment is shaped by poverty and destitution. Rather than relying solely on the criminal justice system, approaches to the prevention of violence and crime should thus include measures to support equality and justice, to combat poverty and to reduce hopelessness among young people.

Proposals for action
1. Priority to preventive measures

Governments should give priority to issues and problems of juvenile delinquency and youth criminality, with particular attention to preventive policies and programmes. Rural areas should be provided with adequate socio-economic opportunities and administrative services which could discourage young people from migrating to urban areas. Youth from poor urban settings should have access to specific educational, employment and leisure programmes, particularly during long school holidays. Young people who drop out of school or come from broken families should benefit from specific social programmes that help them build self-esteem and confidence conducive to responsible adulthood.

2. Prevention of violence

Governments and other relevant organizations, particularly youth organizations, should consider organizing information campaigns and educational and training programmes in order to sensitize youth to the person - ally and socially detrimental effects of violence in the family, community and society, to teach them how to communicate without violence and to promote training so that they can protect themselves and others against violence. Governments should also develop programmes to promote tolerance and better understanding among youth, with a view to eradicating contemporary forms of racism, racial discrimination, xenophobia and related intolerance and thereby prevent violence. To prevent violence and crime, the development of social organization, particularly through youth organizations and community involvement, should be fostered by a supportive social policy and within a legal framework. Government assistance should focus on facilitating the ability of community and youth organizations to express and evaluate their needs concerning the prevention of violence and crime, to formulate and implement actions for themselves and to cooperate with each other.

3. Rehabilitation services and programmes

Destitution, poor living conditions, inadequate education, malnutrition, illiteracy, unemployment and lack 38 39 of leisure-time activities are factors that marginalize young people, which makes some of them vulnerable to exploitation as well as to involvement in criminal and other deviant behaviour. If preventive measures address the very causes of criminality, rehabilitation programmes and services should be made available to those who already have a criminal history. In general, youth delinquency begins with petty offences such as robbery or violent behaviour, which can be easily traced by and corrected through institutions and community and family environments. Indeed, law enforcement should be a part of rehabilitation measures. Finally, the human rights of young people who are imprisoned should be protected and principles of penal majority according to penal laws should be given great attention.
H. Leisure -time activities

The importance of leisure-time activities in the psychological, cognitive and physical development of young people is recognized in all societies. Leisure-time activities include games, sports, cultural events, entertainment and community service. Appropriate leisure programmes for youth are elements of any measure aimed at fighting social ills such as drug abuse, juvenile delinquency and other deviant behaviour. While leisure programmes can contribute greatly to the development of the physical, intellectual and emotional potential of young people, they should be designed with due care and concern so that they are not used as a means for excluding youth from participating in other aspects of social life or for indoctrinating them. Leisure-time activity programmes should be made freely available to young people.

Proposals for action

1. Leisure-time activities as an integral part of youth policies and programmes

   Governments, in planning, designing and implementing youth policies and programmes, with the active involvement of youth organizations, should recognize the importance of leisure-time activities. The importance given to such activities should be reflected in appropriate funding. Governments are invited to establish public libraries, cultural centres and other cultural facilities in rural and urban areas, with the aid of international organizations, and to provide assistance to young people active in the fields of drama, the fine arts, music and other forms of cultural expression. Governments are invited to encourage the participation of young people in tourism, international cultural events, sports and all other activities of special interest to youth.

2. Leisure-time activities as elements of educational programmes

   Governments, by providing adequate funding to educational institutions for the establishment of leisure time activities, may accord priority to such activities. In addition, leisure-time activities could be integrated into the regular school curriculum.

3. Leisure-time activities in urban planning and rural development

   National Governments as well as local authorities and community development agencies should incorporate leisure-time activity programmes and facilities in urban planning, giving particular attention to areas with a high population density. Equally, rural development programmes should pay due attention to the leisure needs of rural youth.

4. Leisure-time activities and the media

   The media should be encouraged to promote youth understanding and awareness of all aspects of social integration, including tolerance and non-violent behaviour.
I. Girls and young women

One of the most important tasks of youth policy is to improve the situation of girls and young women. Governments therefore should implement their obligations under international human rights instruments as well as implementing the Platform for Action of the Fourth World Conference on Women, the Programme of Action of the International Conference on Population and Development, the Vienna Declaration and Programme of Action of the World Conference on Human Rights and other programmes of relevant United Nations conferences. Girls are often treated as inferior and are socialized to put themselves last, thus undermining their self-esteem. Discrimination and neglect in childhood can initiate a lifelong downward spiral of deprivation and exclusion from the social mainstream. Negative cultural attitudes and practices, as well as gender biased educational processes including curricula, educational materials and practices, teachers’ attitudes and classroom interaction, reinforce existing gender inequalities.

Proposals for action

1. Discrimination

Discrimination and neglect in childhood can initiate a lifelong exclusion from society. Action should be taken to eliminate discrimination against girls and young women and to ensure their full enjoyment of human rights and fundamental freedoms through comprehensive policies, plans of action and programmes on the basis of equality. Initiatives should be taken to prepare girls to participate actively, effectively and equally with boys at all levels of social, economic, political and cultural leadership.

2. Education

Universal and equal access to and completion of primary education for girls and young women as well as equal access to secondary and higher education should be ensured. A framework should be provided for the development of educational materials and practices that are gender balanced and promote an educational setting that eliminates all barriers impeding the schooling of girls and young women, including married and/or pregnant girls and young women.

3. Health

Discrimination against girls and young women should be eliminated in health and nutrition. The removal of discriminatory laws and practices against girls and young women in food allocation and nutrition should be promoted, and their access to health services should be ensured in accordance with the Programme of Action of the International Conference on Population and Development and the Platform for Action of the Fourth World Conference on Women.
4. **Employment**

Girls and young women should be protected from economic and related forms of exploitation and from performing any work that is likely to be hazardous, to interfere with their education or to be harmful to their health or their physical, mental, spiritual, moral or social development, in conformity with the Convention on the Rights of the Child\(^{105}\) and the Convention on the Elimination of All Forms of Discrimination against Women.\(^{106}\) Equal access for young women to all employment opportunities should be promoted and their participation in the traditionally male-dominated sectors should be encouraged.

5. **Violence**

Governments should cooperate at the international level and enact and enforce legislation protecting girls and young women from all forms of violence, including female infanticide and prenatal sex selection, genital mutilation, incest, sexual abuse, sexual exploitation, child prostitution and child pornography. Age-appropriate, safe and confidential programmes and support services to assist girls and young women who are subjected to violence should be developed in cooperation with relevant non-governmental organizations, particularly youth organizations, as appropriate.

### J. Full and effective participation of youth in the life of society and in decision making

The capacity for progress of our societies is based, among other elements, on their capacity to incorporate the contribution and responsibility of youth in the building and designing of the future. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account.

Any efforts and proposed actions in the other priority areas considered in this programme are, in a certain way, conditioned by enabling the economic, social and political participation of youth, as a matter of critical importance.

Youth organizations are important forums for developing skills necessary for effective participation in society, promoting tolerance and increased cooperation and exchanges between youth organizations.

**Proposals for action**

The following actions are proposed:

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105 Resolution 44/25.
106 Resolution 34/180.
a. Improving access to information in order to enable young people to make better use of their opportunities to participate in decision-making;

b. Developing and/or strengthening opportunities for young people to learn their rights and responsibilities, promoting their social, political, developmental and environmental participation, removing obstacles that affect their full contribution to society and respecting, inter alia, freedom of association;

c. Encouraging and promoting youth associations through financial, educational and technical support and promotion of their activities;

d. Taking into account the contribution of youth in designing, implementing and evaluating national policies and plans affecting their concerns;

e. Encouraging increased national, regional and international cooperation and exchange between youth organizations;

f. Inviting Governments to strengthen the involvement of young people in international forums, inter alia, by considering the inclusion of youth representatives in their national delegations to the General Assembly.

K. GLOBALIZATION

Globalization has opened new opportunities for sustained economic growth and the development of the world economy. Globalization has also permitted countries to share experiences and to learn from one another’s achievements and difficulties and has promoted a cross-fertilization of ideas, cultural values and aspirations. Globalization has thus helped to connect youth not only to the rest of the world, but also with each other.

At the same time, the rapid processes of change and adjustment of globalization have been accompanied by intensified poverty, unemployment and social disintegration. Threats to human well-being, such as environmental risks, have also been globalized. Some countries have successfully adapted to the changes and benefited from globalization, but many others, especially least developed countries, have remained marginalized in the globalized world economy. The benefits are very unevenly shared, while the costs are unevenly distributed. Globalization should be fully inclusive and equitable. There is a strong need for appropriate policies and measures at the national and international levels to help countries to respond effectively to the challenges of globalization and the implementation of the internationally agreed development goals, including the Millennium Development Goals.
Many young people, especially in developing countries, remain marginalized from the global economy and lack the capabilities to access the opportunities that globalization offers. Many are restricted by inadequate education, limited skills, unemployment and poverty or are outside the reach of basic information and communication and the goods and services that have become available with globalization.

Proposals for action

1. Managing the effects of globalization on youth The international community should continue to support the efforts of Governments, together with civil society, including youth-led organizations, the private sector and other parts of society, to anticipate and offset the negative social and economic consequences of globalization and to maximize its benefits for young people. Governments should ensure that access of youth to technical, secondary and higher education is improved and that curricula are adapted to meet the needs of a rapidly changing labour market associated with globalization. The transition from learning to work should also be facilitated. Governments should foster the conditions that provide opportunities, jobs and social services for youth in their home countries. Efforts should be made to guarantee that young migrants enjoy full respect for their human rights, including fair and equal treatment with others and the protection of law against, inter alia, violence, exploitation and discrimination such as racism, ethnocentrism, xenophobia and cultural intolerance, and access to economic opportunities and social services, as appropriate.

2. Promoting youth employment and skills development in the context of globalization In order to overcome the mismatch between the skills that youth possess and the specialized demands of labour markets shaped by globalization, Governments, with appropriate support from the international community, should provide funding and opportunities in both formal and non-formal education for youth to acquire requisite skills, including through skills development programmes. At the same time, Governments should promote access to work through integrated policies that enable the creation of new and quality jobs for young people and that facilitate access to those jobs.

3. Establishing ways of monitoring systems to track the effects of globalization on youth Governments should assess the extent to which the benefits of globalization are accessible to youth and should design and implement programmes to enable youth to better harness the benefits of globalization.

L. Information and communications technology
Information and communications technology (ICT) and infrastructures are growing in importance as a part of everyday business and interaction. This process can be enhanced by removing barriers to universal, ubiquitous, equitable and affordable access to information, which hinder the bridging of the digital divide, particularly those that impede the full achievement of the economic, social and cultural development of countries and the welfare of their people, especially youth, in particular in developing countries. ICT has enormous potential to expand access to quality education, to boost literacy and universal primary education and to facilitate the learning process itself, thus laying the groundwork for the establishment of a fully inclusive and development-oriented information society and knowledge economy that respects cultural and linguistic diversity.

Youth have a particular interest and ability with regard to modern technology. ICT can empower youth by providing them with the opportunity to overcome the barriers of distance and socio-economic disadvantage. Through the Internet, for example, young people can have access to information on a range of issues that directly affect them, including health, education and employment. This information can be used to improve the quality of life of youth and their communities. This process can be facilitated if Governments, civil society, the private sector, families, youth-led organizations and other groups work together to open up avenues for a cultural and social exchange among young people. Governments can also capitalize on the interest of the young in ICT to alleviate poverty. For example, youth can become engaged not only in the use of ICT, but also in the development and engineering of locally relevant software design and hardware. ICT offers new ways to address the needs of youth with disabilities who cannot access traditional sources of information and employment. Vulnerable groups of the population can capitalize on ICT to make a better connection with society and advance their education and employment opportunities.

Proposals for action

1. Making information and communications technology available to all youth

Governments, supported by the international community, as appropriate, should facilitate access to ICT for all youth, including those in difficult-to-reach areas, such as rural areas, and in indigenous communities. Governments should evaluate inequalities in access that exist between urban and rural youth and between young women and men and should develop national strategies to overcome the digital divide in each country, thus decreasing the proportion of youth who have no access to ICT. Governments should develop domestic policies to ensure that ICT is fully and appropriately integrated into education and training at all levels, including in the development of curricula, teacher training and institutional administration and management, as well as in support of the concept of lifelong learning. Governments, with the support of the international community, should promote and encourage local knowledge systems and locally produced content in media and communications, support the development of a wide range of ICT-based programmes in local languages, as appropriate, with content relevant
to different groups of young persons, especially young women, and build the capacity of girls and women to develop ICT

2. Providing training to facilitate use of information and communications technology

Governments, in collaboration with relevant actors in the information society, should ensure that young people are equipped with knowledge and skills to use ICT appropriately, including the capacity to analyse and treat information in creative and innovative ways, to share their expertise and to participate fully in the information society. Efforts should be made to provide special training courses for in-school and out-of-school youth to enable them to become conversant with ICT and to facilitate their use of such technologies.

3. Protecting youth from the harmful aspects of information and communications technology

Governments should strengthen action to protect youth from abuse and to defend their rights in the context of the use of ICT. In that context, the best interests of youth are a primary consideration. Governments should promote responsible behaviour and raise awareness of possible risks for young people arising from the harmful aspects of ICT in order that they may protect themselves from possible exploitation and injury. Governments, in cooperation with relevant actors in the information society, should strengthen action to protect youth and youth from abuse and the harmful impact of ICT, in particular through cybercrimes, including child pornography.

4. Promoting the use of information and communications technology by persons with disabilities and other vulnerable groups

Governments should facilitate the development of ICT capacity for youth, including indigenous youth, youth with disabilities and youth in remote and rural communities. Governments should initiate the development and use of special technical and legal arrangements to make ICT accessible to all youth, including indigenous youth, youth with disabilities and youth in remote and rural communities.

