Economic & Social Affairs

Making Commitments Matter:

a TOOLKIT

for young people to evaluate national youth policy

UNITED NATIONS

The Department of Economic and Social Affairs of the United Nations Secretariat is a vital interface between global policies in the economic, social and environmental spheres and national action. The Department works in three main interlinked areas: (i) it compiles, generates and analyzes a wide range of economic, social and environmental data and information on which States Members of the United Nations draw to review common problems and to take stock of policy options; (ii) it facilitates the negotiations of Member States in many intergovernmental bodies on joint courses of action to address ongoing or emerging global challenges; and (iii) it advises interested Governments on the ways and means of translating policy frameworks developed in United Nations conferences and summits into programmes at the country level and, through technical assistance, helps build national capacities.

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DID YOU KNOW THAT:

- ***Youth are defined by the United Nations as between the ages of 15 and 24.***

- ***General Assembly resolution A/RES/58/133 was passed in November 2003. Among other things, the General Assembly, in the resolution, "Decides to devote, at its sixtieth session, in 2005, two plenary meetings to review the situation of youth and achievements produced in the implementation of the World Programme of Action ten years after its adoption." Check out the resolution! (www.un.org/youth).***

- ***The General Assembly, in this resolution, also "Recognizes 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..."***

INTRODUCTION

Purpose of this section

The first part of this section outlines the objectives of this Toolkit, and the rationale behind its creation. The second half of this section provides a brief background and overview of the World Programme of Action for Youth to the Year 2000 and Beyond (WPAY) and the UN youth agenda.

Welcome to the Toolkit!

WHAT IS THIS TOOLKIT?

This Toolkit is meant for national youth organizations and/or representatives working with youth. It can be used as a tool to:

- Assess your country's progress in reaching the WPAY goals;
- Prioritize your organization's work, based on your findings;
- Initiate actions at the national level.

This Toolkit should be used as a starting point for determining what your government, and civil society, has done to better the lives of young people, since 1995. In addition to providing methods for evaluating this progress, the Toolkit also contains concrete tools to further your youth work. As such, we hope that you will find it both informative and useful, and a good resource for your organization.

WHY THIS TOOLKIT?

The General Assembly, in 2005, will be reviewing the situation of youth and achievements made in the implementation of WPAY. 2005 has been chosen because it is ten years after the adoption of WPAY.

In order to prepare for the special meetings of the General Assembly in 2005, the United Nations Secretariat will be evaluating progress made in achieving the agreed upon actions in WPAY in the ten priority areas, as well as the additional five areas of concern, agreed on by the General Assembly in 2003 (*see "The UN youth agenda", p. 3 for more information*).

This Toolkit has been developed because the input of youth and youth organizations around the world is vital in order to have a successful and effective evaluation of WPAY in 2005.

Did you know that:

Young people everywhere:

Have aspirations and want to participate fully in the lives of their societies.

Are key agents for social change, economic development and technological innovation.

Should live under conditions that encourage their imagination, ideals, energy and vision to flourish to the benefit of their societies.

Are confronted by a paradox: to seek to be integrated into the existing society and to serve as a force to transform it.

(Source: www.un.org)

OBJECTIVES

The objectives of this Toolkit are:

- To provide a tool for youth organizations and youth representatives through which they can evaluate national and community-level achievements, and gaps, in realizing the goals of WPAY;

- To provide the UN Secretariat with an effective means of gathering youth inputs from around the world, in order to present the General Assembly in 2005 with an evaluation of WPAY that accurately reflects the sentiments of youth.

HOW WILL THE RESULTS OF THIS TOOLKIT BE USED?

You will probably want to pick a few of the priority areas listed in Section 3 for in-depth assessment. We encourage you to gather the information, and then discuss your findings with your government representatives and other youth organizations. In addition, let us know your results! (*See "Next steps", pp. 107-108 for more information*).

The UN Youth Agenda

THE SITUATION OF YOUTH TODAY

Young people are a major force in the contemporary world:

- They are at the forefront of worldwide social, economic and political developments: In addition to their intellectual contribution and their ability to mobilize support, young women and men have a unique perspective. How our societies progress is determined, among other things, on how much we involve youth in building and designing the future. But in many countries, it has become more difficult for young people to be involved in the life of their societies.

- The problems facing youth challenge not only today's societies, but future generations as well. These include: limited resources available for funding youth programmes and activities; inequities in social, economic and political conditions; gender discrimination; insecure

Did you know that:

From 1995 to 2000 the world's youth population is estimated to have grown by an average of 0.7 per cent per year: from 1,025 billion to 1,061 billion (the latter figure representing 518 million young women and 543 million young men).

Currently youth represent 18 per cent of the world population.

Geographically the world's youth live (approximately):

- 60 per cent: developing countries of Asia;
- 15 per cent: Africa;
- 10 per cent: Latin America and the Caribbean;
- 15 per cent: developed regions.

(Source: United Nations Population Division)

livelihoods; high levels of youth unemployment; armed conflict and confrontation; ethnic prejudice; social exclusion; homelessness; continuing deterioration of the global environment; increasing incidence of disease, hunger and malnutrition; changes in the role of the family; and inadequate opportunity for education and training.

- At the same time, young people can also be a major resource in the social mobilization needed to combat these very problems.

THE WORLD PROGRAMME OF ACTION FOR YOUTH: A BLUEPRINT FOR ACTION

The United Nations has long recognized that the imagination, ideals and energies of young women and men are vital for the continuing development of the societies in which they live:

- 1965: UN Member States endorsed the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples.
- 1985: the United Nations celebrated International Youth Year: Participation, Development, Peace. This drew international attention to the important role young people play in the world, and, in particular, their potential contribution to development and the goals of the United Nations Charter.
- 1985: the General Assembly also endorsed the guidelines for further planning and suitable follow-up in the field of youth, which were significant for their focus on young people as a broad category comprising various subgroups, rather than a single demographic entity.
- 1995: on the tenth anniversary of International Youth Year, the United Nations strengthened its commitment to young people by directing the international community's response to the challenges facing youth into the next millennium. It did this by adopting an international strategy—the World Programme of Action for Youth to the Year 2000 and Beyond (WPAY)—to address more effectively the problems of young men and women and to increase opportunities

Did you know that:

The ten WPAY priority areas are:

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

(See "Implementing WPAY", pp.24-87, for more information)

for their participation in society. This World Programme encourages Governments to be more responsive to the aspirations of youth for a better world, as well as to the demands of youth to be part of the solution rather than part of the problem.

The World Programme is a blueprint for action, which covers ten priority areas. In each of these areas, the Programme looks in-depth at the nature of the challenges and presents proposals for action. These ten priority areas are interrelated and intrinsically linked.

UN Secretary-General Kofi Annan has urged Governments to take the WPAY recommendations seriously, and to work together with young people for its implementation.

SINCE WPAY

There have been many international actions taken since WPAY, which reaffirm the international commitment to youth (*see "International actions", p. 85 for more details*):

- Government track: The United Nations is made up of member governments. The governments thus represent youth (as well as all of their citizens) at the United Nations.
  - The first World Conference of Ministers Responsible for Youth (Lisbon, 8-12 August 1998) focused on implementing the World Programme of Action by adopting the Lisbon Declaration on Youth. The conference resulted in a declaration on youth participation, education, employment, health and drug abuse, which are several of the priority items in WPAY. In addition, the conference brought forth the items of development (which includes poverty reduction programmes targeted to youth) and peace (which includes the commitment to battle the involvement of children in armed conflict). The participants agreed to further implement WPAY, with an active participation of youth in order to incorporate young people's perspectives in national policies and programmes.
  - The global youth agenda has continued to expand since, with the UN Millennium Summit, the UN General Assembly Special Sessions on Social Development, HIV/AIDS and Children, and several follow-up conferences to the World Summits all focusing at least in part on youth.

The 5 additional areas of concern for youth adopted by the General Assembly in 2003 are:

DID YOU KNOW THAT:

- Globalization
- Information and Communication Technology (ICT)
- HIV/AIDS
- Conflict prevention
- Intergenerational relations

- In addition, The General Assembly in 2003 adopted five additional areas of concern to youth.