5. Empowering young people as key contributors to building an inclusive information society

Governments should actively engage youth in innovative ICT-based development programmes and should widen opportunities for youth involvement in e-strategy processes in a manner that encourages youth to assume leadership roles. The role of youth in creating, repairing, managing and maintaining ICT should also be recognized and encouraged. Bearing in mind that literacy and numeracy are preconditions for access to and effective use of ICT, Governments should promote opportunities through formal and non-formal channels for young person’s to acquire the appropriate knowledge. ICT should also be used to enhance education, employment and youth participation in the decision-
making process. ICT should be used to improve the quality of education and to better prepare youth for the demands of the information society.

**M. HIV/AIDS**

The HIV/AIDS epidemic is increasingly a problem of youth, especially in parts of the developing world. Governments have noted with grave concern the fact that new HIV infections are heavily concentrated among youth and that there is a lack of information available to help youth to understand their sexuality, including their sexual and reproductive health, in order to increase their ability to protect themselves from HIV infection and sexually transmitted diseases and to prevent unwanted pregnancies.

Young people, especially young women in Africa, face especially high risks of HIV infection. Young people and women are particularly vulnerable to infection owing to their lack of economic and social power and their lack of the capability to decide freely and responsibly on matters related to their sexuality in order to increase their ability to protect themselves from HIV infections. They often lack the tools and information required to avoid infection and cope with AIDS. In 2006, women and girls made up 57 per cent of all people infected with HIV in sub-Saharan Africa, where a striking 76 per cent of young people (aged 15 to living with HIV are female.

Although many youth orphaned by AIDS have not yet entered the youth age groups, they are at great risk of becoming youth with severe vulnerabilities. They are subject to malnutrition, illness, abuse, child labour and sexual exploitation, and these factors increase their vulnerability to HIV infection. They also suffer the stigma and discrimination often associated with HIV/AIDS and may be denied education, work, housing and other basic needs as a result.

It is imperative that young people continue to have access to evidence and skills-based youth-specific HIV education to enable them to avoid high-risk behaviour. In some regions youth, especially girls, play a key role in caring for HIV/AIDS patients or their orphans. To ensure that young caregivers stay in school, build their skills and have the chance to generate an income, Governments should provide economic and social support to families that rely on young caregivers as well as support for improving home- and community-based care.

Because youth often lack decision-making power and financial resources, they may be the last to receive treatment if they become infected. Programmes should scale up the provision of treatment as part of the promotion of the highest attainable standards of health.

It is essential for Governments to implement fully the Declaration of Commitment on HIV/AIDS, adopted by the General Assembly at its twenty-sixth special session on 27 June 2001\(^{107}\), and to achieve the internationally agreed development goals and objectives, including the Millennium Development Goals, in particular the goal to halt and begin to reverse the spread of HIV/AIDS by

\[^{107}\text{Resolution S-26/2.}\]
2015. In addition, Governments should implement the commitments dealing with HIV/AIDS reached at all major United Nations conferences and summits, including the 2005 World Summit\(^{108}\) and the High-level Meeting of the General Assembly on HIV/AIDS held on 2 June 2006\(^ {109}\), at which Member States committed themselves to scaling up responses directed towards achieving the goal of universal access to comprehensive prevention programmes, treatment, care and support by 2010 and towards achieving the goal of universal access to reproductive health by 2015, as set out at the International Conference on Population and Development.

**Proposals for action**

1. Raising awareness about HIV/AIDS prevention, care and treatment for youth

Governments should ensure that prevention of HIV infection is the mainstay of national, regional and international responses to the pandemic and should 52 53 therefore commit themselves to intensifying efforts to ensure that a wide range of prevention programmes which take into account local circumstances, ethics and cultural values are available in all countries, in particular the most affected countries, including: information, education and communications, in languages most understood within communities and with respect for their cultures, aimed at reducing risk taking behaviours and encouraging responsible sexual behaviour, including abstinence and fidelity; expanded access to essential commodities, including male and female condoms and sterile injecting equipment; harm reduction efforts related to drug use; expanded access to voluntary and confidential counselling and testing; safe blood supplies; and early and effective treatment of sexually transmitted infections. Governments should commit themselves to addressing the rising rates of HIV infection among young people in order to ensure that future generations may be free of HIV infection through the implementation of comprehensive evidence-based prevention strategies, responsible sexual behaviour, including the use of condoms, evidence- and skills-based youth-specific HIV education, mass media interventions and the provision of youth-friendly health services. Governments should provide access to the highest attainable standards of affordable and youth-friendly health care in order to increase the capacities of young people to protect themselves from the risk of HIV infection, principally through the provision of health care and health services, including for sexual and reproductive health, in accordance with the Programme of Action of the International Conference on Population and Development\(^{110}\), that integrate HIV/AIDS prevention, treatment and care and include confidential voluntary counselling and testing and involve young people in the planning, implementation and evaluation of those efforts. Governments should promote initiatives aimed at reducing the prices of antiretroviral drugs, especially second-line drugs, available to young people, including

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\(^{108}\) See resolution 60/1.

\(^{109}\) See resolution 60/262.

initiatives undertaken on a voluntary basis by groups of Member States based on innovative financing mechanisms that contribute to the mobilization of resources for social development, including those that aim to provide further drug access at affordable prices to developing countries on a sustainable and predictable basis. In recognition of the fact that HIV/AIDS is increasingly affecting youth in both developed and developing countries, all efforts should be made, in full partnership with young persons, parents, families, educators and health-care providers, to ensure that youth have access to accurate information, education, including peer education and youth-specific HIV education, and services necessary to develop the life skills required to reduce their vulnerability to HIV infection. Governments should involve young people, including youth living with HIV/AIDS, inter alia, through their respective youth organizations and, as appropriate, with the support of their families, in the decision-making, planning, implementation and evaluation of HIV/AIDS prevention and care programmes. Governments should ensure that prevention programmes include counselling for those who are infected with HIV in order to ensure that they take appropriate precautions to prevent the spread of the virus and to help them to cope with the effects of living with HIV/AIDS.

2. Supporting universal HIV/AIDS education, taking gender inequalities into account

Trafficking in women and girls for prostitution and sexual slavery increases the vulnerability of young women to HIV/AIDS infection and is linked to the widespread feminization of poverty, sex tourism, sweatshops and other detrimental consequences of globalization. Governments should devise, enforce and strengthen effective youth-sensitive measures to combat, eliminate and prosecute all forms of trafficking in women and girls, including for sexual and economic exploitation, as part of a comprehensive anti-trafficking strategy within wider efforts to eliminate all forms of violence against women and girls. Governments should include appropriate information in school curricula and non-formal training programmes on the effects of high-risk behaviour, including intravenous drug use, on the transmission of HIV infection. Governments should give special attention, in all programmes aimed at providing information about and preventing HIV/AIDS among youth, to aspects of gender and to the disproportionate vulnerability of girls and young women.

3. Legislation and legal instruments to protect vulnerable youth

Governments should ensure non-discrimination and full and equal enjoyment of all human rights through the promotion of an active and visible policy of destigmatization of youth orphaned and made vulnerable by HIV/AIDS. Governments should strengthen legal, policy, administrative and other measures for the promotion and protection of the full enjoyment of all human rights by youth, the protection of their dignity and the reduction of their vulnerability to HIV/AIDS through the elimination of all forms of discrimination and all types of sexual exploitation of young girls and boys, including for commercial reasons, as well as all forms of violence against women and girls, including harmful
traditional and customary practices, abuse, rape and other forms of sexual violence, battering and trafficking in women and girls. Governments should intensify efforts to enact, strengthen or enforce, as appropriate, legislation, regulations and other measures to eliminate all forms of discrimination and to ensure the full enjoyment of all human rights and fundamental freedoms by youth living with HIV, including policies to secure their access to education, inheritance, employment, health care, social and health services, prevention, support and treatment, in formation and legal protection, while respecting their privacy and confidentiality and developing strategies to combat the stigma and social exclusion connected with the epidemic.

N. Armed conflict

Development, peace and security and human rights are interlinked and mutually reinforcing. The scale of the violence perpetrated against civilians, including youth, in the past couple of decades is extremely worrisome. Armed conflicts have resulted in killings, the massive displacement of people, including youth, and the destruction of communities, which has impacted negatively on their development. Youth are often among the main victims of armed conflict. Youth and youth are killed or maimed, made orphans, abducted, taken hostage, forcibly displaced, deprived of education and health care and left with deep emotional scars and trauma. Youth illegally recruited as child soldiers are often forced to commit serious abuses. Armed conflict destroys the safe environment provided by a house, a family, adequate nutrition, education and employment. During conflict, health risks increase among youth, especially young women. Young women and girls face additional risks, in particular those of sexual violence and exploitation. 56 57 During conflict, young men and women who are forced to take on “adult” roles miss out on opportunities for personal or professional development. When conflict ends, many of the young people who must make the transition to adulthood while dealing with the traumas of war are at the same time required to adapt quickly to their new roles, often as parents and caretakers of the victims of war. Without services to help them to deal with their situation, youth and young adults may fail to integrate into society.

Proposals for action

1. Protecting youth under age 18 from direct involvement in armed conflict

Governments should ensure that youth benefit from an early age from education about values, attitudes, modes of behaviour and ways of life in order to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity, with tolerance and non-discrimination. Governments should promote a culture of peace, tolerance and dialogue, including in both formal and non-formal education. Governments should consider, as a matter of priority, the ratification and effective implementation of the Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (Convention No. 182) of
the International Labour Organization. Governments should take all feasible measures to ensure that members of their armed forces who have not attained the age of 18 years do not take direct part in hostilities and that those who have not attained the age of 18 years are not compulsorily recruited into their armed forces. Governments should take all necessary measures, in accordance with international humanitarian law and human rights law, as a matter of priority, to prevent the recruitment and use of youth by armed groups, as distinct from the armed forces of a State, including the adoption of policies that do not tolerate the recruitment and use of youth in armed conflict, and the legal measures necessary to prohibit and criminalize such practices. Governments should protect young persons in situations of armed conflict, post-conflict settings and settings involving refugees and internally displaced persons, where youth are at risk of violence and where their ability to seek and receive redress is often restricted, bearing in mind that peace is inextricably linked with equality between young women and young men and development, that armed and other types of conflicts and terrorism and hostage-taking still persist in many parts of the world, and that aggression, foreign occupation and ethnic and other types of conflicts are an ongoing reality affecting young persons in nearly every region, from which they need to be protected.

2. Providing for the reintegration of youth ex-combatants and protection of non-combatants

Governments should provide opportunities for all youth who have been engaged in active combat, whether voluntarily or by force, to demobilize and contribute to society’s development if they seek to do so. In this regard, Governments should establish programmes to provide opportunities for youth ex-combatants to retool and retrain so as to facilitate their employment in economic activity and their reintegration into society, including family reunification. Governments should take all appropriate measures to promote physical and psychological recovery and social reintegration of youth and young victims of armed conflicts, in particular by restoring access of those youth and youth to health care and education, 58 59 including through Education for All programmes, as well as to put in place effective youth employment strategies to help provide a decent living for young people and to facilitate their reintegration into society.

3. Promoting active involvement of youth in maintaining peace and security

Governments should encourage the involvement of young people, where appropriate, in activities concerning the protection of youth and youth affected by armed conflict, including programmes for reconciliation, peace consolidation and peace building.

O. Intergenerational issues
Many aspects of the demographic transition, global economic development and globalization have influenced opportunities for the intergenerational exchange of knowledge, ideas and resources. The increase in lifespan implies that many adults may be able to share knowledge and resources with younger generations over a longer period of time. In recent times, greater longevity has resulted in situations where many older people live for longer periods in some form of dependency on younger generations. On the other hand, trends in globalization and development have resulted in situations where many young people are cut off from their families. In many developing countries and countries with economies in transition, it is the ageing population that is dominant in rural areas owing to the exodus of young adults. Older persons may be left behind without the traditional support of families and even without adequate financial resources. While older persons lose opportunities to receive support from younger members of families, younger persons also lose opportunities to benefit from the knowledge and guidance of older members of their families. At the family and community levels, intergenerational ties can be valuable for everyone. Individual and family choices, geographical mobility and the pressures of contemporary life can keep people apart, yet the great majority of people in all cultures maintain close relations with their families throughout their lives. These relationships work in both directions, with older persons often providing significant contributions financially, emotionally and in respect of the education and care of grandyouth and other kin, thereby making a crucial contribution to the stability of the family unit. The weakening of intergenerational connections in the context of ageing societies implies that various needs of youth, youth and older persons, which may have been supported through intricate and complex familial relationships, are increasingly not being met and are instead becoming the responsibility of the State or the private sector. It is therefore incumbent on Governments and relevant sectors of society to develop programmes that renew or restore intergenerational solidarity. Where there has already been substantial erosion of the ability of communities to meet this objective, Governments should intervene to ensure that basic needs for protection are met.

Proposals for action

1. Strengthening families
   While respecting individual preferences for living arrangements, all sectors of society, including Governments, should develop programmes to strengthen families and to foster intergenerational relations.

2. Empowering young women
   Governments should promote greater participation by young women in the labour force, including those living in rural and remote areas, by providing and developing the necessary skills to enable them to find employment, especially taking measures to eliminate male and female stereotypes, promoting role models and facilitating better reconciliation of work and family life.