- NGO track: NGOs have had an increasing voice at the United Nations in recent years.
  - The World Youth Forum of the United Nations System has served as a channel of communication between youth organizations and United Nations bodies and agencies. The Forums are not official UN Conferences, but rather events for NGOs and the UN system to come together and discuss important youth issues. Their outcomes are made available to the General Assembly, but they have no official status.

The WPAY and the 5 additional areas of concern have been established for governments to use as blueprints in their youth work. Governments have committed themselves to undertaking actions in these 15 areas to better the lives of youth. One key area of work for youth organizations is thus to monitor government progress in realizing their commitments to young people!

PROMOTING HUMAN RIGHTS AND A RIGHTS-BASED APPROACH

The United Nations has been involved in promoting human rights since its inception:

- On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights.

- The Universal Declaration of Human Rights (1948), and the two covenants—The International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and their optional protocols make up the "International Bill of Human Rights."

- Article 12 of the Convention on the Rights of the Child states that "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

DID YOU KNOW THAT:

There have been 4 World Youth Forums:

- 1st: Vienna, Austria in 1991
- 2nd: Vienna, Austria in 1996
- 3rd: Braga, Portugal in 1998
- 4th: Dakar, Senegal, in 2001

DID YOU KNOW THAT:

A rights-based approach to development includes the following elements:

- Express linkage to rights
- Accountability to all stakeholders
- Empowerment
- Participation
- Non-discrimination and attention to vulnerable groups

(For more information, see http://www.unhchr.ch/development/approaches-04.html)

The UN youth agenda has played close attention to promoting the rights of young people. The rights of young women and men to education, employment and health have been declared in a variety of international instruments and programmes of action, as well as for specific groups of youth, such as urban youth, rural youth, students, young workers and youth with disabilities.

A central component of the UN youth agenda is also the promotion of a rights-based approach. The Office of the United Nations High Commissioner for Human Rights defines a rights-based approach to development as "a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights."

SECTION RESOURCES

For more information about what was discussed in this section, go to www.un.org/youth. To find the full text of the UN instruments listed in this section, go to www.un.org/youth and click on the Library link. You can download the WPAY in all six official UN languages!

DID YOU KNOW THAT:

Participatory monitoring means making sure that the target group of the policies and programmes are themselves participating in the monitoring of actions that affect them. For the purposes of this Toolkit, this means making sure that young people themselves are assisting in assessing how their country's policies and programmes are affecting them, and to what extent meeting their needs.

We monitor in order to:

- **Measure progress,**
- **Identify strengths and weaknesses,**
- **Assess effectiveness,**
- **Determine the costs & benefits,**
- **Collect information,**
- **Share experiences,**
- **Improve effectiveness,**
- **Allow for better planning,**
- **Be accountable to stakeholders.**

MONITORING WPAY

Purpose of this section

The aim of this section is to provide a brief overview of monitoring methods and concrete tools to enable youth organizations to undertake an assessment of WPAY.

There are numerous ways for youth organizations to monitor country actions in implementation of WPAY. In this section we provide some methods for undertaking monitoring exercises. Pick and choose the right methods for you.

Monitoring[1]

WHAT IS MONITORING?

Monitoring can be defined as a continual and systematic examination of all aspects of a programme, project or event. It is used to measure progress in relation to the expected or desired outputs. Through monitoring, it is possible to ensure that one's objectives are attained in an effective and efficient way. Monitoring is used to identify successes and problems as early on as possible (in relation to programmes or projects), in order to make any necessary corrections.

Monitoring systems are thus used to collect information for:

- Daily programme/project decisions, such as use of resources, identification of achievements and constraints.
- Accountability to donors, partners and the target group to show progress made, resource allocation, and encourage wide participation.

[1] This section draws on the Module on Project Management, "UNESCAP HRD Course for Poverty Alleviation: Training Manual", United Nations Economic and Social Commission for Asia and the Pacific, 1999.

DID YOU KNOW THAT:

Monitoring objectives for the purpose of this Toolkit refer to assessing progress in achieving the goals of WPAY.

The purpose of your monitoring exercises therefore may include to:

- Assess if programme/project activities are being carried out as planned.
- Identify any problems.
- Locate strengths and opportunities.
- Monitor changes in the target population (youth).
- Assess the progress of the activities in reaching their objectives.

MONITORING STEPS

Once an organization has decided to undertake a monitoring exercise, there are many different steps to undertake. Here we review these steps, in relation to the purpose of this Toolkit.

- *What is the monitoring for?* It is important to know beforehand why you are undertaking a monitoring exercise. In this case, the United Nations Secretariat is requesting your help in monitoring your country's progress in achieving the goals agreed upon in WPAY.
- *Who will do it?* Identify who in your organization will undertake the monitoring. It might be good to assemble a team of people who can work together, and divide up key tasks. If necessary, provide training to the team members on gathering information and keeping records.
- *Preparations.* Make sure you develop a process for collecting information before you begin. You may wish to gather relevant background information on your country's policies and programmes before you begin. It is also important to set objectives for your monitoring exercise.
- *Information collection*. There are many different ways to gather information, and answer the key questions listed in Section 3. These include: group meetings, individual interviews and field visits. (*See "Gathering information", pp.17-19, for more information*).
- *Analysis of information*. After you have gathered the information, make sure you know how to analyze it. This could include entering information into a computer spreadsheet, or summarizing findings.
- *Report preparation*. The next step then includes preparing a report based on your results. The report should include recommendations for actions to take, based on your results. It is important to write the report in a reader-friendly format, possibly with graphics.
- *Follow up*. Identify ways to share your results with others, and implement the recommendations. (*See "Next steps", pp. 107-108*).

Did you know that.....

- Section 3 of this Toolkit, pages 24-87, provides you with key questions for measuring progress in achieving the goals of WPAY.

- The key questions can be used to measure both process (how the policy or programme has been implemented) as well as impact (the change which has resulted from the policy or programme).

Gathering Information[2]

Collecting information is the central element of the monitoring process! It includes analyzing existing available information as well as gathering new information though a variety of methods. There is no one single right way to gather your information, and it can often be helpful to use several methods. Some methods include:

- Focus group discussions with young people.

A focus group is an informal discussion to obtain opinions from a predetermined but limited group of people who have special knowledge about the target population's problems and needs. In this case, that group is young people.

In order to conduct a focus group, you should have a moderator and an assistant moderator. The moderator and assistant moderator will work together to try to obtain responses from everyone in the group, and make sure that everyone's opinion is respected. The moderator's duties should include to set group guidelines, such as time limits, to direct the conversation and keep it flowing smoothly, and to communicate clearly within the group. The assistant moderator should take notes, make sure the tape recorder is working correctly, arrange all the logistics (seating, lighting, refreshments), and assist the moderator in asking questions of participants.

Ideally, the focus group should have 6 to 10 participants, and last about 1 to 1 1/2 hours. It is important to make sure that a comfortable location has been chosen, with the participants seated in a circle, to encourage discussion. It is also suggested that a topic guide be developed, for use during the focus group. The topic guide lists issues to be covered during the focus group, and is useful for keeping the discussion focused, and giving some logical sequence to the discussion.

It is helpful if the moderator and assistant moderator have received formal or informal training on moderating skills. If no one in your organization has, your team may wish to read up on moderating skills before beginning any focus groups.

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[2] This section draws on the Module on Project Management, "UNESCAP HRD Course for Poverty Alleviation: Training Manual", United Nations Economic and Social Commission for Asia and the Pacific, 1999.

DID YOU KNOW THAT:

- In order to begin to gather information, it is important to think about:
  - What information is needed?
  - Where can the information be found?
  - What methods could be used for collection?
  - What information is available already?
  - How will the information be analyzed?
  - What skills and technical expertise are needed to gather and analyze the information?

DID YOU KNOW THAT:

- Individual interviews with young people

Personal interviews can also be valuable, to obtain in-depth information from an individual. The person conducting the interview may wish to tape record it, in order to be able to focus more on the person during the interview, and not worry about getting everything written on paper. Always remember to ask permission before tape recording someone.

- Individual interviews with government or civil society policy makers and programme managers

In-depth interviews with policy makers and programme managers from the government and civil society can also be conducted. They can provide insight on how a programme or project is being implemented, its successes and constraints.

- Review of existing documentation

It is important to review existing documentation, in order to avoid duplication of efforts, and to save your organization's resources. It may be useful to put together a team of people who can collect relevant information from government ministries, NGOs and other organizations. This information can then be reviewed, analyzed and summarized. After reviewing existing information, it will be easier to determine what additional information you may wish to find out.

- Field visits to project sites

Conducting a field visit is a good method for finding out firsthand about the impact of a programme or project. During a field visit, the programme manager, and other programme staff, can be informally interviewed. If the project is providing direct services to young people, it will also be helpful to interview them as well.

Case Studies

WHAT IS A CASE STUDY?

Case studies can be used to highlight "good practices" which are happening at the local or national level. These good practices can occur in a programme, project or an organization. The purpose of drafting good practice case studies is to highlight the achievements that have been made, in order that others can learn from the example,

Did you know that:

Criteria for good practices include:

Ethical soundness: does not break principles of social development work (i.e. equality, distributive justice, tolerance).

Effectiveness: succeeds in producing the desired outcomes and reaching objectives.

Relevance: responds to a particular issue/context (include cultural, social and political factors).

Efficiency: produces desired outcomes/effects with a minimum of resources (i.e., financial, human).

Innovation: contains unique features that distinguish it from previous work.

Sustainability: demonstrates an ability to continue being effective/relevant in the medium to long term.

and perhaps even replicate parts of it for their context. A good practice thus allows for lessons learned, reflection and analysis of what has and hasn't worked, and why. As such, case studies are valuable tools!

Case studies can vary in length, depending on the level of detail. Here we provide you with an example of a case study outline:

- *Organizational information:* Include the organizational profile (the type of organization it is, its structure and size, when it was established, what its constituency is, and the staff resources), the organizational goals and philosophy, and describe the organization's major areas of activity and achievements.
- *The project/programme/policy ("model") being highlighted:* Include the target population, target area, duration, and nature of activities, describe the specific problem to be addressed by the model, and include the specific objectives, intended outputs, and activities.
- *The evaluation:* why is this considered a good practice. Include:
  - Responsiveness/Relevance: How does the model contribute to overall national efforts being undertaken? How is it in line with WPAY and other international instruments? How does the model assess and reflect the needs of the target group?
  - Efficiency: How are resources (financial, human, local) used in an effective and timely manner? Is the model able to adapt to changing conditions/flexible? Are other actors (government, NGO, private sector) involved in the planning?
  - Innovation: Does the model encourage young people to participate? Does it attempt to break away from conventional top-down approaches? Does it use methods and tools available in the national/local contexts?
  - Sustainability: How is the organization able to develop and manage the requisite human resources to sustain its projects and develop new ones? How is the organization able to mobilize on a continuous basis, social, technical and community support (including all types of in-kind

support) for its programmes/projects? What is the local commitment (financial, human, in-kind) for the model? How will the model continue to be effective/relevant in the medium to long-term? How will the model be able to adapt to changing environments? To what extent are there links with other national/local organizations (governmental and NGO)?

- Impact: In what ways has the model made a difference to the quality of life of young people? To what extent has the model increased national (institution/ personnel) capacity (including knowledge, skills and attitudes)? To what extent has the model produced the desired outcomes/reached its objectives?

- Conclusion: Summarize the main points in one paragraph, describe what factors are necessary for the model to be replicated elsewhere and/or scaled up, as well as the lessons learned.

USING CASE STUDIES TO MONITOR WPAY IMPLEMENTATION

Here we provide some ideas for short case studies you may wish to undertake in connection with Section 3. Feel free to use some of these, or make up your own!

Idea #1: National youth mechanisms

- Does a youth policy exist in your country? Is it cross-sectoral? Does it have specific, time-bound objectives? What about evaluation mechanisms?
- What type of youth department or youth ministry exists in your country? How does it coordinate with other ministries? Is it cross-sectoral?
- Does the youth department/ministry conduct research and data collection on youth-related issues? How are these findings disseminated?
- What types of national coordinating mechanisms exist? How are youth policies integrated with youth programmes?

- What is the involvement and participation of youth and youth organizations in the existing institutions and mechanisms?
- What have been the successes and constraints?

Idea #2: Highlighting a youth organization

- What makes this particular organization worthwhile?
- Does this organization fully represent all youth? Is it gender balanced?
- How does this organization work with the government and NGOs?
- What types of programmes does this organization implement?
- What have been the successes and constraints?

Idea #3: Highlighting a youth project

- What makes this particular project worthwhile?
- Does this project take into consideration gender concerns?
- How do youth participate in the planning, implementation and evaluation of the project?
- How does this project fit in to the overall government or NGO programme?
- What have been the successes and constraints?

IMPLEMENTING WPAY: ACTIONS TAKEN AND LESSONS LEARNED

Purpose of this section

The objective of this section is to provide key questions for monitoring and assessing national youth policies, programmes and/or services undertaken by your government, and civil society, since WPAY.

National actions taken in the 15 priority areas/areas of concern[3] for youth

This section provides you with the name of the priority area and the *agreed upon actions* in WPAY (for the first ten areas). It then provides you with possible key questions, using the WPAY text itself (for the first ten) as well as other ideas for determining what actions your country has taken in reaching the goals of WPAY. Pages opposite the text provide you with a handy overview of what the current status of young people is, in relation to the area.

This section provides guidelines and suggestions for your assessment. It is not expected that you will review each goal in-depth, and do not feel that you have to answer each question! Rather, we recommend that you review a few of the priority areas, which are of most concern to you. You may wish to ask yourself the following questions before starting the evaluation:

- Which of the 15 areas do you consider to be a top priority in your country?
- Which of the areas interest you? In which area do you consider yourself to be knowledgeable?

[3] This refers to the 10 priority areas for youth identified in WPAY (*see page 6*) as well as the 5 additional areas of concern for youth adopted by the General Assembly in 2003.

For all priority areas, a variety of questions are provided. While these are quite comprehensive, you may wish to add others, if there are specific policies or programmes in your country that are not covered here. We have not included "gender equality" and "youth participation" for each question, for example, although these are both areas to consider when monitoring policies and programmes.

For each topic, you may also want to consider the additional following key questions:

- To which young people is this topic of importance (including considerations such as age, gender, urban/rural, and ethnic background)?
- Is there a national policy document on the topic? If yes, is this policy being implemented? By whom? How?
- Who are the main stakeholders in this field (including national NGOs, international NGOs, government agencies, and businesses)?
- Are young people included in the decision-making processes?
- Is there cooperation between the government and youth organizations in this area?
- What additional actions do you think your country should undertake in this area?

The previous section of this Toolkit provides an overview of monitoring methods, and gives some concrete tools for gathering information. We encourage you to read that section before undertaking information gathering for this section.

DID YOU KNOW THAT.....

130 million children are not in school.

133 million youth are illiterate.

In countries of sub-Saharan Africa and South Asia, participation in primary education remains low, with wide enrolment gaps, largely accounted for by gender discrimination, membership in minority groups, rural location and poverty.

In parts of Western Asia and northern Africa, and in most of Latin America, while gender gaps are small, social inequalities in educational opportunities at the secondary level are very marked and completion rates are often low.

For developed countries, participation rates in primary and secondary education are relatively high throughout the whole education and training system, but social background and ethnicity still make noticeable differences to educational opportunities.