3. Strengthening intergenerational solidarity
   Government and private sector businesses should capitalize on the opportunity to use the experience and skills of older workers to train younger and newer employees.
Governments should promote equality and solidarity between generations, including by offering young people full and effective participation in poverty eradication, employment creation and social integration programmes within their societies. All sectors of society should be encouraged to develop reciprocity in learning, which provides older persons with opportunities to learn from younger generations. Where traditional forms of social support have been reduced by migration, globalization and related situations, Governments should work with non-govern - mental organizations and the private sector to provide assistance and support to older caregivers, especially those providing care for HIV/AIDS orphans, in meeting the needs of their youth and grandyouth. Governments should take steps to strengthen solidarity among generations and intergenerational partnerships through the promotion of activities that support intergenerational communication and understanding, and should encourage mutually responsive relationships between generations. The full and effective participation of young people and youth organizations at the local, national, regional and international levels is important for the realization of the Millennium Development Goals, the promo - tion and implementation of the World Programme of Action for Youth to the Year 2000 and Beyond, and the evaluation of the progress achieved and the obstacles encountered in its implementation, and for support of the activities of mechanisms that have been set up by young people and youth organizations. Governments should encourage their participation in actions and decisions and in strengthening efforts to implement the World Programme of Action, bearing in mind that girls, boys, young women and young men have the same rights, but different needs and strengths, and that they are active agents in decision-making processes and for positive change and development in society.

V. MEANS OF IMPLEMENTATION

Effective implementation of the World Programme of Action for Youth to the Year 2000 and Beyond will require a significant expression of commitment by organizations and institutions responsible for its adoption and implementation and the involvement of such organizations and especially of youth from all sectors of society. Without such commitment by governmental, intergovernmental and non-governmental entities at the national, regional and international levels, the Programme of Action will remain little more than a global statement of intent and general standard for action. Therefore the development of an overall system of enabling mechanisms is necessary in order for the Programme of Action to be implemented. Such mechanisms should engage, on a continuing basis, the human, political, economic, financial and sociocultural resources necessary to ensure that the Programme is implemented efficiently and effectively. Implementation of the Programme of Action is ultimately the responsibility of Governments with the support of the international community and in cooperation, as appropriate, with the non-governmental and private sectors. Translation of the Programme’s proposals for action into specific plans, targets and law will be influenced by national priorities, resources and historical experience. In this process, Governments can be assisted, at their request, by regional and international organizations. In
implementing the Programme of Action, Governments, youth organizations and other actors should promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes in accordance with the results of the International Conference on Population and Development, the World Summit on Social Development and the Fourth World Conference on Women.

A. National level

Governments which have not already done so are urged to formulate and adopt an integrated national youth policy as a means of addressing youth-related concerns. This should be done as part of a continuing process of review and assessment of the situation of youth, formulation of a crosssectoral national youth programme of action in terms of specific, time-bound objectives and a systematic evaluation of progress achieved and obstacles encountered. Reinforcing youth-related concerns in development activities can be facilitated through the existence of multilevel mechanisms for consultation, dissemination of information, coordination, monitoring and evaluation. These should be crosssectoral in nature and multidisciplinary in approach and should include the participation of youth-related departments and ministries, national non-governmental youth organizations and the private sector. Special and additional efforts may be required to develop and disseminate model frameworks for integrated policies and to identify and organize an appropriate division of responsibilities among both governmental and nongovernmental entities concerned with youth-related issues. Special and additional efforts could also be directed towards strengthening national capacities for data collection and dissemination of information, research and policy studies, planning, implementation and coordination, and training and advisory services. National coordinating mechanisms should be appropriately strengthened for integrated youth policies and programmes. Where such mechanisms do not exist, Governments are urged to promote their establishment on a multilevel and crosssectoral basis.

A. Regional cooperation

The activities of the United Nations regional commissions, in cooperation with concerned regional intergovernmental and non-governmental youth and youth-related organizations, are essential complements to national and global action aimed at building national capacities. Regional commissions, within their existing mandates, are urged to promote the implementation of the Programme of Action through incorporation of its goals in their plans, to undertake comprehensive reviews of the progress achieved and obstacles encountered and to identify options to further regional-level action. Regional intergovernmental meetings of ministers responsible for youth, in cooperation with the concerned United Nations regional commissions, regional intergovernmental organizations and regional non-governmental youth organizations, can make particular contributions to the formulation, implementation, coordination and evaluation of action at the regional level, including periodic monitoring of regional youth programmes. Data collection, dissemination of information, research and policy studies, inter-organizational
coordination and technical cooperation, training seminars and advisory services are among the measures which can be provided on request at the regional level to promote, implement and evaluate youth programmes. Regional non-governmental youth organizations, regional offices of bodies and organizations of the United Nations system and regional intergovernmental organizations concerned with youth are invited to consider meeting on a biennial basis to review and discuss issues and trends and to identify proposals for regional and sub-regional cooperation. United Nations regional commissions are also invited to play an essential role through the provision of a suitable venue and appropriate input regarding regional action.

B. International cooperation

An essential role for international cooperation is to promote conditions conducive to the implementation of the Programme of Action at all levels. Means available include debates at the policy level and decisions at the interwoven mental level, global monitoring of issues and trends, data collection and dissemination of information, research and studies, planning and coordination, technical cooperation and outreach and partnership among interested constituencies from both the non-governmental and private sectors. In its capacity as the subsidiary body of the Economic and Social Council responsible for global social development issues, the Commission for Social Development has an important role to play as the focal point for the implementation of the Programme of Action. The Commission is called upon to continue the policy-level dialogue on youth for policy coordination and for periodic monitoring of issues and trends. Current regional and interregional conferences of ministers responsible for youth affairs in Africa, Asia, Europe, Latin America and the Caribbean and Western Asia are invited to intensify cooperation among each other and to consider meeting regularly at the international level under the aegis of the United Nations. Such meetings could provide an effective forum for a focused global dialogue on youth-related issues. Youth-related bodies and organizations of the United Nations system are invited to cooperate with the above-mentioned conferences. In this connection, the existing ad hoc inter-agency working group on youth should meet annually and invite all concerned bodies and agencies of the United Nations system and related intergovernmental organizations to discuss ways and means by which they can promote the implementation of the Programme of Action on a coordinated basis. Effective channels of communication between non-governmental youth organizations and the United Nations system are essential for dialogue and consultation on the situation of youth and implications for the implementation of the Programme of Action. The General Assembly has repeatedly stressed the importance of channels of communication in the field of youth. The Youth Forum of the United Nations system could contribute to the implementation of the Programme of Action through the identification and promotion of joint initiatives to further its objectives so that they better reflect the interests of youth.

1. Data collection and dissemination of information
Capacities to collect, analyse and present data in a timely and accurate fashion are essential for effective planning and target-setting, for monitoring issues and trends and for evaluating progress achieved in implementing the Programme of Action. Special attention should be directed towards building national capacities and institutions regularly to collect and compile socio-economic data series that are both cross-sectional and disaggregated by cohort. To this end, interested centres and institutions may wish to consider the possibility of jointly strengthening or establishing, in cooperation with the United Nations, networks concerned with collection of data and publication of statistics and to realize thereby greater economies of scale in the development and dissemination of statistics in the field of youth. Major contributions related to data and statistics in the field of youth are currently being made by the United Nations. Such contributions include the socio-economic data collection and statistical development activities of the Statistics Division of the Department for Economic and Social Information and Policy Analysis of the Secretariat; the youth policies and programmes information activities of the Division for Social Policy and Development of the Department for Policy Coordination and Sustainable Development of the Secretariat; the educational and literacy data collection activities of the United Nations Educational, Scientific and Cultural Organization; and the youth advisory networks of the United Nations Environment Programme. Concerned bodies and agencies of the United Nations system are urged to explore ways and means of achieving greater coherence in data collection and the publication of statistics. This could include programme planning and coordination on an inter-agency basis. For example, the data bank programme on adolescent health of the World Health Organization is coordinated with the work of the Statistics Division of the Secretariat. Other bodies and agencies of the United Nations system are invited to contribute data in their respective areas of expertise to an integrated socio-economic data bank on youth. For instance, the international drug abuse assessment system of the United Nations International Drug Control Programme is urged to consider including a component on youth and drugs. An inventory of innovative youth policies, programmes and projects could be coordinated and made available to interested users by the Department for Policy Coordination and Sustainable Development. Other topics that could be considered for joint action include juvenile delinquency, runaways and homeless youth. Public information and communications are equally important in building awareness of youth issues, as well 68 69 as a consensus on appropriate planning and action. The bodies and organizations of the United Nations system concerned are urged, as a matter of priority, to review publications currently produced and to identify ways in which these publications can better promote the Programme of Action and areas in which they may need to be complemented through the production of leaflets and posters in connection with special events. To encourage widespread awareness of and support for the Programme of Action, Governments, nongovernmental organizations and, as appropriate, the private sector are urged to consider the possibility of preparing both printed and audiovisual materials related to areas of concern in the Programme of Action. This could be carried out with the assistance of and in cooperation with the United Nations and materials could be disseminated through United Nations public information channels. In addition, young
people and youth organizations are urged to identify and plan in formation activities that focus on priority issues, which they would undertake within the context of the Programme of Action.

2. Research and policy studies

Comparative studies on issues and trends concerning youth are essential to the continuous expansion and development of the global body of knowledge on relevant theories, concepts and methods. International, regional and national research centres and institutions concerned with youth-related issues are urged to consider the possibility of establishing cooperative relationships with the United Nations to ensure effective links between the implementation of the Programme of Action and relevant research and studies. Cooperation in strengthening and improving national capacities for the research, design, conduct and dissemination of relevant studies on the situation of young people is a closely related concern. A third concern is the improved planning and coordination of the scarce human and financial resources available so that appropriate attention is accorded to initiatives undertaken by young people at all levels, related to priority areas identified in the Programme of Action, to the identification and assessment of issues and trends and to the review and evaluation of policy initiatives.

3. Planning and coordination

Using the mechanisms currently available within the United Nations system for planning, programming and coordinating activities concerning youth, interested bodies and organizations of the United Nations system are urged to review their medium-term planning process to give appropriate consideration to reinforcing a youth perspective in their activities. They are also urged to identify current and projected programme activities that correspond to the priorities of the Programme of Action so that these activities can be reinforced throughout the system. Appropriate attention should be directed towards identifying opportunities for joint planning among interested members of the system so that joint action may be undertaken which reflects their respective areas of competence, that is of direct interest to young people or that responds to priority needs of young people in special circumstances. A complementary mechanism for coordination is provided by the channels that have been developed 70 71 between the United Nations and intergovernmental and non-governmental youth organizations. Such mechanisms require appropriate strengthening to enable them to respond better to priorities for action, as identified in the Programme of Action.

4. Technical cooperation, training and advisory services

Technical cooperation is an essential means for building national capacities and institutional capabilities. Bodies and organizations of the United Nations system that have not already done so are urged to review and assess their range of programmatic and operational activities in the light of the priorities for action identified in the Programme
of Action and to reinforce a youth dimension in technical cooperation activities. In this regard, special attention should be directed towards measures that will serve to promote expanded opportunities for international technical assistance and advisory services in the field of youth as a means of building expanded and strengthened networks of institutions and organizations. There is a need to continue to improve the impact of technical cooperation activities carried out by the United Nations system, including those that relate to youth activities. The United Nations system must continue to assist Governments, at their request, to ensure implementation of national plans and strategies within the national priorities and programmes to support youth activities. As administrative overheads can reduce the resources available for technical cooperation, these should be reduced. National execution should be the preferred modality for the implementation of projects and programmes and, where required, developing countries should be assisted in improving their national capacities for project and programme formulation and execution. Countries with economies in transition, when required, should also be assisted in improving their national capacities for project and programme formulation and execution. The organization, on an inter-agency basis, of missions to review, assess and plan technical cooperation concerning youth, available on request to Governments, represents a specific contribution by the United Nations system to the implementation of the Programme of Action. The United Nations Youth Fund represents a unique resource to support catalytic and innovative action concerning youth. Programme implementation can be furthered through the Fund’s support, in both a technical and a financial sense, of pilot action, studies and technical exchanges on issues concerning youth that encourage the participation of youth in devising and carrying out projects and whose short time frames often make it difficult to obtain needed support from conventional budgeting processes. The capacities of the Fund for innovative action are, however, limited in the light of Programme priorities, and interested Governments, non-governmental organizations and the private sector are invited to consider the possibility of supporting the activities of the Fund on a predictable and sustained basis. To this end, the parties concerned may wish to consider the possibility of constituting an advisory body at an appropriate level to review the application of the terms of reference of the Fund and priorities and means of strengthening its capacities.

5. Outreach and partnership among specialized constituencies

A crucial element in implementing the Programme of Action is the recognition that governmental action alone is not sufficient to ensure its success, that rather it should be further complemented by the support of the international community. This process will also require both systematic outreach and partnership among the Programme’s many constituencies in both the nongovernmental and private sectors. A critical first step is phased expansion and regularization of channels of communication between the United Nations and non-governmental youth organizations to include representatives of interested private sector organizations. This would build upon the provisions set forth in General Assembly resolution 45/103 of 14 December 1990 concerning the involvement of youth and non-governmental youth organizations in the formulation of the Programme...
of Action. Youth, youth related organizations and interested private sector organizations are urged to identify, in partnership with Governments, ways in which they could contribute to action at the local level to implement the Programme, and to the periodic review, appraisal and formulation of options to achieve its goals and objectives. Implementation of the Programme of Action offers important opportunities to expand technical and cultural exchanges among young people through new partnerships in both the public and private sectors; to identify and test improved ways to leverage public resources, in partnership with the non-governmental and private sectors, to further Programme priorities; and to encourage and jointly plan innovative approaches to critical issues concerning youth. Relevant voluntary organizations, particularly those concerned with education, employment, juvenile justice, youth development, health, hunger, ecology and the environment, and drug abuse, can further the implementation of the Programme of Action by encouraging the involvement of young people in programme planning and field activities. The Programme of Action can contribute to the work of such organizations because it provides a global policy framework for consultation and coordination.
ANNEX: RESOURCE GUIDE ON YOUTH PARTICIPATION

Introduction to the Resource Guide

This report is a resource for all those interested in youth participation. As Youth populations are growing globally it is a mission of UN-HABITAT to engage these youth and ensure that they are sufficiently represented in the democratic and decision making process. This report gathers numerous youth participation resources in a variety of media. Resources include youth participation guides, case studies of youth led projects and youth engagement projects, reports highlighting the impact of youth participation, academic discussions on the merits and importance of youth participation and many more. The resources are summarized and categorized into different media and different categories of participation so those interested in youth participation can easily locate resources which best suit their requirements.