.....DID YOU KNOW THAT

AREA 1: **EDUCATION**

Action 1:

Governments agreed to "Improving the level of basic education, skill training and literacy among youth"

EDUCATION FOR ALL

- What steps has the government taken in promoting education for all young people?
- Has the national school curriculum been reformed? If so, what have been the major changes? What have been the successes and constraints?
- Does the national school curriculum promote gender equality? Does it embrace a multi-cultural/multi-ethnic society?
- In what ways has your government made a commitment to life-long education? What about distance education?
- Is non-formal education promoted by the government? Is it recognized by employers?
- Is education at all levels equally accessible for young people independently of their economic status?
- Have NGOs/youth organizations been active in promoting education for youth? What about in youth-to-youth (peer education) programmes?
- In what ways has the government targeted particular groups (e.g., indigenous youth, migrants, refugees, street children, poor children, youth with disabilities) in education efforts?
- What are the factors that hinder young people from going to or remaining in school?

Did you know that:

- Education is the single most important factor for young people to lead productive and responsible lives.

Did you know that:

- Lifelong learning schemes are important to provide culturally, socially and economically appropriate education.
- The participation of students as partners in reviewing and renewing educational systems is crucial.

Action 2:

Governments agreed to promoting "Cultural heritage and contemporary patterns of society"

Action 3:

Governments agreed to "Promoting mutual respect and understanding and the ideals of peace, solidarity and tolerance among youth"

PROMOTING CULTURAL HERITAGE, DIVERSITY AND PEACE

- Do programmes exist which educate youth on their own cultural heritage and that of other societies, including minority groups?
- Are there government or NGO exchange programmes and youth camps, which promote cultural diversity and/or cultural heritage? How accessible are these programmes? What about programmes for minority or indigenous youth?
- If there are Cultural Heritage sites in your country, are young people involved in their restoration and/or related activities?
- Are conflict resolution/peacemaking classes part of the school curriculum? If so, at which levels? Are courses government or NGO managed?
- How does the school curriculum promote cultural diversity? How is peace education taught in schools? Are there government and NGO programmes?

Action 4:

Governments agreed to providing "Vocational and professional training"

DID YOU KNOW THAT:

- In the Dakar Framework for Action on Education for All (April 2000), governments committed themselves to, among other things:

> "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes"; and
>
> "Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality."

ACCESSING VOCATIONAL TRAINING

- What types of vocational/technical training are available in your country? Are these government or NGO programmes? What is the job-placement rate for these programmes? What have been the successes and constraints?
- Are vocational/technical training programmes available for all youth in your country? What are constraints to accessing these programmes? Are they equally accessible to all youth? Do they provide young people with the necessary skills to succeed in the job market?
- Are government services available to assist young people in entering the job market after their education or vocational training?

Action 5:

Governments agreed to "Promoting human rights education"

ADVANCING HUMAN RIGHTS

- Is human rights education taught in schools? What type of curriculum is taught? At what levels?
- Do youth organizations participate in the planning, implementation and existing monitoring and reporting procedures linked to human rights education?

Action 6:

Governments agreed to promoting "Training for enterprise programmes"

Did you know that:

inkages between schools and the private sector are

important.

PROMOTING ENTERPRISE TRAINING

- What types of training programmes exist for individual and cooperative enterprises? Are they managed by governments or NGOs?
- How are young people encouraged as entrepreneurs? What types of support are available? What are the constraints?

Action 7:

Governments agreed to providing "Infrastructure for training youth workers and youth leaders"

ACCESSING TRAINING PROGRAMMES

- What government programmes are available for training youth workers and youth leaders? Are these programmes equally accessible for young women and young men? What have been the successes and constraints?
- What government programmes exist for providing young people with on-the-job training?
- Are there programmes managed by NGOs? What types?
- What types of internship and/or volunteer programmes exist for youth?
- How are young people involved in the development and implementation of programmes?

DID YOU KNOW THAT:

Youth unemployment can have a life-long impact.

74 million young people were out of work in 2002 (up from 58 million in 1995).

Youth are 41 per cent of the world's unemployed.

Youth unemployment is 2-3 times higher than average unemployment.

Young people are often "forced" into entrepreneurship and self-employment in the informal sector, due to a lack of options.

Young people are often the first to lose their employment during an economic crisis.

The transition period for young people (between finishing their degree and obtaining permanent employment) often lasts several years.

AREA 2: **EMPLOYMENT**

Action 1:

Governments agreed to promoting "Opportunities for self-employment"

Action 2:

Governments agreed to providing "Employment opportunities for specific groups of young people"

PROMOTING SELF-EMPLOYMENT

- What types of grant schemes are available in your country for youth? Are these government or NGO managed? What have been the successes and constraints?
- In what ways does the government promote youth enterprise/employment? What about NGO programmes? How is the business sector involved in such schemes?
- As part of its youth employment efforts, how does the government target young women, young people with disabilities, youth returning from military service, migrant youth, refugee youth, displaced persons, street children and indigenous youth?
- How are youth organizations and young people themselves involved in the planning and implementation of youth employment programmes?

Action 3:

Governments agreed to providing "Voluntary community services involving youth"

DID YOU KNOW THAT:

The UN has created 4 strategies for youth employment:

- Employability – investing in education.
- Equal opportunities – for men and women.
- Entrepreneurship – start and run businesses.
- Employment creation – as part of macroeconomic policy.

(To find out more, go to the Secretary-General's Youth Employment Network, www.ilo.org/yen)

ENCOURAGING VOLUNTARY SERVICE

- What types of voluntary service programmes for youth exist? Are these government or NGO managed? Are these programmes provided as alternatives to military service and/or considered part of national education?
- What is the scope of the available voluntary service programmes? Do they include, for example, youth camps, community service projects, environmental protection or inter-generational cooperation programmes?
- How are youth and/or youth organizations involved in the design, implementation or evaluation of such programmes?
- Are there links between programmes in developing and developed countries? Are these programmes government or NGO managed?
- Are there government support measures available for voluntary work initiatives launched by youth organizations?

Action 4:

Governments agreed to addressing "Needs created by technological changes"

UTILIZING TECHNICAL INNOVATIONS

- In what ways is the government promoting youth employment opportunities in areas of technological innovation? How are youth trained in this area?
- What types of training programmes are available for youth in high-technology industries? Are there linkages between government and business-sector programmes? What about between training programmes and employment opportunities?
- Are computer applications part of the school curriculum? Are schools connected to the Internet?

Did you know that:

38 to 110 million young people are malnourished.

Living on less than$1 per day: 238 million young people.

Living on less than $2 per day: 462 million young people.

One mechanism used by young people in response to situations of poverty is migration: many young people leave their homes in search of opportunities for better lives.

AREA 3: HUNGER AND POVERTY

Action 1:

Governments agreed to "Making farming more rewarding and life in agricultural areas more attractive"

PROMOTING FARMING

- What types of government incentives and programmes are available for young people in rural areas? What have been the successes and constraints?
- What types of farming programmes (experimental or otherwise) are offered for young people? How are these services delivered and promoted?
- Are cultural events organized by the government or NGOs to promote urban-rural youth linkages? How are young people or youth organizations involved in these activities?

Action 2:

Governments agreed to providing "Skill-training for income-generation by young people"

DEVELOPING YOUTH SKILLS

- What programmes are available for young people related to skills development in agricultural production and marketing? Are these government or NGO programmes?
- In the rural areas, do training programmes exist for youth? How do programmes link with food production and the achievement of food security?
- Do programmes pay attention to special groups, including 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 children, indigenous youth, youth returning from military service and youth living in areas of resolved conflicts? Are these government or NGO programmes?

Did you know that:

At The World Summit for Social Development (March 1995), governments focused on the core issues of poverty eradication, employment generation and social integration, in "contributing to the creation of an international community that enables the building of secure, just, free and harmonious societies offering opportunities and higher standards of living for all."

Action 3:

Governments agreed to providing "Land grants for young people"

PROVIDING LAND GRANTS

- Are land grants made available by the government to youth and youth organizations? Is technical support or training also provided?
- How are youth organizations involved in these programmes? Do the programmes take appropriate consideration of environmental concerns?

Action 4:

Governments agreed to addressing "Cooperation between urban and rural youth in food production and distribution"

PROMOTING RURAL-URBAN COOPERATION

- In what ways have NGOs organized direct-marketing groups, including production and distribution cooperatives? What have been the successes and constraints of such programmes?