The resources specifically focus on Youth between the ages of 18-32. This report seeks to address the need for a concise directory of all youth resources available. It is recognized that there is a lot of great work taking place globally and that if this work can be compiled into one document and distributed globally then it could potentially inspire more youth studies, youth-led projects and so forth.

\[111\] The resource guide and introduction to the resource guide have been reproduced from “RESOURCE GUIDE ON YOUTH PARTICIPATION: Young Women and Young Men as Civic Actors in Social Change in Urban Setting”, developed by Joseph Ravi and Ravi Karkara

\[112\] Ibid.
SECTION ONE: YOUTH PARTICIPATION AND URBAN ISSUES

1. Youth 21: Building an Architecture for Youth Engagement in the UN System

Organisation: UN-HABITAT  
Published: 2015  

The Youth 21: Building an Architecture for Youth Engagement in the UN System report explores how youth have been historically engaged within the UN system. The report highlights both the challenges and the successes of youth’s engagement, and building on these, proposes three possible models of engagement, and suggest the way forward for the UN system and the member states.

2. Community Mapping Guide, A Youth Community Mapping Toolkit For East Africa

Organisation: UN-HABITAT  
Published: 2011  

The concept of One Stop Centres grew out of a collaborative process with key stakeholders including youth, municipal leaders, and UN-HABITAT. The centres are envisioned to provide youth with safe spaces in urban settings where they can meet and take the lead in their own development as well as that of their urban environment, and be participants through initiatives such as municipal and national Youth Councils, for example in shaping policy related to issues affecting youth.

3. Enganging Youth as partners in Development!

Organisation: UN-HABITAT  
Produced: February 2010  
Download: [http://www.youtube.com/watch?v=Ra0idGlg74M&feature=youtube_gdata_player](http://www.youtube.com/watch?v=Ra0idGlg74M&feature=youtube_gdata_player)

UN-HABITAT has been championing the concept of Youth-led Development and engaging young people as partners in their development efforts since its inception. In acknowledging the importance of youth member states passed a resolution calling on UN-HABITAT’s executive director to develop a special fund to encourage youth led urban development projects. This film documents the fund and the youth initiatives taking place global as a result of this fund.

4. Entrepreneurship Programming for Urban Youth Centres

Author: Melanda Schmid  
Organisation: UN-HABITAT
The purpose of this Guide is to provide Urban Youth Centres, and municipalities in the process of setting up such Centres, with the following:

- Context information about Urban Youth Centres and issues of youth-led development and under-employment in the urban setting, laying the groundwork for the Centre to implement its own Entrepreneurship Program
- Practical advice for Centre Staff and Trainers on youth-led development, youth entrepreneurship programs, and effective training methods
- Step-by-step instructions on how to effectively set up, roll out and then sustain an Entrepreneurship Program at an Urban Youth Centre
- Helpful tools, templates and tips for getting started, running your program, tracking, monitoring and reporting

5. Environment and Urbanization - Developing Citizenship Among Urban Youth In Conflict With The Law

This paper summarizes the outcome of an international conference on addressing the issue of urban youth in conflict with the law in Africa. It discusses the most effective responses to youth crime and violence which centre on prevention and inclusion (especially of youth in government) rather than exclusion, punishment and incarceration. It also highlights the key role for local governments in developing effective local responses that draw in and support all key local actors (parents, schools, police, businesses).

6. Evaluation of the UN-HABITAT Youth Programme & Urban Youth Fund

The evaluation of the UN-Habitat Youth Programme was mandated by UN-Habitat Governing Council resolution 21/6, which, among other things, requested the Executive Director to establish the Opportunities Fund for Urban Youth-led Development, and undertake an evaluation of the operation of the special fund and to submit a report thereon to the Governing Council at its twenty-third session in April 2011. The main objectives of the evaluation were to assess the relevance of the work carried out by UN-Habitat with urban youth; to review the integration of youth issues in the normative and operational work of UN-Habitat; to evaluate the operations of...
the Urban Youth Fund; and to review the normative and operational performance of the youth empowerment initiatives of UN-Habitat.

7. Global Campaign on Urban Governance: Youth, Children and Urban Governance

Organisation: UN-HABITAT
Published: 2007
Download: http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2471

This policy paper forms part of UN-HABITAT’S Global Campaign on Urban Governance. The Campaign fosters the implementation of the Habitat Agenda goal of achieving sustainable human settlements in an urbanising world. Improving urban governance has been recognised internationally as one of the crucial steps towards the eradication of poverty. The Campaign’s aim, therefore, is to raise awareness of, and advocate for, good urban governance around the world, and to increase the capacity of local governments and other stakeholders to practice good governance in urban settings.

8. Global Partnership Initiative on Urban Youth Development in Africa

Organisation: UN-HABITAT
Published: 2003

The greatest threat youth face today is exclusion and marginalization from decisions that affect them. Unemployment, crime, HIV/AIDS, neglect by the authorities and often abandonment to their fate because of various forms of discrimination top the list of problems young people face in African towns and cities. At the same time, urban youth in developing countries possess immense potential to contribute to social development if afforded the right opportunities. The challenge of putting youth at the centre of development strategies can be compared to the challenge, two decades ago, of putting women and gender issues on the development agenda. It is no longer conceivable that problems of developing countries can be resolved without focusing on the role of women. A similar paradigm shift is required with respect to youth in development.

9. Global Youth Help Desk

Organisation: UN-HABITAT
Produced: May 2011
Download: http://www.youtube.com/watch?v=1H8PXOq9N0s&feature=youtube_gdata_player

This film explains UN-HABITAT’s Global Youth Help Desk. It is an initiative, developed in collaboration with partners to provide up to date information on urban issues, regionally and globally.
10. **Global Youth Helpdesk and Research Centre**

http://oldsite.globalyouthdesk.org/Home/Index.aspx

The Global Youth Help Desk is a UN-Habitat initiative, developed in collaboration with partners, to provide up-to-date information on urban youth issues, regionally and globally. The site aims to promote best practices, knowledge sharing and action on urban youth issues. This initiative is an outcome of the UNHABITAT Youth Opportunities Fund.

11. **Ideas to Action: Best Practices In Youth-Led Development**

Organisation: UN-HABITAT  
Published: Nairobi 2010  
Download: mirror.unhabitat.org/pmss/getElectronicVersion.aspx?nr=3024&alt=1

This publication analyses the findings of two surveys: one on Youth and Harmonious Urbanization and one on Youth-Led Development. The Surveys were conducted in a number of communities in 9 countries across Asia, Africa, North and South America. The findings, although should not be considered to statistically represent any of these regions or Youth in general, did show how passionate many young people are about and urban issues and their willingness to become involved in urban projects.

12. **Information Work and Youth**

Organisation: UN-HABITAT  
Published: 2011  
Download: http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=3294

This manual is about the core principles and procedures for the starting up of, delivery of, and monitoring of One Stop Youth Information Resource Services. Using the guidelines within this manual will enable service users (and potential users) to be the central focus of service delivery. The purpose of the working manual, therefore, is to act as a point of reference for good practice, providing a framework for assessing the quality of services and the means of quality assurance for young people, information service managers and funding bodies.

13. **Mapping Urban Youth-Led Development**

Organisation: UN-HABITAT  
Produced: 2010  
Download: http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=3024

The mapping report, through the establishment of a data base on youth-led, and youth serving projects and programmes, is also intended to initiate a mechanism in which the Opportunities
DRAFT: Tool Kit on Inclusive Youth Participation

Fund will aim to contribute to the knowledge base and learning regarding strategies for youth development for UN-HABITAT and its partners in urban development.

14. Part 1 Trinidad & Tobago Progress Video

Organisation: The National Secretariat for the Fifth Summit of the Americas
Produced: 2009
Download: [http://www.youtube.com/watch?v=VBsecocg9g&feature=youtube_gdata_player](http://www.youtube.com/watch?v=VBsecocg9g&feature=youtube_gdata_player)

Many Caribbean cities are experiencing the rapid urbanisation which is evident in many cities in the developing world. This short documentary highlights the endeavours of several young entrepreneurs in Trinidad and Tobago who have successfully developed profitable businesses which have positive impact on the natural environment.


Organisation: UN-HABITAT
Published: 2011

This report is based on data from UN-HABITAT’s Global Urban Indicator Database, as well as surveys of, and focus group discussions with, selected representative groups of young people in five major cities located in four developing regions: Rio de Janeiro (Brazil), Mumbai (India), Kingston (Jamaica), Nairobi (Kenya) and Lagos (Nigeria).

16. UN-HABITAT and Youth

Organisation: UN-HABITAT
Published: 2006
Download: [http://mirror.unhabitat.org/content.asp?cid=5106&catid=649&typeid=8](http://mirror.unhabitat.org/content.asp?cid=5106&catid=649&typeid=8)

UN-HABITAT recognizes young people as active participants in the development of human settlements, the UN parlance for towns and cities. Today’s younger generation is already coming up with and implementing successful community-building projects in some of the most marginalized regions of the world. UN-HABITAT initiates and fosters inter-agency collaboration and partnerships with youth organizations.

17. The UN-HABITAT Urban Youth Fund

Organisation: UN-HABITAT
Published: 2010
Download: [http://mirror.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2895](http://mirror.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2895)
Is your organization led by youth aged 15-32 years? Is your organisation working on innovative and sustainable projects that will improve your community and the lives of young people? If YES, your organisation could be eligible to receive a grant! Download this brochure to find out more.

18. Urban Crime Prevention and Youth at Risk

Organisation: UN-HABITAT
Published: 2007
Download: http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2466

This Compendium has been compiled to accompany the Workshop on Strategies and best practices in crime prevention, in particular in relation to urban crime and youth at risk in the context of the 11th UN Congress on Crime Prevention and Criminal Justice in Bangkok, Thailand from 18-25th April 2005

19. Urban Youth Centre Setup Guide

Author: Melanda Schmid, Karun Koernig, Moussa Massumbuka
Organisation: UN-HABITAT
Published: 2011
Download: http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=3293

Planning is half the job. Starting a centre is a huge task. Here is some practical advice and important things to remember in the process of setting up a youth centre in urban areas.

20. Young Citizens’ Project - Toolkit for Youth Participation in Urban Policies

Organisation: URBACT
Produced: 2006

This toolkit is intended to provide professionals with tools and examples of good practice to help them structure and evaluate their efforts in the planning, implementation and political enforcement of processes that young people participate in. It is intended to be usable across a wide-range of local authority departments, and aims to demonstrate that young people can and should be involved in decision-making in all areas that impact on them and their communities.

21. Young People, Participation, and Sustainable Development in an Urbanizing World

Author: Tatek Abebe, with Anne Trine Kjørholt
Organization: United Nations Human Settlement Program, UN-Habitat
Published: March 2011
Download: mirror.unhabitat.org/pmss/getElectronicVersion.aspx?nr=3355&alt=1
This working paper examines the lives, capacities and agencies of urban youth in the developing world and identifies significant gaps for research. In particular, it highlights the political economy of youth focused development in an increasingly urbanizing world. This paper explores the origins and changing meanings of the concepts of youth, sustainable development, and participation. Then various interrelated spheres of youth participation are examined, especially against the backdrop of international policies and treaties and academic debates on the lives of youth in the context of poverty and urbanization. The central themes of the paper are youth involvement in community projects, environmental issues, employment, mobility/migration, livelihoods, informal accommodation, urban space, social exclusion, and social transition.

22. Youth and Prosperity of Cities: Summary Report

Organisation: UN-HABITAT
Published: 2011
Download: mirror.unhabitat.org/pmss/listItemDetails.aspx?publicationID=3255

The African Urban Youth Assembly held in Abuja, Nigeria in July 2011, provided youth, youth groups, and development practitioners engaged in social, political and economic dimensions of youth work and urban development the opportunity to discuss and exchange experiences on the role and contribution of young people in the prosperity of cities. Participants shared best practices from their initiatives and government policies promoting youth empowerment in a number of areas related to economy, environment and equity.

23. Youth and the City in the Global South

Author: Karen Tranberg Hansen
Published: 2008
Download: http://www.amazon.com/Youth-Global-South-Tracking-Globalization/dp/0253219698

This book is the outcome of a collaborative, interdisciplinary, four-year research project entitled Youth and the City: Skills, Knowledge, and Social Reproduction, which was conducted between 2001 and 2005 in Recife in Brazil, Hanoi in Vietnam, and Lusaka in Zambia.

24. Youth Entrepreneurship & Empowerment

Organisation: UN-HABITAT
Published: 2007
Download: mirror.unhabitat.org/pmss/getElectronicVersion.aspx?nr=2631&alt=1

The year 2007 has gone down in history as the year, when for the first time half of humanity was living in towns and cities. In just a generation to come, this figure will rise to two-thirds of all
human beings as the world witnesses the fastest rate of urbanisation yet recorded. Coincidently, 2007 was also the year in which the global number of slum dwellers reached 1 billion. How will we cope with urban centres growing in size and growing in poverty? How will we cope with what has come to be called in United Nations parlance, the urbanisation of poverty? Sub-Saharan Africa has the world’s fastest growing cities and slums. Its slum population today tops 200 million. It is a continent where over 70 percent of urban Africans live in slums. So how will Africa’s youth develop as leaders when faced with the highest rates of unemployment and the highest levels of social exclusion?

25. Youth Delinquency and the Criminal Justice System in Dar es salaam, Tanzania

Organization: UN Habitat

Violent crime and delinquency threaten the quality of life of urban dwellers in Dar es Salaam. During the 1990’s the annual crime increase in Dar es Salaam was 8,1%. Not only does this divert scarce resources from urban social development, but it also constitutes a serious impediment to the city’s economic development. Globally, crime patterns are changing. Offenders are getting younger and violent crime is becoming more common.