DID YOU KNOW THAT:

Major health risks for young people include:

- Reproductive health risks: unsafe sex, lack of contraception, and teenage pregnancy.
- Behavioural risks: accidents, violence, alcohol, tobacco, and drugs.
- Risk of disease and infection: pneumonia, diarrhoea, malaria, measles, and HIV.

DID YOU KNOW THAT:

- Successful health policies for young people must be interdisciplinary and intersectoral, taking into account not only their physical condition, but also their personal, social and mental development.

- Participation by young people in all stages of health provision — needs assessment, design, delivery and evaluation — is necessary to ensure that health responses are appropriate, effective and efficient.

AREA 4: **HEALTH**

Action 1:

Governments agreed to ensuring "Provision of basic health services"

ENSURING ACCESS TO BASIC HEALTH SERVICES

- Do all young people have access to basic health services? What types of health services are available? Are these government or NGO managed?
- Are the basic health services provided "youth-friendly"? Are young people aware of the available health services? What are the constraints for accessing such services?
- Do young women and men have access to free or cheap basic medication and contraceptives?

Action 2:

Governments agreed to "Development of health education"

PROMOTING HEALTH EDUCATION

- Does school curriculum at the primary and secondary levels include primary health knowledge and practices? Is basic hygiene a part of the curriculum?
- In what ways are young people or youth organizations involved in the development, implementation or evaluation of health education curriculum?
- Are young people taught about "healthy lifestyles", including the legal, social and health consequences of behaviour that poses health risks? At what levels? Are there government and NGO programmes? What are the constraints and successes to having such programmes?
- Are there government or NGO programmes that address taboos in discussing sexual and reproductive health?

DID YOU KNOW THAT:

There is a continued need to address young people's sexual and reproductive health from a preventive, rights-based, gender-responsive and empowering approach.

Sexual and reproductive health is an essential component of young people's ability to become well-adjusted, responsible and productive members of society.

AND

Promoting good health for young people depends a great deal on providing information and on promoting the development of life skills, the ability to deal with sexuality in a mature manner, the exercise of good judgment, the development of healthy self-esteem, the management of emotions and feelings and the ability to handle pressure.

Action 3:

Governments agreed to "Promotion of health services, including sexual and reproductive health and development of relevant education programmes in those fields"

Action 4:

Governments agreed to addressing "HIV infection and AIDS among young people"

PROMOTING HEALTH SERVICES

- What information and services are available to young people to help them understand their sexuality and protect them from unwanted pregnancies, and sexually transmitted diseases? Are these government or NGO programmes?
- Do young people have access to "youth-friendly" information, outside of their families, about their basic sexual and reproductive rights?
- Are there programmes, which educate young men to respect women's self-determination and to share responsibility with women in matters of sexuality and reproduction? Are these government or NGO programmes?
- What types of comprehensive sexual and reproductive health-care services exist for young people? Are they consistent with internationally agreed upon practices?
- In what ways are young people or youth organizations involved in the development, implementation or evaluation of reproductive health information and services?

Action 5:

Governments agreed to "Promotion of good sanitation and hygiene practices"

Action 6:

Governments agreed to "Prevention of disease and illness among youth resulting from poor health practices"

DID YOU KNOW THAT:

At the International Conference on Population and Development (Sept. 1994), governments committed themselves to, among other things, "...make accessible through the primary health-care system, reproductive health to all individuals of appropriate ages as soon as possible and no later than the year 2015."

At the ICPD + 5 special session of the General Assembly (1999), benchmarks included that "...Governments should strive to ensure that by 2015 all primary health-care and family planning facilities are able to provide, directly or through referral, the widest achievable range of safe and effective family planning and contraceptive methods..."

PREVENTING DISEASE, ILLNESS AND EXPLOITATION

- Do youth health associations exist? Are they supported by governments and/or NGOs? Do they promote good sanitation and hygiene programmes?

- What types of government policies exist for promoting healthy lifestyles for youth, including policies for discouraging drug, tobacco and alcohol abuse? Are there policies that ban the advertisement of tobacco and alcohol? How are young people informed about the adverse effects of drug and alcohol abuse and tobacco addiction?

- What types of programmes exist to train medical, paramedical, educational and youth work personnel in health issues? Are there government-sponsored research studies? How are youth organizations involved in programme and research efforts?

Action 7:

Governments agreed to "Elimination of sexual abuse of young people"

- What types of specific preventive measures exist to protect children, 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? Are there government and NGO policies and programmes?

- Does legislation exist which prohibits female genital mutilation?

Action 8:

Governments agreed to "Combating malnutrition among young people"

- What post-primary-school and out-of-school health programmes exist for youth? Are there government or NGO programmes? Is there an emphasis on healthy eating practices? Do school lunch programmes exist?

- At the World Summit on Sustainable Development (Aug.-Sept. 2002), governments:
- Reaffirmed their commitment to realizing the Agenda 21 goals;
- Strengthened the concept of sustainable development and the linkages between poverty, the environment and use of natural resources;
- Created partnerships with civil society and the private sector;
- Established some new targets, including to:

did you know that:

  - Halve the proportion of people without access to basic sanitation by 2015;
  - Use and produce chemicals by 2020 in ways that do not lead to significant adverse effects on human health and the environment;
  - Maintain or restore depleted fish stocks to levels that can produce the maximum sustainable yield on an urgent basis and where possible by 2015;
  - Achieve by 2010 a significant reduction in the current rate of loss of biological diversity.

AREA 5: **ENVIRONMENT**

Action 1:

Governments agreed to "Integration of environmental education and training into education and training programmes"

PROMOTING THE ENVIRONMENT

- Is environmental education taught in schools? How are teachers trained on this subject matter?
- In what ways are youth organizations involved in gathering environmental data and in environmental action? Are youth activities supported by the government and NGOs?
- Does the government support and use the research of environmental science programmes and other research activities undertaken by youth?

Action 2:

Governments agreed to "Facilitating the international dissemination of information on environmental issues to, and the use of environmentally sound technologies by, youth"

Action 3:

Governments agreed to "Strengthening participation of youth in the protection, preservation and improvement of the environment"

did you know that:

YOUTH OFTEN HAVE A SPECIAL CONCERN FOR THE ENVIRONMENT.

MESSAGES IN THE MEDIA AND THE EDUCATION SYSTEM ARE MOST CRUCIAL TO ACTIVATE YOUNG PEOPLE'S INVOLVEMENT.

PARTICIPATION IN DECISION-MAKING IS ESSENTIAL FOR YOUTH INVOLVEMENT.

Action 4:

Governments agreed to "Enhancing the role of the media as a tool for widespread dissemination of environmental issues to youth"

ENCOURAGING YOUTH INVOLVEMENT IN THE ENVIRONMENT

- What types of information materials exist about the environment? Are these produced by the government or NGOs? How are such materials distributed? Are youth or youth organizations involved in the development or dissemination of such information?
- Does the government encourage the use of environmentally sound technologies?
- Do programmes exist which promote youth participation in tree planting, forestry, combating desert creep, waste reduction, recycling, combating climate change and other sound environmental practices?
- How are young people and youth organizations involved in designing and implementing appropriate environmental policies? Are young people involved in the management of programmes?
- In what ways does the government encourage the media and advertising agencies to develop programmes to ensure widespread dissemination of information on environmental issues?
- How are young people encouraged to participate in decision-making processes with regard to the environment, at the local, national and regional levels? What are the successes and constraints?

did you know that:

most alcohol, tobacco and illicit drug use starts during adolescence.

from the supply side: slow progress has been made on restrictions (such as curbs on advertising and marketing), and more types of drugs are now available.

from the demand side: there is a globalization of demand for drugs among young people.

family programmes designed for general populations, addressing communication, coping and disciplinary skills, can discourage the use of alcohol, tobacco and cannabis by young people in their early to middle teens.