Previous research indicates that violence and crime in urban areas is escalating. The roots of such violence may not be clearly understood but declining incomes and work opportunities, and the consequent frustration, particularly for youth, are important factors. Violence, crime and anti-social behaviour are thought to be products of social inequality, social exclusion and a lack of institutional and social control.

26. The State of Urban Youth 2012/2013, Youth in the Prosperity of Cities

Author: UN Habitat

The increasing prominence of the youth bulge in most urban areas presents a unique opportunity, as they represent the most dynamic human resource available. Their numbers today are larger than at any point in human history. Yet this group suffers the most from urban unemployment and often feels that they lack equal access to opportunities.

This is especially acute in developing countries, which have a relatively youthful population that must be mobilised to realise greater economic and social development goals.
SECTION 2: YOUTH PARTICIPATION AND NATIONAL STRATEGIES/INTERNATIONAL DECISION MAKING

1. World Programme of Action for Youth

**Organisation:** United Nations  
**Published:** 2010  


2. Guide to Youth Delegates to the United Nation

**Organisation:** United Nations Programme on Youth  
**Published:** 2010  

Young people between the ages of 15 and 24 represent approximately 18 per cent of today's global population, signifying the largest youth cohort in history. They are increasingly mobilizing and impacting social policy dialogue within their communities as well as at the global level. In response, the international community has recognized their contributions and potential for greater participation by encouraging the inclusion of youth delegates in United Nations meetings and conferences.

3. Youth Policy Manual – How to Develop a National Youth Strategy

**Organisation:** Council of Europe  
**Published:** 2009  
**Download:** [http://books.google.ee/books/about/Youth_policy_manual.html?id=t2P5MaiQyHsC](http://books.google.ee/books/about/Youth_policy_manual.html?id=t2P5MaiQyHsC)

The Youth Policy Manual should be considered a resource, a tool and a helpful guide both for policy makers in the youth field and for non-governmental organisations and other stakeholder groups who advocate for improved youth policy at the national level. The publication seeks to ask and answer the following questions. What is youth policy and what major elements should a
national youth policy strategy include? How can young people be consulted and otherwise involved in developing youth policy? How do institutions such as the European Union, the Council of Europe and the United Nations address youth policy, and how can this work concretely linked to the efforts of a national government to develop a youth policy agenda?

4. **African Youth Charter**

Organization: UNFPA Uganda  
Published: 2008  

The African Youth Charter provides governments, Youth, Civil Society and International Partners a continental framework which underlines to the rights, duties and freedoms of youth. In addition to this it also paves the way for the development of national programmes and strategic plans for youth empowerment.

5. **Council of Europe (Youth Department)**

[http://www.coe.int/t/dg4/youth/default_en.asp](http://www.coe.int/t/dg4/youth/default_en.asp)

The Council of Europe seeks to encourage young people to become actively involved in strengthening civil society in Europe and to defend the values of human rights, cultural diversity and social cohesion. It also seeks to promote and develop youth policies, putting special emphasis on the participation of young people. It also encourages the development of youth associations, networks and initiatives, and promotes international co-operation. The Council of Europe is committed to fostering greater youth participation, which can be demonstrated through its system of co-management. This involves representatives from youth (NGOs) sitting down in committees with government officials who together then work out the priorities for the youth sector and make recommendations for future budgets and programmes. The Committee of Ministers, the Council of Europe’s decision-making body, then adopts these proposals.

6. **Growing Together – Youth and the Work of the UN**

Organisation: United Nations Programme on Youth  
Produced: 2007  

This brochure is a welcome example of how the United Nations system and the young people it serves are growing together. By taking stock of UN system activities related to youth development, the brochure provides a chance to assess how effectively the United Nations system is responding to this important development challenge, and it helps to identify any gaps
that may exist in our approach. It is intended as a source of information to assist all stakeholders and to ensure that the United Nations truly delivers as one in the area of youth development, in an effective and forward-looking fashion.

7. Video to the ECOSOC High Level Segment in Geneva

**Organisation:** United Nations  
**Produced:** 2007  
**Download:** [https://www.youtube.com/watch?v=NYMfb69ir20&feature=player_embedded](https://www.youtube.com/watch?v=NYMfb69ir20&feature=player_embedded)

The following documents the statements of the World Organization of the Scout Movement to the High Level Segment of the ECOSOC on youth participation and involvement in the United Nations. The address stresses the importance of Youth Participation to decision making and highlights the need for action in the involvement of youths in the United Nation rather than further commitment. The speaker highlights a number of changes which should be made to the UN, and federal, state and local governments globally to encourage and actively engage the support of youth.

8. Youthpolicy.org


Youthpolicy.org aims to consolidate knowledge and information on youth policies—understood as policies pertaining to young people’s rights and realities—across the entire policy cycle, ranging from analysis and policy formulation to policy implementation and evaluation. The site offers youth’s passionate about issues (Urban or Otherwise) a media portal based on the principles of social networks in which youth policy actors across the globe can interact.


**Organisation:** Ministry of Youth and Sports  
**Published:** 2010  

This Policy is framed with a view to imparting loyalty of youths to the nation, nationality and the people, fulfilling the basic needs of the youths and promoting basic values and norms such as the principles of equality and equitable distribution, constitutional supremacy, individual freedom, universal principles of human rights, democratic values and norms, protection and promotion of ethnic, linguistic and environmental heritages and co-existence.
10. Guanajuato Declaration

Organisation: World Youth Conference  
Published: 2010  

The Guanajuato Declaration is the outcome of wide consultations and contributions of the participant governments during working sessions at the World Youth Conference and of pre-conferences at Strasbourg, France; Salvador de Bahía, Brazil; and Abuja, Nigeria; four meetings of the International Steering Committee and inputs sent by its members; open online world-wide consultations; meetings of the Mexican National Committee for the WYC and internal consultations within the Mexican Government as well as pre-conferences organized throughout Mexico with the participation of young people, civil society organizations and local government entities; and discussions with governments through their permanent representations to the UN. The Government Forum of the World Youth Conference also received the NGO Statement for the WYC 2010.

11. Global Youth Action Network

http://gyan.tigweb.org/

Global Youth Action Network works to facilitate youth participation and intergenerational partnership in global decision-making, support collaboration among diverse youth organizations; and to provide tools, resources, and recognition for positive youth action.

12. Restless Development

http://www.restlessdevelopment.org/

Restless Development is an international development organization that promotes and supports youth-led development in 50 countries. They train, educate, support and inspire young people to lead development in their countries and communities and help young people make responsible choices about their health and their livelihoods. They create the opportunity for young people to play active roles in policy and decision making.

13. Establishment of Structures for Youth Participation & Youth Promotion

Organization: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)  
Produced: 2010  
This report highlights the importance of ensuring effective youth promotion and empowerment. It states the need for institutionalized youth policy structures, youth promoting services and youth participation strategies. It indicates that only through the development of structures and policies that takes a long-term approach can youth of both sexes and of different social classes be empowered for active citizenship in a sustainable way.

14. Hosting an Event at a UN Meeting

Organisation: Alas de Rio
Produced: 2011

This guide developed by Alas de Rio provides youth a helpful toolkit based on the experiences of Alas de Rio in hosting UN side events. The guide has the specific focus on preparing youth for the Rio+20 meetings however is useful for any youth organization wishing to participate in a UN event.

15. The Youth Effect – Toolkit for Decision Makers on Engaging with Youth

Organisation: The Forum of Global Youth Leaders
Produced: 2011

This book is part of a collective effort among leaders who are committed to ensuring that the voices of youth from around the world are included in decisions impacting their lives special thanks to those individuals who have actively contributed to this growing movement. The Youth Effect was created to inspire leaders of organizations across sectors to believe in the capability of youth and to develop the skills of established leaders in being able to engage and collaborate more effectively with youth. It is part of an effort to ensure that youth and youth are an integral part of designing, shaping and creating a more sustainable Future.

16. European Youth Forum Policy Paper on Youth Participation at the Global Level

Organisation: European Youth Forum
Produced: 2002

This policy document aims to provide a framework for the European Youth Forum in its work to promote youth participation at the global level. This includes the United Nations work the Youth Forum does as well as Global and Regional Youth Cooperation. The document presents the convictions and policies behind the European Youth Forum’s actions in this field of work.
17. Guide for Youth NGOs at United Nations Meetings

Organisation: European Youth Forum
Produced: 2008

This Guide identifies and discusses in which United Nations meetings youth can participate and how they can do so effectively. It is mainly intended as a handbook for representatives of Youth Non-Governmental Organizations (NGOs), but will also be a valuable resource for youth delegates who are a part of their country’s official delegation to the United Nations and for anyone else participating at UN meetings. The Guide provides details on the substance, process and outcome of specific United Nations meetings, and explains how outcome documents and final decisions are reached within various UN bodies. The Guide explains how to qualify for participation at UN meetings and how to prepare effectively. It provides information on possibilities to give input at a meeting, on how to understand and contribute to the negotiation of an “outcome document and on how to collaborate with other youth organizations.

18. Supporting Youth Engagement In Democratic Processes in Tunisia

Organisation: UNESCO
Produced: 2011

In Tunisia, a gender-sensitive training manual for democracy that targets young women and men between 18 to 24 years of age was developed in a participatory manner with the support of national and international experts, young people and representatives of civil society. The manual is in the form of 20 worksheets in French and Arabic and was developed for young students as well as NGOs, associations and youth committees. The manual aims to increase awareness among young women and men of: a) the universal norms, principles and key international instruments that protect them, b) the national legal framework, and c) key issues, challenges and good practices in the implementation of these principles in Tunisia.

19. Empowering Youth through National Policies – UNESCO’s contribution

Organisation: UNESCO
Produced:
Download: http://unesdoc.unesco.org/images/0013/001345/134502e.pdf

With a view to supporting Member States in developing and implementing integrated national youth policies and programmes, UNESCO developed a set of guidelines covering policy formulation, implementation and monitoring and evaluation. These guidelines are addressed to national decision-makers of two main kinds: those wishing to formulate a national youth policy and those wishing to evaluate and improve already existing
youth policies and programmes. However, we are not seeking to promote a template to be rigidly applied to every national context. Given the wide diversity of political cultures and political systems, countries need to establish their own priorities and mechanisms in order to create a youth policy that is authentic and relevant.

20. Youth Public Policies in Latin America (in Spanish only)

Author: Ernesto Rodriguez
Organization: UNESCO
Produced: 2011

This publication, published by the UNESCO offices of Brasilia and Santiago (OREALC), brings together the state of the art of public policies targeted at the youth in the Latin American region. It highlights few historical achievements but also suggest new trends or courses of action for policy-makers and opinion-formers in the realm of the International Year for the Youth (2011).

21. Guide of Youth Public Policies (in Portuguese only)

Organisation: UNESCO
Produced: 2010
Download: [http://www.secretariageral.gov.br/Juventude/guia-de-políticas-publicas-de-juventude/Folder%20GUIA%20JUV%20site1.pdf](http://www.secretariageral.gov.br/Juventude/guia-de-políticas-publicas-de-juventude/Folder%20GUIA%20JUV%20site1.pdf)

Brief description: This publication, launched in 2010 by the Brazilian Youth Secretariat in partnership with UNESCO, brings together a description of 18 governmental programmes which, combined, are part of the national youth policy in the country. All of the programmes - aimed at empowering the youth and ensure their wider and meaningful participation in all aspects of social, political and cultural life - are described in detail and contact resources are provided for those interested in exchanging experiences or ideas with policy-makers in charge.

22. World Heritage Volunteers Programme

Organization: UNESCO
Produced: 2011

The World Heritage Volunteers campaign is coordinated by the UNESCO World Heritage Centre in cooperation with the Coordinating Committee for International Voluntary Service CCIVS. It aims to mobilize youth NGOs operating in the non-formal sector for World Heritage promotion and preservation through involvement in international voluntary work. Offering opportunities for a dynamic dialogue between volunteers and youth groups and heritage and education experts involved in the promotion and protection of the selected World Heritage sites, it demonstrates
the merits of non-formal education as an approach to disseminate the heritage values and expertise to a large public and to young people in particular.

### 23. 11 Indicators of a (National) Youth Policy

**Organisation:** The European Youth Forum  
**Produced:** 2001  

This document presents 11 indicators for what should be seen as essential elements of a (national) youth policy. ‘11 Indicators of a (National) Youth Policy’ should be perceived as a guiding tool for government officials in the youth field, as well as a lobbying instrument for youth NGOs advocating for a more proactive youth policy.

### 24. Perspectives on Youth and Governance

**Author:** Muzwakhe Alfred Sigudhla  
**Organisation:** SADC Youth Movement  
**Produced:** 2004  

The purpose of this paper is to highlight the major challenges and opportunities that youth are presented with today and review key global youth issues with bias toward Good Governance model. The paper will also review the general status quo in respect to various instruments such as World Programme of Action for Youth to the Year 2000 and beyond as adopted in the UN General Assembly in 1995; Youth Employment Networks headed by International labour Organizations; Millennium Development Goals of 2000; and Economic Cultural Social Council (ECOSOC) of AU (Article 22 of the Constitutive Act); United Nations Commission for Social Development in 2003; United Nations Expert Group Meeting on Global Priorities for Youth held in Helsinki from 6 to 10 October 2002.

### 25. World Urban Youth Assembly 4

**Organization:** UN Habitat  
**Download:** [http://unhabitat.org/books/world-urban-youth-assembly-4/](http://unhabitat.org/books/world-urban-youth-assembly-4/)

Participation of Youth representatives from developing Countries at the UN-Habitat World Urban Youth Assembly and World Urban Forum 6.

### 26. Strategy paper on Urban Youth in Africa
This strategy paper has been developed in the context of UN-Habitat’s Safer Cities Programme, and the New Partnership for Africa’s Development (NEPAD). It forms part of UN-Habitat’s work on urbanization, the inclusive city, the problems of urban youth, and issues of governance and youth participation.

It is in keeping with the goal of achieving a significant improvement in the lives of urban slum dwellers by 2020.

27. Strategy on Youth at Risk in Latin America

The goal of this document is to make evident the situation of young people living at risk in Latin America and to propose policies to face this problem.

YOUTH PARTICIPATION AND CIVIC ENGAGEMENT

1. From the Depths of an African Shantytown, a Nascent Youth Employment Movement Grows

Author: Anne Holmes
Produced: 14 December 2011
Organisation: International Labour Organisation

In Africa’s second largest slum, youth unemployment is sky high. But cooperative projects are helping youth find work and slowly lift themselves out of poverty through such projects as raising food in community gardens, processing waste for bio-fuel or providing improved sanitation. Journalist Anne Holmes reports on how this emerging economic revival is making a small but significant dent in a major ongoing challenge.

1. Essential Reader on Strengthening Meaningful and Ethical Participation of Youth and Youth – Forwarding Civic Engagement

Organisation: UN-HABITAT
Published: 2012
Participation is one of the guiding principles of the Convention on the Rights of the Child, yet it is arguably taken less seriously than the other key principles of universality, the best interests of the child, and survival and development. To some extent, child and young people’s participation may be seen as more controversial, challenging or difficult to implement than measures supporting child survival, development and protection because it is based on presenting youth as rights holders rather than as recipients of charity. Also, there is less experience in this area among the child rights community than in survival, development and protection. Youth and young people’s participation has a vital role in empowering them in their own development. Through participation, girls and boys can learn vital life-skills and knowledge and take action to prevent and address abuse and exploitation. Participation initiatives are strengthened when youth know and understand their rights. Consulting with youth and young people is critical to ensure that child survival, development and protection measures are adequate and appropriate.

2. **Youth on Board, 14 Points: Successfully Involving Youth in Decision Making**, Organisation: Youth on Board


This 220-page guide to youth involvement is a starting point for preparing young people to take ownership of their communities. It includes guidelines, worksheets, a resource directory and stories from the street. The guide is designed to help young people and adults work together to improve their communities.


Organisation: DFID–CSO Youth Working Group
Published: March 2010

The Youth Participation Guide aims to help build and harness young people as assets. It has been developed through an innovative process led by young people, which itself has reinforced their capacity to participate and lead. The Guide challenges negative stereotypes of youth and demonstrates how young people can positively contribute to development in four operational areas: organisational development, policy and planning, implementation, and monitoring and evaluation. It also draws together case studies, resources and practical ‘how to’ guidance from around the world and draws on Sharing and Learning Networks established in two focus countries - Nepal and Uganda.

4. **Youth Activism as a Context for Learning and Development**

Author: Ben Kirshner
Published: 2007
Recent studies have documented the potential of youth activism for influencing political change toward socially just ends. This special issue builds on such research by focusing on youth activism as a context for learning and development. What kinds of learning opportunities are generated through working on social action campaigns? How do adults support youth’s participation in ways that foster youth engagement and leadership? In addition to previewing the articles in this issue, this introduction proposes and describes four distinctive qualities of learning environments in youth activism groups: collective problem solving, youth–adult interaction, exploration of alternative frames for identity, and bridges to academic and civic institutions. It concludes by highlighting directions for future research.

5. **Building Effective Youth Councils: A Practical Guide to Engaging Youth in Policy Making**

Author: Karen Pittman, Shanetta Martin, Thaddeus Ferbe and Ada McMahon

Organisation: Forum for Youth Investment

Published: 2007

Download: [http://forumfyi.org/files/Building%20Effective%20Youth%20Final.pdf](http://forumfyi.org/files/Building%20Effective%20Youth%20Final.pdf)

The guide is designed to help states and localities create or strengthen their own youth councils. It is a synthesis of theory and practice that provides a general framework for thinking about youth councils, explaining the principles for youth action and the importance of youth engagement. It also incorporates advice and lessons from people in the field who have started or currently staff youth councils across the country. The guide incorporates examples from these youth councils to illustrate key points, focusing heavily on the youth councils in Boston, Massachusetts; Hampton, Virginia; and the state of New Mexico.

6. **Inspired to Serve: An Online Toolkit for Youth-Led Interfaith Action**

Organisation: Learn and Serve America, Search Institute, and Interfaith Youth Core

Published: 2009


This resource provides the rationale, practical steps, and tools needed to engage in youth-led interfaith service-learning. It draws from the lessons learned, stories, examples, and tools from a federally supported pilot project, Inspired to Serve: Youth-Led Interfaith Action. INSPIRED TO SERVE: YOUTH-LED INTERFAITH ACTION is a three-year pilot project to enhance the capacity of America’s 350,000 churches, mosques, synagogues, temples, and other faith-based organizations to engage young people in effective service-learning that increases interfaith cooperation and contributes to young people's healthy development. The approach combines Interfaith Youth Core’s (IFYC’s) innovative model of interfaith service-learning with Search Institute's (SI’s) framework of Developmental Assets and its asset-based approach to community and social change. The project focuses on building the will and capacity of faith-based organizations to strengthen their programs and impact in the following four critical-shift areas: toward effective
service-learning, toward interfaith engagement, toward asset-building approaches with youth, and toward city-wide movements.

7. Creating Youth/Adult Partnerships: Training Curricula for Youth, Adults, and Youth-Adult Teams

Organisation: National 4-H Council and Innovation Center for Community and Youth Development
Published: 2003

Created by the Innovation Centre, National 4-H Council, and a team of youth and adults, this curriculum outlines training activities for youth and adults separately and together and provides handouts and a list of further resources on youth/adult partnerships. Contents include: Youth Workshop, Adult Workshop, and Youth/Adult Workshop.

8. YouthScape

http://www.youthscape.ca/HomePg.html

YouthScape is a Canada-wide initiative to engage young people in creating long term change. They are based on the idea that all young people can make important contributions to their communities that result in more inclusive, adaptable and healthy, diverse, protective, collaborative spaces and places for all members of society. The site seeks to create an environment for young people to safely participate and contribute to decision making and planning in partnership with adults and key decision makers.

9. Arab Youth: Civic Engagement & Economic Participation

Organisation: UNESCO
Produced: 2011

While young men and women have more access to the political arena in the post-Spring Arab world than before, prolonged uncertain awaithood with difficult school- to-work transition continues to represent one of the major forms of marginalization of young men and women. How to respond to youth’s needs and aspirations for a better life in dignity, a better society with more justice and less corruption? How to reduce the burden of “awaithood” so that they become autonomous and contributing citizens and family members?

38 experts representing governmental institutions, academic and research institutions, civil society and youth organizations from 14 Arab States, 11 experts from UN and intergovernmental
organizations together with 9 Lebanese students gathered in Beirut to share their experiences, lessons learnt, recommendations and proposals to explore collectively “Youth civic engagement” as a promising strategy to confront the numerous social challenges faced in the region with its evolving context.

10. Service-Learning Manual for Youth Courts

Organisation: Constitutional Rights Foundation Chicago
Published: 2008
Download: http://www.crfc.org/youthcourts.html

The number of Youth Courts - also known as teen or student courts - continues to grow across the country. Designed as both evidentiary and sentencing hearings, the courts are an alternative to playing young people directly into the juvenile justice system. Community service is one of the most used sentencing alternatives for these courts, and it usually entails the offender doing service at school, hospital, governmental agency, or non-profit and documenting the hours served to complete the sentence. This type of service benefits the institution served and provides the offender the opportunity to give back to the community in acknowledgement of the wrong committed. Quality community service learning resources are important to help address the goals of the balanced and restorative justice movement and the educational needs of the youthful offender. Service learning offers an opportunity to develop the skills and attitudes of the offender, including academic skills, critical thinking skills, problem solving skills, and a sense of actual accomplishment. Each of these benefits has been identified in delinquency prevention research as an important factor in helping young people develop positive attitudes and behaviours and in decreasing anti-social behaviours among youth. To meet this need, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the U.S. Department of Justice has funded CRFC to develop, field-test, and train on a community service learning manual providing 25 examples for use on Saturdays. The examples will be adaptable to meet a variety of sentencing and learning needs. The manual was disseminated at the National Youth Court Conference, April 17-19 in Washington, D.C.

11. Create a Youth Council in Your Community in 10 Easy Steps

Organisation: Rural Youth Working Group and Ontario Rural Council
Published: 2008
Download http://www.ruralontarioinstitute.ca/file.aspx?id=061706a3-2f32-4d2b-a38a-a5cf2c24c9ec

Engaging youth in rural communities is a real and ongoing challenge. Many communities are busy creating Youth Councils to encourage young people to get involved by contributing to the municipal decision-making process. In so doing, youth feel invested in their communities and more inclined to work towards affecting positive and lasting change. The TORC Rural Youth Working Group, in partnership with Endeavour Volunteer Consulting Network (EVCN), has now developed a resource tool to help youth and non-youth begin to think about how a Youth Council
might look and work in their town. This document provides youth with a guide as to how to build a youth council in their communities in 10 Steps.

### 12. Youth Courts: An Empirical Update and Analysis of Future Organizational and Research Needs

**Author:** [Jeffery Schneider](mailto:Jeffery.Schneider@usdoj.gov)
**Organisation:** U.S. Department of Justice, George Washington University Graduate School of Education and Human Development and Hamilton Fish Institute
**Published:** 2008
**Download:** [https://www.ncjrs.gov/App/AbstractDB/AbstractDBDetails.aspx?id=244494](https://www.ncjrs.gov/App/AbstractDB/AbstractDBDetails.aspx?id=244494)

This paper is the third in a series of reports on the status of youth courts in the United States. It, like the two preceding reports, was funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the United States Department of Justice. Youth court is also called teen court, peer jury, student court, etc. It is intended to be an alternative to the traditional juvenile justice system and school disciplinary proceedings. It is designed to empower youth and communities to take an active role in addressing the early stages of youth delinquency. There are currently more than 1250 youth courts functioning within the United States. They are located in 49 states and in the District of Columbia. This report is an attempt to add to our knowledge of youth courts by looking at questions concerning their operation; the extent of volunteer activity; how they function as they mature; and the amount and types of resources they employ. This report is based on a national survey of youth courts that includes ten (10) questions focused on program outcomes and six (6) operational and administrative questions. From these questions, the OJJDP can provide policy makers and court practitioners with guidance on how to build and sustain an organizational structure that allows youth courts to successfully fulfil their mission of preventing young offenders from repeating antisocial behaviours, while relying on volunteers and even ex-offenders, to be part of the process.

### 13. Youth-Adult Partnerships in Public Action: Principles, Organizational Culture, and Outcomes

**Author:** Shepherd Zeldin, Julie Petrokubi, and Linda Camino
**Published:** 2008
**Download:** [http://forumfyi.org/files/YouthAdultPartnerships.pdf](http://forumfyi.org/files/YouthAdultPartnerships.pdf)

The findings and the case studies described in this report underscore the critical role that community-based organizations can play both in developing young people's leadership abilities and driving positive community change. Specifically, the authors push beyond principles, identifying effective organizational and management practices that can help any organization committed to meaningful youth engagement advance their efforts in concrete ways. Additionally, the outcomes they identify present a useful impact framework for much-needed future program evaluation and research efforts. Documenting the outcomes that organizations like those featured in this report can achieve - with the young people who participate and the
adults, institutions and communities they work with - is critical to ensuring further investment and innovation. Young people are disproportionately involved in and affected by the problems that beset communities and states. Far too many young people are not doing well because communities are not doing well by them. This is cause for concern - and for engagement. Young people are not only at the center of many problems, they are the source of many solutions. Without direct youth and family input into community and state efforts to improve youth services and policies, efforts can miss the mark. This is why youth and family engagement is a core strategy in the Forum's Ready by 21® approach, now being used in communities and states across the country to drive long-term change.

14. Firestarter Youth Power Curriculum (Version 3)

Author: Adam Fletcher
Organisation: Freechild Project
Published: 2002

A hands-on guide to youth engagement in social change. Includes sections on motivation, skill-building, issue awareness, action planning, and resources. Designed for young people aged 10-18. "This guidebook is designed to be a hands-on, interactive tool. You will read the examples of young people from across North America who are solving serious problems in their communities. There are descriptions of activities you can do with your friends to help inspire them to do something. Included are action planning forms to help guide you in your effort to change our world. At the end of the Firestarter Handbook you'll find a list of resources that can inspire and educate everyone on how to help our world, including organizations and websites that youth and adults can use."

15. Fact Sheet: Youth Participation

Organisation: United Nations Youth Fund (UNICEF) and the United Nations Programme on Youth
Published: 2011

This Fact Sheet was prepared by the United Nations Youth Fund (UNICEF) and the United Nations Programme on Youth. It is part of a collaborative effort of the Inter-Agency Network for Youth Development, coordinated by the United Nations Programme on Youth. Participation is a fundamental right. It highlights one of the guiding principles of the Universal Declaration of Human Rights that has been reiterated in many other Conventions and Declarations. Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively,
young people must be given the proper tools, such as education about and access to their civil rights.

16. Youths Participation in Planning: Strategies for Social Action

Author: Penny Gurstein, Chris Lovato, and Sally Ross
Published: 2003
Download: http://www.thefreelibrary.com/Youth+participation+in+planning%3a+strategies+for+social+action.-a0115498155

Using a case study approach to document the perspectives of youth participants, this paper profiles organizational structures that demonstrate the meaningful engagement of youth in the Lower Mainland of British Columbia, Canada. Developed by youth, in partnership with adults who support and work with them in their endeavours, these structures are redefining practices of group process and citizen participation. As youth engage proactively in issues of importance to them and civil society, their work has much to offer the fields of critical theory and planning practice.