PRIORITY AREA 6: **DRUG ABUSE**

Action 1:

Governments agreed to "Participation of youth organizations and youth in demand reduction programmes for young people"

RESPONDING TO THE NEEDS OF YOUNG PEOPLE

- Do drug demand reduction programmes target all young people, particularly those at risk? Does the content of such programmes respond directly to the interests and concerns of those young people? Are there government and NGO programmes?
- In what ways are drug prevention programmes linked to recreational activities and skills development?
- How are young people and youth organizations involved in designing and implementing education programmes and individual counselling for youth? Is there training provided for youth leaders to give young people these skills?
- Does the government cooperate with NGOs and youth organizations in carrying out demand reduction programmes for illicit drugs, tobacco and alcohol? What are the successes and constraints?

Action 2:

Governments agreed to "Training medical and paramedical students in the rational use of pharmaceuticals containing narcotic drugs or psychotropic substances"

PROVIDING APPROPRIATE TRAINING

- What types of training courses exist which disseminate information material for young medical and paramedical students on the proper handling of drugs and the diagnosis of substance abuse?

Action 3:

Governments agreed to "Treatment and rehabilitation of young people who are drug abusers or drug-dependent and young alcoholics and tobacco users"

DID YOU KNOW THAT:

"Typical" lifetime prevalence (defined as rates of ever having used), 15–16 year olds, OECD countries:

Alcohol: 68 to 98 per cent

Tobacco: 47 to 86 per cent

Cannabis: 35 to 43 per cent (7 countries over 25 per cent)

Inhalants: up to 22 per cent

Ecstasy: 4 to 5 per cent

Amphetamines: 8 to 15 per cent

Cocaine: up to 4 per cent

(Source: World Youth Report 2003, www.un.org/youth)

Action 4:

Governments agreed to providing "Care for young drug abusers and drug-dependent suspects and offenders in the criminal justice and prison system"

PROVIDING APPROPRIATE TREATMENT AND REHABILITATION SERVICES

- Has research been conducted by the government on drug abuse? If so, has the research been undertaken in cooperation with NGOs and/or youth organizations?

What types of programmes exist on drug abuse prevention for children and youth, and rehabilitation and education programmes for former drug and alcohol addicts? Are these government or NGO programmes?

- Do peer group therapy activities exist? Are youth organizations involved in the running of such programmes?

- Do programmes exist for young people suspected or convicted of criminal offences, which include alternative measures, such as regular visits to parole officers or the fulfillment of a specified number of hours of community service? What are the successes and constraints?

- What types of treatment and rehabilitation services exist for young prisoners who are already drug-dependent? Are there guidelines for national authorities in law enforcement and prison systems in maintaining the necessary controls and initiating these services?

did YOU know that:

Most young people eventually desist from criminal or deviant behaviour.

Some delinquency takes place in young subcultures, such as gangs.

and

did you know that:

Some types of juvenile delinquency form part of the process of maturation and growth, and will disappear spontaneously as young people make the transition to adulthood.

Young people who are marginalized are more susceptible to developing and maintaining delinquent behaviour. Poverty, social exclusion and unemployment often cause marginalization.

AREA 7: JUVENILE DELINQUENCY

Action 1:

Governments agreed to accord "Priority to preventive measures"

PREVENTING JUVENILE DELINQUENCY

- What types of government policies and programmes exist to prevent juvenile delinquency and youth criminality? Are these programmes in both rural and urban areas?
- How are young people or youth organizations involved in the development, implementation or monitoring of such programmes?
- What programmes exist to provide youth from poor urban settings with access to educational, employment and leisure programmes, particularly during long school holidays? Are these government or NGO managed?
- Are there programmes available for young people who drop out of school or come from broken families? Are these government or NGO managed?

Action 2:

Governments agreed to take measures for "Prevention of violence"

PREVENTING VIOLENT BEHAVIOUR

- What type of information campaigns and educational and training programmes exist to sensitize youth against violence? Are these government or NGO programmes?
- Are there programmes available which focus on eradicating contemporary forms of racism, racial discrimination, and xenophobia?
- Are youth encouraged to become part of youth organizations or other community/social organizations? How does the government support these organizations? What are the successes and constraints?

DID YOU KNOW THAT:

responsibilities for juvenile justice should be decentralized in order to encourage local authorities to be actively involved in preventing youth crime and to actively **reintegrate** young offenders through social integration projects, thereby fostering responsible **citizenship.**

Action 3:

Governments agreed to provide "Rehabilitation services and programmes"

PROVIDING REHABILITATION SERVICES

- What types of youth rehabilitation programmes and services are available for youth with a criminal record? Are these government or NGO programmes? Are youth or youth organizations involved in the planning, implementation or evaluation of such programmes? What are the successes and constraints?
- Do prisons especially for young people exist, or are young people imprisoned together with adult prisoners?
- Do young people who are imprisoned have access to education and vocational training?
- Are the human rights of young people who are imprisoned protected?

Leisure = discretionary hours not in school and not in paid work.

did you know that:

Is beneficial for the young person's development and promotes social integration and cohesion of society.

Volunteerism, sports, and community participation of young people are best examples.

AREA 8: LEISURE-TIME ACTIVITIES

Action 1:

Governments agreed to "Leisure-time activities as an integral part of youth policies and programmes"

Action 2:

Governments agreed to "Leisure-time activities as elements of educational programmes"

ENCOURAGING LEISURE-TIME ACTIVITIES FOR YOUTH

- In what ways does the government promote leisure-time activities for youth? How are these activities supported by the government? What about NGO programmes?
- Has your government established public libraries, cultural centres and other cultural facilities in rural and urban areas? How are young people encouraged to be active in the fields of drama, the fine arts, music and other forms of cultural expression? What about NGO involvement?
- In what ways are young people encouraged to participate in tourism, international cultural events, sports and all other activities of special interest to youth?
- Does the government provide funding to educational institutions for the establishment of leisure-time activities? Are these activities integrated into the regular school curriculum?

Action 3:

Governments agreed to address "Leisure-time activities in urban planning and rural development"

- Has the government incorporated leisure-time activity pro–grammes and facilities in urban planning? What about rural develop-ment programmes?

Did you know that:

Violence against women, including young women, cuts across all social and economic strata and is deeply embedded in cultures around the world.

Girls and young women face:

- *Gender-based stereotyping, including discrimination.*
- *Unequal treatment in the worlds of education and work.*
- *Lack of access to reproductive health services to prevent sexually transmitted infections and pregnancy.*
- *Violence; female infanticide; genital mutilation; sexual abuse and exploitation.*

Achievements have been made in enrolment levels for girls and young women and earning potential for young women who have completed higher levels of education. However, gender-based stereotyping and discrimination continue to affect educational attainment and in employment many women do not receive equal remuneration for work that is equal to that of their male colleagues.

Action 4:

Governments agreed to address "Leisure-time activities and the media:

- How has the government encouraged the media to promote youth understanding and awareness of all aspects of social integration, including tolerance and non-violent behaviour?

AREA 9: GIRLS AND YOUNG WOMEN

Action 1:

Governments agreed that "Actions should be taken to eliminate discrimination against girls and youth women"

Action 2:

Governments agreed to ensure "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"

ENSURING EQUAL OPPORTUNITIES FOR GIRLS AND YOUNG WOMEN

- What government actions have been undertaken to eliminate discrimination against girls and young women? What about NGO activities? What have been the successes and constraints?
- How has the government promoted 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?
- Are education materials and practices gender balanced? What about for government and NGO programmes? Does the education setting eliminate barriers to the participation of girls and young women, including those that are married/and or pregnant?

Action 3:

Governments agreed that "Discrimination against girls and young women should be eliminated in health and nutrition"

- Has the government removed discriminatory laws and practices against girls and young women in food allocation and nutrition programmes, as well as in access to health services? In what ways? What have been the success and constraints?

Action 4.

Governments agreed to that "Girls and young women should be protected from economic and related forms of exploitation"

- How does the government protect girls and young women from economic and related forms of exploitation?
- How does the government promote equal access for young women to all employment opportunities? How is the participation of young women encouraged in the traditionally male-dominated sectors? Does the government have policies or programmes for promoting equal remuneration for equal work? What have been the successes and constraints?