17. Youth Voice – African Youth Forum

Organisation: UNICEF
Published: 2010
Link: http://www.unicef.org/infobycountry/uganda_55191.html

In 2009, UNICEF approached the Government of the Republic of Uganda with the idea to hold a youth forum in conjunction with the 2010 African Union Summit in Kampala. The theme selected for the forum was “Maternal and Child Health and Development in Africa”, which resonated with the AU Summit theme.

18. At New York launch, International Year of Youth kicks off with a Diversity of Voices

Organisation: UNICEF
Produced: August 2010
Download: http://www.youtube.com/watch?v=8DKxF7jIC0Q&lr=1&user=unicef

This film has been produced the launch of the International Year of Youth. This brings together voices and actions of young people from across the around the world on their Right to Participate. This short film is about understanding youth participation from young people’s perspective. These further shows, the process of young people’s participation e.g. participatory metrology, mobilizing youth networks, youth led organisations, etc. Finally it shows what youth participation results and impacts in from individual change to societal change for positive civic engagement leading to social transformation.
19. Promoting Youth Participation

Organisation: Asian Youth Network
Produced: 2010
Download: http://www.youtube.com/watch?v=qWTcgaEfCdc&feature=youtube_gdata_player

Youth participation and youth movements in Asia in many instances are given very little regard and often the opinions of youth are not taken seriously enough by authorities. As a consequence, many Asian youths become reluctant to get involved as they feel that their voices will not be heard by authorities. This video documents a four day seminar organised by the Sri Lankan arm of the Asian Youth network – Lanka Youth Network Organisation. The workshop was a colloquium of youth delegates from Sri Lanka, Cambodia, Philippines and Sweden. They gathered to discuss youth participation in political and social issues within their own countries, and share the experiences, opinions and goals. The workshop allowed for a forum whereby these delegates could exchange ideas, and learn from each other’s successes and mistakes in attempts to strengthen youth participation in Asia and to raise knowledge about how to become actively involved.

20. Youth discussion guide: Young people in changing societies

Organisation: UNICEF and World Scouting
Published: 2001

This publication was written with the help of over 200 young people from Georgia, Lithuania, The Former Yugoslav Republic of Macedonia, Slovakia, Tajikistan, Turkey and Ukraine, highlights the findings of an in-depth study published last year by UNICEF’s Innocenti Research Centre. It contains the latest data concerning young people and uses exercises and role-plays on issues ranging from school drop-out and unemployment to prevention of HIV/AIDS and volunteering for community action projects.

21. Promoting Youth Civic Engagement – Aden

Organisation: USAID
Produced: October 2011
Download: http://www.youtube.com/watch?v=8N0tDxoBsFc&feature=youtube_gdata_player

This film documents an initiative to activate youth participation in civic engagement projects in Aden, Yemen. The project is funded by the United States Agency for International Development (USAID) and seeks strengthen the role of Youth in the community and their skills through involving them in sports, recreation and cultural programs. The program offers training and education to youth to equip them with the knowledge and skills to run the program and promote
civic engagement to other youths. In addition to providing youth with education and training in various fields it also allows youth access to mini-grants which allows many to finance their own microenterprises.

### 22. Youth Coalition Our Year Our Voice

Organisation: YOUTH COALITION FIJI  
Produced: Aug 2010  
Download: [https://www.youtube.com/watch?v=vH8LZB5JSpY&feature=player_embedded#](https://www.youtube.com/watch?v=vH8LZB5JSpY&feature=player_embedded#)

The YOUTH COALITION FIJI is a partnership of 15 youth groups, NGOs and clubs in the greater Suva area. Their key purpose is to collectively mark the youth year with activities, projects and events. The group focuses issues and pertaining to the environment, creative arts, governance, education, culture and disabilities. They intend to build stronger communities and a stronger Fiji as a nation.

### 23. Co-op Youth-Zone

[http://bcics.uvic.ca/youthzone/](http://bcics.uvic.ca/youthzone/)

Youth have always been involved in co-ops. Robert Owen, founder of New Lanmark, believed in the importance of educating youth in co-operative principals and resultantly began one of the first co-operative education programs during the early 19th century. Many people who started the first rural co-operatives in Canada were no older than 25. Today youth are more involved than ever. Youth are members, employees, directors, and managers of co-ops.

### 24. Youth Reinventing Co-operatives: Young Perspectives on the International Co-operative Movement

Author: Julia Smith, Robin Puga, and Ian Macpherson  
Organisation: British Columbia Institute for Co-operative Studies  
Published: 2005  

Youth Reinventing Co-operatives explores the ways youth think about and use co-operatives to meet their economic and social needs. The book features 40 reflections by young people (and a few recalling more youthful days) considering what co-operatives mean for them and could mean for others. It provides over forty case studies on co-operatives in Africa, Asia, Europe, Latin America and North America in which young people play important roles; in many instances operating the co-operatives. The book concludes with a series of recommendations about how young people may learn about, and more effectively use, the co-operative model as they seek to shape the world in which they live.
25. Youth Participation Sampler

Organisation: Leading Now – Young People as Leaders Right Now
Published: 2011

There are many, many ways to engage young people in community decision-making, and this “sampler” provides brief descriptions and examples of several of these methods. Every one of these methods has been used successfully to engage young people around the world. The approach you use will depend on your goals, experience and available human and financial resources. Strategies that keep young people engaged over time are likely to have the most powerful outcomes for the community and young people themselves. Communities seeking long-term engagement may wish to provide training and staff support for both young people and adults. Other communities may wish to “test the waters” with a one-time initiative before fully embracing youth participation. As adults and youth gain experience and build trust you can adopt new methods or expand existing efforts.


Organisation: Family Health International
Published: 2008
Download: http://www.unfpa.org/public/publications/pid/1325

This resource seeks to increase the level of meaningful youth participation in programming at an institutional and programmatic level. Components include:
- a conceptual overview on youth participation
- an institutional assessment and planning tool
- a youth adult partnership training curriculum
- background handouts and more

27. Hear By Right

Organisation: National Youth Agency
Download: http://www.nya.org.uk/our-services/hear-right/

Heart by Right is a collection of tools and best practices, hosted by the National Youth Agency in the U.K., for organizations seeking to support youth participation. The site includes the Hear by Right Standards, tools to help you involve young people in developing a plan to meet the standards, and participation practices submitted by organizations around the U.K. There’s also a Hear by Right Award for organizations that have made youth participation a central part of their work.

28. Authentic Youth Civic Engagement
Authentic Youth Civic Engagement invites young people to participate in the democratic process through meaningful roles in public policy planning and decision-making, which can lead to improved outcomes for youth and the community. AYCE thrives in a climate of reciprocity and respect where young people, in partnership with adults, are prepared and supported to tackle relevant issues and affect change.

29. Me2 Claiming a Voice Making a Difference

Organisation: YMCA
Produced: 2005

This guide was developed for young people as a guide for youth who wish to influence decision making at a local, regional, national and international level. The guide was developed by Youth members of the YMCA in the UK and uses case studies and examples from across Europe.

30. Revised European Charter on the Participation of Young People in Local and Regional Life

Organisation: Congress of Local and Regional Authorities of Europe
Produced: 2003
Download: http://www.salto-youth.net/downloads/4-17-1510/Revised%20European%20Charter%20on%20the%20Participation%20of%20YP.pdf

This Charter works on the principle that local and regional authorities, as the closest to young persons, have a very important role to play in promoting youth participation. In doing so, local and regional authorities can ensure that young people not only hear and learn about democracy and citizenship, but rather have the opportunity to practice it. However, youth participation is not solely about developing active citizens or building democracy for the future. It is vital, if participation is to be meaningful for young people, that they can influence and shape decisions and action when they are young and not only at some later stage.

31. Young People’s Civic Engagement in East Asia and the Pacific

Organisation: Innovations in Civic Participation
Produced: 2008

The following report analyzes the state of youth civic engagement in East Asia and the Pacific, including the challenges and support available for programming in this area. It presents a list of recommendations to further develop youth civic engagement in the region. The report is based on information obtained through questionnaires, youth focus groups and desk-based research administered and conducted by Innovations in Civic Participation (ICP) on behalf of UNICEF EAPRO, with the support of national and international partners.

32. John Gardner Center for Youth and their Communities

http://gardnercenter.stanford.edu/

The Gardner center has a variety of material pertaining to youth and their communities, as well as youth motivation and family engagement.

33. Program Planning and Evaluation In Urban Youth Centres, Volume 5

Organization: UN Habitat

This manual exists as one of a growing library of materials produced by UN-HABITAT for use by and in the One Stop and We Are the Future Urban Youth Centres.
SECTION 3: YOUTH PARTICIPATION AND SUSTAINABILITY

1. Youth Organized for Disaster Action: Why Youth Voice Matters

Author: Kathia Monard-Weissman, Joan Liptrot and Julia Wagner
Published: 2008
Download: http://www.academia.edu/12282087/Youth_Organized_for_Disaster_Action_Why_Youth_Voice_Matters

Allowing students to assume leadership roles underscores the importance of service-learning projects. Youth voice is highlighted as a framework for examining the impact of service-learning projects on students' academic and civic engagement. Presented here is a case study of the Youth Organized for Disaster Action (Y.O.D.A.) program. Data were derived from surveys, interviews and observations of schools in New Jersey and Pennsylvania that implemented safety-related projects during the school years of 2004-2005 and 2005-2006. Analysis of the data suggests that students who made choices and were more actively involved in relevant and engaging activities while selecting, designing and organizing service-learning projects appeared more academically and civically engaged. This paper presents specific strategies that can be put into practice to foster youth voice in our service-learning programs.

2. In Post-Earthquake Era, Haiti’s Youth Ready to Act

Organisation: UNICEF Television
Produced: September 2010
Download: http://www.unicef.org/infobycountry/haiti_56000.html

At UNICEF's 'Youth and Youth Participation Movement for a Transformative Agenda for Youth,' youths were invited to voice opinions as never before. Haitian Youth’s addressed issues including social, environmental and economic concerns, as well as the role of young people in Haiti’s future. The participation movement will continue and take the shape of a series of debates, forums and conferences to allow Haitian young people a chance to express their hopes and demands in the weeks ahead of its November 2010 presidential election.

3. South Africa’s Youth Have Their Say on Climate Change

Organisation: UNICEF
Produced: 2011
Download: http://www.youtube.com/watch?v=mLAHJWy2uvo&feature=youtube_gdata_player

Prior to the COP 17, Conference on Climate Change in Durban South Africa in November 2011, the youth of South Africa share their opinions on climate change. In particular this documentary
DRAFT: Tool Kit on Inclusive Youth Participation

highlights the youths ideas attempting to reduce humanities impact on the environment and their opinions on discussions which should be had at the event.


Organisation: Rio+Twenties
Published: 2011
Download: http://childrenyouth.org/history/rio20/

The organization Río+twenties is a platform that facilitates the active participation of youth in the lead up to the UN Conference on Sustainable Development (Rio+20). This initiative is led by young volunteers from different countries that aim to create a space where young people from around the world have the opportunity to get involved and change the future of the planet. With this objective in mind, Rio+twenties published a “Rio+20 Participation Guide” which serves as an introduction to youth and youth in order to enhance their understanding of the Rio+20 process. The Guide offers specific information on the Conference, identifies participation mechanisms and shares practices, advice and tools that can stimulate youth contributions. Similarly, it provides examples with respect to youth activism in order to support the creation of new projects or to help youth with their initiatives.

5. Deep Green, Deeply Ambivalent, or Just Like The Rest of Us? Young People, Participation and the Environment

Author: Emma Partridge
Produced: 2007

It is often assumed that young people have a particular interest in environmental issues – that younger generations are ‘greener’. On the other hand, the view also circulates that young people are apathetic. What do young people really think about the environment? How are they involved in environmental actions? This paper considers these questions by drawing together and reviewing attitudinal polling and other research into young people’s views. It seeks to challenge simplistic assumptions about ‘what young people think’ and instead acknowledge the inherently complex nature of young people’s attitudes to environmental problems. Following Connell et al (1999) it focuses on the ways in which young people’s environmental concern is mixed with ‘frustration, cynicism and action paralysis’.
YOUTH AND PEACEBUILDING

33. Talking Peace: A Population-Based Survey on Attitudes about Security, Dispute Resolution, and Post-Conflict Reconstruction in Liberia

Author: Patrick Vinck, Phuong Pham, Tino Kreutzer
Organisation: Human Rights Center, University of Berkeley
Published: June 2011

This study was undertaken to contribute to a deeper understanding of: (1) the population’s priorities for peacebuilding, (2) Liberians’ perceptions of their post-war security, and (3) existing disputes and dispute resolution mechanisms. The study is based on extensive consultations with local organizations, interviews with key informants, and a nationwide survey of 4,501 respondents randomly selected in each of the counties to represent the views of the adult population in Liberia.

34. Somali Youth Participation in Conflict Mitigation

Produced: 1993
Download: http://www.youtube.com/watch?v=j9CgyK0J5ww&feature=share

After the collapse of the Somalian government the country fell into civil war which led to country wide, death, destruction, displacement and loss of wealth. Much of this conflict is due to ‘clanism’ in and dispute over land in rural areas. This short documentary highlights the ‘clanism’ situation in Somalia and the terror it has caused many. The documentary discusses the involvement of youth in the peace making and resolution of clan disputes and the importance of engaging them in future peace building endeavours in Somalia.

35. United Network of Young Peacebuilders

http://www.unoy.org/unoy/who-we-are/our-vision/

UNOY’s vision is that of youth committed to building together a world in which peace, justice, solidarity, human dignity and respect for nature prevail. Their mission is to link up young people’s initiatives for peace in a global network of young peacebuilders, to help empower their capacities and to help increase the effectiveness of their actions.

36. Youth Alliance For Peace And The Environment (YAPE)

http://www.peacedirect.org/peacebuilders/nepal/

For ten years conflict raged in Nepal, leading to the deaths of an estimated 13,000 people and displacing many thousands more. A peace agreement was signed in 2006, but, for many, day to
day life is still characterized by strikes, riots, and the legacy of human rights abuses and political manipulation. Local organization YAPE (the Youth Alliance for Peace and Environment) is dedicated to giving people somewhere to turn to stop conflicts from escalating and to protect the vulnerable.
SECTION 4: YOUTH PARTICIPATION IN COMMERCE AND ECONOMIC DEVELOPMENT

1. Pathways to Prosperity:

Organisation: Harvard Graduate School of Education  
Published: February, 2011  
Download: https://dash.harvard.edu/bitstream/handle/1/4740480/Pathways_to_Prosperity_Feb2011-1.pdf?sequence=1

A Guide on the challenge of preparing young Americans for the challenges of the 21st century. A comprehensive guide by the Harvard Graduate School of Education focusing on youth, employment, and preparing for a changing labour market.

2. Top 10 Reasons Why Youth Are An Asset to Your Organization

Organisation: Apathy is Boring  
Published: November 4, 2011  
Download: http://198.50.240.138/en/the_facts/articles/top_10_reasons_why_youth_are_an_asset_to_your_organization

This Canadian based organisation has produced several publications highlighting how youth can be engaged. This document presents to organisations ten reasons why they should consider youth’s as an asset.

1. Top 10 Ways to Make your Organization Youth-Friendly

Organisation: Apathy is Boring  
Published: November 4, 2011  
Download: http://198.50.240.138/en/the_facts/articles/top_10_ways_to_make_your_organization_youth_friendly_1

This Canadian based organisation has produced several publications highlighting how youth can be engaged. This document presents to organisations ten ways they can make their organisations more youth friendly and subsequently engage youth.

2. How to Engage Youth in the Long Term

Organisation: Apathy is Boring  
Published: November 4, 2011
Recruitment isn't always the biggest problem with youth volunteer programs: much more often, the real trouble is in the retention and integration of young people into the culture of the organization. Without real long-term engagement strategies, each well intentioned outreach initiative ends up bled dry by quick and endless turnover. To stem the flow, this document offers pointers for building lasting relationships with young people.

3. The Youth Friendly guide to Intergenerational Decision Making Partnership

Organisation: Apathy is Boring
Published: 2004
Download: http://198.50.240.138/en/the_facts/articles/how_to_engage_youth_in_the_long_term

This Canadian based organisation has produced several publications highlighting how youth can be engaged. This document presents to Youth and Adults how they can best engage each other partner and work together.

4. The Global Shapers Community

http://www.weforum.org/communities/global-shapers

The World Economic Forum has successfully established a history of engaging young leaders to positively and proactively impact the global agenda. In addition to its existing community of Young Global Leaders, who are in their mid to late 30s, the Forum is establishing a special community of young people in their 20s. This new community – the Global Shapers Community – will provide youth with a global platform to shape the future – integrating the personal, community and global dimension. Through the unparalleled convening power of the World Economic Forum, the Global Shapers Community is diverse in demographics, geographical areas and sectors. However, it is united by a common desire to channel the members’ tremendous energy and enthusiasm into building a more peaceful and inclusive world.

5. The Rising Tide - Three Trends Driving the Emergence of the Young World

Author: Rob Salkowitz
The decade of the 2010s will witness the convergence of three critical trends that each exert a powerful pull on the economic trajectory of the world: the aging of the developed economies, the spread of ubiquitous data networks across the globe, and the rise of indigenous entrepreneurism as an alternative a path to economic development from the top - down economic assistance model that prevailed in the postcolonial period. These trends on their own are relatively well - known and planned - for; their interaction gives rise to profound uncertainties.

**6. The Case for Investing in Young People**

Perhaps the best case for substantial investment in young people rests on the wide gap between the MDG targets and the current reality for young people. Poverty gaps for the 10-24 age group are particularly noticeable in relation to the key indicators concerning income and hunger, lack of access to employment and education, lack of gender equality, poor maternal health, and HIV prevalence. The paper presents empirical evidence showing that programmes for young people could have multiple beneficial effects, with spill over effects in reducing poverty.

**7. Youth SRO-ENEA Newsletter**

As the “International Year of Youth” (12 August 2010 – 11 August 2011) comes to a close, this third edition of our ESCAP’s newsletter is dedicated to Youth and the various issues young people of today’s societies face in an ever more globalizing world.
SECTION 5: INDIGENOUS AND MINORITY YOUTH PARTICIPATION

1. Iberoamerican Convention On Rights Of Youth

Organisation: Organizacion Iberoamericana de Juventud (OIJ)
Download: http://www.refworld.org/pdfid/4b28eefe2.pdf

Iberoamerican Convention on Rights of Youth seeks to recognise youth as subjects of rights, strategic characters of development and people able of responsibly exercising the rights and freedoms set forth in this Convention. All countries of Iberoamerica, its peoples and institutions are involved in this document, Thus it seeks to be effective in daily practices and make possible programmes which give life to this Convention and promote youth and the total fulfilment of justice, peace, solidarity and respect of Human Rights.

2. 2011 Youth Delegates Australia

Organisation: United Nations
Produced: October 2011
Download: http://www.youtube.com/watch?v=8ow6mFfI5NM&feature=youtube_gdata_player

On the 4th October 2011 Benson Saulo addressed the 3rd Committee at the 66th Session of the United Nations General Assembly. Throughout 2011 Benson has been engaging young Australians to gain a deeper understanding of what issues affect them at a local, national and international level. These engagements formed the basis of Bensons' address. The key themes reflected Saulo addressed were how education and social responsibility should form the basis for social development, particularly when engaging and supporting youth.

3. Aboriginal Youth Media Team: Gathering Our Voices

Organisation: Aboriginal Youth Media
Produced: September 2008
Download: http://www.youtube.com/watch?v=1SiVCejU2aI&feature=youtube_gdata_player

This film documents 2008 BCAAFC Aboriginal Youth Conference. The conference gives indigenous North American youths an opportunity to meet and network, discuss issues and share opinions.

4. Pataxó Adolescents Promoters of Citizenship

Organisation: UNICEF
Download: http://www.youtube.com/watch?v=Lf3Pzuhp3gk&feature=youtube_gdata_player
This film documents a participation and education program which seeks to engage indigenous youths in Brazil. The program educates youth’s so they can become ambassadors to other youths in their community.

5. Amplifying the Voices of Young Refugees

Organisation: Refuge Council of Australia
Produced: 2009

During 2008-09, the Refugee Council of Australia (RCOA) undertook a literature review and a series of youth consultations across three Australian states and the Australian Capital Territory, with the aim of developing a targeted and informed strategy for the ongoing engagement of refugee young people in advocating to have their needs and concerns addressed and ideas recognised at a national level. This report is an abridged version of the findings from this project, omitting some of the findings and recommendations specific only to the Council.

6. Youth Poverty Alleviation through Tourism and Heritage

Organisation: UNESCO
Produced: 2010
Download: http://unesdoc.unesco.org/images/0018/001893/189373e.pdf

This resource was developed as part of the “Youth PATH” (Poverty Alleviation through Tourism and Heritage) programme launched in the Caribbean region. It aims to harness the potentials of tourism and the rich cultural and natural heritage for alleviating poverty, giving economic value to cultural heritage, and creating employment for young people.

7. Aschberg Bursaries for Artists

Organisation: UNESCO
Download: http://vansa.co.za/opportunities/education/the-unesco-aschberg-bursaries-for-artists
SECTION 6: YOUTH PARTICIPATION AND TECHNOLOGY

1. Technology and Youth: Four Patterns of Youth Participation

Organisation: Harvard Graduate School of Education
Produced: 2009

This educational video is a response to young people’s voting behaviour in the USA and Europe which has been declining over the last two decades. It discusses how voting is only one component of civic participation and that although voting behaviour has been declining amongst youth, youth are involved in other aspects of civic engagement. These include;
- making their voice heard, often single issue politics (i.e. war protests, occupy movements etc),
- getting involved in the community (i.e. volunteering and taking part in community action) and
- Following passively what is occurring in the social and political campaign however being very active in discussing these issues.

2. UNICEF: Free text message programme goes live in Nepal

Media: Film
Organisation: UNICEF TV
Produced: May 2010
Download: http://www.unicef.org/infobycountry/nepal_53553.html

In Nepal, a new programme is using mobile phone technology to support one of UNICEFs core tenets that youth’s voices must be heard. Last week, UNICEF teamed up with a popular Nepali youth radio programme to launch a free text message project geared toward young people. Each week the radio programme, Saathi Sanga Man Ka Kura (or SSMK), will announce a topic of debate live on the air and invite opinions from its listeners. Young people can then text their views and comments on the topic free of charge directly to the UNICEF Nepal website. The initiative is a response to the very low access to the internet to the Youth of Nepal but very good access to the radio and increasingly good access to mobile phones.

3. Does Social Media and the Internet Fuel Youth Political Engagement?

Organisation: Youth and Participatory Politics (YPP) Research Network.
Produced: August 2011
Download: http://www.youtube.com/watch?v=bDmWz-GFpD0&feature=youtube_gdata_player
This interview with Joseph Kahne, the Chair & Co-Principal Investigator of the Youth and Participatory Politics (YPP) Research Network, discusses youth engagement in politics and civic engagement making special reference to the use of technology, in particular social media. Kahne suggests that youth’s who engage in activity within interest-driven online communities as a catalyst for increased civic engagement, even when those behaviours are unrelated to civic or political lives, have an increased degree to which they become involved civically in issues. So, youth are actually more likely to become involved in civic engagement and politics in the real world when they are part of online networks.

4. One Stop Youth Information Work Training in Nairobi, Kenya

Organisation: UN-HABITAT
Produced: May 2011
Download: [http://www.youtube.com/watch?v=y4vgaQ0HKvc&feature=youtube_gdata_player](http://www.youtube.com/watch?v=y4vgaQ0HKvc&feature=youtube_gdata_player)

Canllaw Online in partnership with Buro, Norway & The UN Habitat organised training for Youth Workers from across East Africa

5. Adobe Youth Voice


Adobe Youth Voices aims to empower youth in underserved communities around the globe with real-world experiences and 21st century tools to communicate their ideas, exhibit their potential, and take action in their communities. The seek to provide youth in underserved communities with the critical skills they need to become active and engaged members of their communities and the world at large. Through Adobe Youth Voices, youth ages 13 to 18 create compelling videos, animations, photo essays, presentations, music, and other pieces that contribute the essential perspectives of youth to critical topics and inspire new solutions to long-standing problems. The resource highlights the opinions of Youth in both Urban and Regional settings.

6. How To: Use Technology to Engage Youth

Organisation: Apathy is Boring
Published: November 4, 2011

Young people have a reputation for being difficult to engage with. This article states that just because youth are hard to reach doesn’t mean they aren’t interested. The article explains how technology is a key factor in the communications divide between generations, and young people have come up with whole new ways of engaging with media.
6. Apathy is Boring

http://www.apathyisboring.com/home/

Apathy is Boring is a Canadian national non-partisan project. Who’s; mission is to use art & technology to educate youth about democracy. Apathy is Boring aims to meet the following Youth in Democracy Goals:
- Increase youth voting rates.
- Increase youth engagement in their communities.
- Build a sustainable dialogue between youth and elected officials.

7. UREPORT

http://ureport.ug/

UREPORT is a free SMS-based system that allows young Ugandans to speak out on what’s happening in communities across the country, and work together with other community leaders for positive change.

8. Youth reinventing co-operatives : young perspectives on the international co-operative movement

Author: Julia Smith, Robin Puga, and Ian Macpherson
Organisation: British Columbia Institute for Co-operative Studies
Published: 2005

Youth Reinventing Co-operatives explores the ways youth think about and use co-operatives to meet their economic and social needs. The book features 40 reflections by young people (and a few recalling more youthful days) considering what co-operatives mean for them and could mean for others. It provides over forty case studies on co-operatives in Africa, Asia, Europe, Latin America and North America in which young people play important roles; in many instances operating the co-operatives. The book concludes with a series of recommendations about how young people may learn about, and more effectively use, the co-operative model as they seek to shape the world in which they live.

9. New Ways of Youth Participation

Organisation: Council of Europe
Produced: 2008
The seminar and report aims at addressing the new trends in youth participation based on Information and Communication Technologies (ICT), through a constructive exchange of information and practices amongst the main stakeholders in the field of youth participation. This seminar intended to provide space and means for youth researchers, 8 policy-makers, youth organisations and young people practising new ways of participation based on Information and Communication Technologies (“e-participation”1), to explore this issue together and to develop strategies on how they can be implemented in youth work practice, youth educational programmes, youth research and policy. All 48 participants had a practical experience in “e-participation”.

SECTION 7: YOUTH PARTICIPATION AND HUMAN RIGHTS

1. Columbia Teachers College: Working Group on Peace, Conflict, and Education

Organisation: Columbia University
Link:

The Working group site provides useful links and information on research pertaining to youth participation, education and human rights.

2. DPI/NGO Conference

Organisation: World YWCA
Produced: September 2008
Download: http://www.youtube.com/watch?v=1H8PXOq9N0s&feature=youtube_gdata_player

Young women speak on their highlights at the conference, why the participation of young women is important and what role they play in the full implementation of the Universal Declaration on Human Rights

3. Get Loud: Youth Speak Out on Global Issues PART 2

Organisation: War Child Canada
Download: http://www.youtube.com/watch?v=x7YxROCbgS8&feature=youtube_gdata_player

War Child Canada believes that students can play a crucial role in political and social change. War Child Canada's DVD Get Loud: Youth Speak Out on Global Issues follows a group of young activists as they learn about social justice issues - dispelling the myth of apathetic youth - and inspires students to get involved in creative projects to promote social justice and sustainable change.

4. First Steps – A Manual For Starting Human Rights Education

Organisation: Amnesty International
Produced: 2002

A manual from Amnesty to help teachers and educators with starting a human rights education with youth.