Action 5:

Governments agreed to "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"

- What are the national policies and legislation, which protect 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? What types of government and NGO prevention programmes and support services are available for girls and young women in these areas?
- How are young people or youth organizations involved in the development, implementation or evaluation of such programmes?

AREA 10: FULL AND EFFECTIVE PARTICIPATION OF YOUTH IN THE LIFE OF SOCIETY AND IN DECISION-MAKING

Action 1:
Governments agreed to "Improving access to information in order to enable young people to make better use of their opportunities to participate in decision-making"

Action 2:
Governments agreed to "Developing and/or strengthening opportunities for young people to learn their rights and responsibilities"

Action 3:
Governments agreed to "Encouraging and promoting youth associations through financial, educational and technical support and promotion of their activities"

Action 4:
Governments agreed to "Taking into account the contributions of youth in designing, implementing and evaluating national policies and plans affecting their concerns"

PROMOTING YOUNG PEOPLE'S PARTICIPATION

- In what ways does the government support or promote young people's participation in decision-making? What are the successes and constraints to youth participation?
- Are there NGO programmes or activities, which promote youth participation in decision-making?
- How do young people learn about their rights and responsibilities as citizens? Through in-school or out-of-school activities?
- In what ways does the government promote youth associations? What support is provided? Is support provided by NGOs and private sector as well?

Did you know that:

Youth participation:

- >Leads to better decisions and better outcomes.
- >Is an integral part of democratic societies.
- >Strengthens young people's commitment and understanding of human rights and democracy.
- >Promotes social integration and cohesion in society.
- >Promoting young people's participation.

ALSO *did you know that:*

Young people's participation is getting increased attention at international forums:

- >Delegations to the 58th session of the General Assembly from Australia, Denmark, Finland, the Netherlands, Norway, Sweden and Switzerland included youth representatives.
- >Young people demonstrated through their participation at the World Summit on Sustainable Development that they could inject social values and notions of equity into debate.
- >All UN agencies are now working with young people in the planning and development of programmes.

- How are young people or youth organizations involved in designing, implementing and evaluating national policies and plans affecting youth?
- Does a national youth platform (such as a National Youth Council) exist in your country? If so, is it recognized by the government? Does it receive financial support from the government?

Action 5:

Governments agreed to "Encouraging increased national, regional and international cooperation and exchange between youth organizations"

Action 6:

Governments agreed to "Strengthening the involvement of young people in international forums, inter alia, by considering the including of youth representatives in their national delegations to the General Assembly"

- How does the government, or NGOs, encourage national, regional and international cooperation and exchange between youth organizations?
- Are young people represented as part of your government delegation at international forums? If so, how? How could young people be better represented in delegations to the General Assembly?

DID YOU KNOW THAT:

Young people are rarely involved in the decision-making that drives globalization; although they will inherit the world that globalization creates.

- There are two main views about economic globalization:
  - Benefits young people: they are quick adapters.
  - Hurts young people: they are being exploited.

Social aspects of globalization include: Young people come closer together: local issues become global issues and vice versa.

Has it created a more uniform culture?

AREA 11: GLOBALIZATION[4]

Action 1:

Governments agreed that "We believe that the central challenge we face today is to ensure that globalization becomes a positive force for all the world's people."

Action 2:

Governments agreed that "Responsibility for managing worldwide economic and social development, as well as threats to international peace and security, must be shared among the nations of the world and should be exercised multilaterally."

SUPPORTING YOUTH IN A GLOBALIZING WORLD

- Are there government policies or programmes that specifically address the effects of globalization for your country? If so, in what areas of focus?
- Has research been conducted on the effects of globalization on your country's youth?
- Has the government or other institutions been effective and strategic in its aid delivery? Has it mobilized its resources for international development? What sort of technical cooperation and sharing of technology is undertaken? Are youth involved?
- Does the government share information and consult with young people on international trade policies?
- Has the government taken any measures to mitigate any negative impacts of globalization on youth development?

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[4] Actions for this priority area taken from the United Nations Millennium Declaration (General Assembly Resolution 55/2, September 2000). See the Declaration for more details about the commitments (www.un.org/millennium/summit.htm). Check and see if your government attended the Millennium Summit.

Action 3:

Governments agreed that "We resolve therefore to create an environment–at the national and global levels alike–which is conducive to development and to the elimination of poverty."

Action 4:

Governments agreed "To develop and implement strategies that give young people everywhere a real chance to find decent and productive work."

- Have young people, youth organizations or other NGOs conducted advocacy campaigns about globalization? If so, what types of campaigns (e.g., social justice)?

AREA 12: INFORMATION AND COMMUNICATION TECHNOLOGIES[5]

Action 1:

Governments agreed to "Development of national e-strategies, including the necessary human capacity building, should be encouraged by all countries by 2005, taking into account different national circumstances"

Action 2:

Governments agreed to "In the context of national e-strategies, address the special requirements of older people, persons with disabilities, children, especially marginalized children and other disadvantaged and vulnerable groups, including by appropriate educational administrative and legislative measures to ensure their full inclusion in the Information Society"

Action 3:

Governments agreed to "Encourage the design and production of ICT equipment and services so that everyone has easy and affordable access to them including older people, persons with disabilities, children, especially marginalized children, and other disadvantaged and vulnerable groups"

Action 4:

Governments agreed to "Develop domestic policies to ensure that ICTs are fully integrated in education and training at all levels, including in curriculum development, teacher training, institutional administration and management, and in support of the concept of lifelong learning"

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[5] Actions for this priority area taken from the World Summit on the Information Society (December 2003). See the Plan of Action for more details about the commitments (www.itu.int/wsis). Check and see if your government attended the World Summit.

did you know that:

Young people are often the first to take advantage of advances in information and communication technologies (ICTs).

Traditional forms of socialization of young people, such as family and school, are being challenged.

New technology is bringing a uniform culture of information, pleasure, and autonomy. At the same time, many young people, particularly in developing countries, are excluded from this information revolution, leaving them on the wrong side of the digital divide

Action 5:

Governments agreed to "Work on removing the gender barriers to ICT education and training and promoting equal training opportunities in ICT-related fields for women and girls"

HARNESSING ICTS FOR THE BENEFIT OF YOUNG PEOPLE

- Are there government policies or programmes that specifically address ICTs and young people? If so, in what areas of focus?
- Has research been conducted on the benefits, and drawbacks, of ICT for youth?
- Are there services or programmes to assist young people in using ICTs to gain employment?
- Are there government programmes that teach ICT-related skills to young people? If so, what types of programmes and training are available? Are there in-school and out-of-school programmes? What about NGO programmes? Is the private sector involved in programmes?
- Is equal access to ICTs part of government policy? What about for vulnerable groups, including persons with disabilities?
- Have young people or youth organizations been involved in the planning, implementation and evaluation of such programmes? How are youth organizations utilizing ICTs?

did you know that:

AIDS kills – there is no cure

Almost 12 million young men and women live with **HIV/AIDS.**

6,000 young people get infected every day – 2.5 million new cases in 2002.

AREA 13: HIV/AIDS[6]

Action 1:

Governments agreed to "By 2003, ensure the development and implementation of multisectoral national strategies and financing plans for combating HIV/AIDS"

Action 2:

Governments agreed to "By 2003, integrate HIV/AIDS prevention, care, treatment and support and impact mitigation priorities into the mainstream of development planning..."

Action 3:

Governments agreed to "By 2003, establish time-bound national targets to achieve the internationally agreed global prevention goal to reduce by 2005 HIV prevalence among young men and women aged 15 to 24 in the most affected countries by 25 per cent and by 25 per cent globally by 2010..."

Action 4:

Governments agreed to "By 2003, establish national prevention targets, recognizing and addressing factors leading to the spread of the epidemic and increasing people's vulnerability, to reduce HIV incidence for those identifiable groups..."

HIV/AIDS PREVENTION, CARE AND SUPPORT FOR YOUNG PEOPLE

- Does the government have a multisectoral national strategy and financing plan for combating HIV/AIDS? Are young people an explicit part of the plan? Is there high-level political commitment for this strategy? Is there a monitoring and evaluation component?

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[6] Actions for this priority area taken from the Declaration of Commitment on HIV/AIDS (June 2001). See the Declaration for more details about the commitments (www.unaids.org). Check and see if your government attended the General Assembly Special Session on HIV/AIDS.

- What government policies exist regarding HIV/AIDS prevention, care and support? Do these policies promote the human rights of HIV-positive young people? Were young people and youth organizations, particularly HIV-positive young people, involved in the development of policies?
- What is the range of government programmes and services focused on HIV/AIDS prevention, care and support for young people? Do these programmes include HIV prevention, sexual and reproductive health and life skills education? Do services include reproductive health services, including low-cost or free condoms, voluntary counseling and testing, and diagnosis and treatment of STIs? What have been the constraints and successes?
- Is preventive health education, including HIV/AIDS prevention, a part of school curriculum? At what levels? Are there programmes that specifically target vulnerable, out of school youth? Is peer education used? What about NGO programmes and services? What have been the successes and constraints?

Action 4:

Governments agreed to "By 2005, ensure that at least 90 per cent, and by 2010 at least 95 per cent of young men and women aged 15 to 24 have access to the 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; in full partnership with youth, parents, families, educators and health-care providers"

did you know that

There is a gender imbalance in infection rates: the rate of new infection is higher among young women than among young men. Infection rates among girls are increasing faster because of greater biological susceptibility, lack of financial security, forced and early marriage, rape and sexual abuse and trafficking of young women.

Unsafe sex accounts for 99 per cent of all infections in Africa.

Action 5:

Governments agreed to "By 2003, develop and by 2005 implement national policies and strategies to: build and strengthen governmental, family and community capacities to provide a supportive environment for orphans and girls and boys infected and affected by HIV/AIDS including by providing appropriate counselling and psycho-social support; ensuring their enrolment in school and access to shelter, good nutrition, health and social services on an equal basis with other children; to protect orphans and vulnerable children from all forms of abuse, violence, exploitation, discrimination, trafficking and loss of inheritance"

- Are young people provided with information and education about HIV/AIDS? Are these government or NGO programmes? Is this information age-appropriate and relevant for young people? Does the available information include information on sexual behaviour, abstention, mutual monogamy between uninfected partners, correct and consistent use of condoms and the dangers of drug injection?
- Are there government programmes that provide a supportive environment for orphans and girls and boys infected and affected by HIV/AIDS?
- What types of stigma and discrimination do HIV-positive young people face in your country? What steps have been undertaken to combat this?
- Are young people and youth organizations, including HIV-positive young people, involved in the planning, implementation and evaluation of HIV/AIDS prevention programmes and care and support services? What have been the constraints and successes?

Did you know that:

- Young people are offenders and victims—they kill and are killed, more than any other age demographic group.

- In the past decade, an estimated 2 million children and youth were killed or died in armed conflict, and 5 million were disabled.

- Exposure to violence during formative years can have a defining influence on the characters of young people involved in armed conflict—either as perpetrators or as victims. The effects of armed conflict on the physical and mental well-being of young people, and on their future prospects for leading normal lives, are cause for serious concern.

- There are numerous examples of young people taking part in activities that build peace, promote a culture of peace and ultimately prevent conflict.

AREA 14: YOUTH AND CONFLICT PREVENTION[7]

Action 1:

Governments agreed to "Take all feasible measures to ensure that members of their armed forces who have not attained the age of 18 years do not take a direct part in hostilities"

Action 2:

Government agreed to "Ensure that persons who have not attained the age of 18 years are not compulsorily recruited into their armed forces"

FOCUSING ON YOUTH AND CONFLICT

- Does legislation exist that prohibits the use of child/youth soldiers?
- Are there government programmes that seek to prevent the root causes of conflict? What about NGO programmes? Are young people involved in the planning, implementation and evaluation of such programmes?
- Are there government programmes focused on the demobilization and reintegration of child/youth soldiers? Are services available for youth, including HIV prevention, sexual exploitation prevention, special protection measures for girls, and protection for orphans and children separated from their families?
- Are there policies and programmes that focus on long-term investment in education, psychosocial support, vocational training, and other types of support for families and communities?
- Are young people's rights and concerns taken into consideration in all phases of peacemaking and peace building? How are young people and youth organizations involved in such activities?

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[7] Actions for this priority area taken from the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict. Check with your government to see if it has signed or ratified this Optional Protocol.

did you know that:

We live in an ageing society: there will be 4 times as many older persons in 2050 than there are today.

In the middle of the twenty-first century, older persons and youth will represent an equal share of the world's population.

AREA 15: INTERGENERATIONAL RELATIONS[8]

Action:

Governments agreed to "Strengthening of solidarity through equity and reciprocity between generations"

SUPPORTING INTERGENERATIONAL POLICIES AND PROGRAMMES

- Does the government have any policies or programmes, which address intergenerational relations, for example through fostering solidarity between generations?
- Are young people provided with opportunities to interact with older persons through community, social and/or volunteer programmes? Are these government or NGO managed?
- Are there programmes that address the specific situation of the generation of people who have to care, simultaneously, for their parents, their own children and their grandchildren?
- What types of programmes and services are available to support older persons as caregivers, including those that reinforce the positive role of grandparents in raising grandchildren?

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[8] Action taken from the Madrid International Plan of Action on Ageing (April 2002). For more information on the Plan of Action, go to www.un.org/esa/socdev/ageing. Check and see if your government attended the second World Assembly on Ageing.

DO YOU KNOW THAT:

"Global conferences have made a long-term impact by:

- **Mobilizing national and local governments and non-governmental organizations (NGOs) to take action on a major global problem;**
- **Establishing international standards and guidelines for national policy;**
- **Serving as a forum where new proposals can be debated and consensus sought;**
- **Setting in motion a process whereby governments make commitments and report back regularly to the United Nations."**

(Source: http://www.un.org/News/facts/confercs.htm)

International Actions

Purpose of this section

The objective of this section is to provide an overview of key United Nations conferences and special sessions that have taken place since WPAY. As youth issues are crosscutting, it may be useful to check other international commitments made by your government, and how they have translated these commitments into national actions.

There have been many international actions taken since WPAY, which reaffirm commitments to youth. You may wish to check out if your government:

- Attended these conferences and special sessions.
- Included youth in their delegations.
- Made any changes to national laws or policies regarding youth following the event.

Here we provide you with a list of some of the major conferences and special sessions, which have taken place since 1995. To find out more information about these, visit www.un.org.

- World Summit for Social Development, Copenhagen, 1995
- Fourth World Conference on Women, Beijing, 1995
- United Nations Conference on Human Settlement, Istanbul, 1996
- Earth Summit +5, New York, 1997
- World Conference of Ministers Responsible for Youth, Lisbon, 1998
- International Conference on Population and Development +5, New York, 1999
- World Summit for Social Development and Beyond, Geneva, 2000
- Beijing +5, New York, 2000
- Millennium Summit, New York, 2000

did YOU know that:

Progress for major conferences is often reviewed at five-year intervals, which is why many conferences are referred to as **"+5"**.

Important issues are also highlighted through international decades, years, and days.

- Special session on HIV/AIDS, New York, 2001
- World Conference Against Racism, Durban, 2001
- International Conference on Financing for Development, Monterrey, 2002
- Second World Assembly on Ageing, Madrid, 2002
- Special Session on Children, New York, 2002
- World Summit on Sustainable Development, Johannesburg, 2002

DID YOU KNOW THAT:

Key to youth participation and empowerment is access: young people should to be provided with equal access to opportunities (such as education and employment), services (such as health care) and information.

Key to youth participations and empowerment is also equity: all youth should be able to participate.

Involving youth in the planning, implementation, monitoring and evaluating of youth-related policies, programmes and services makes them more relevant, efficient and effective for their target group—young people!

GETTING INVOLVED!

Purpose of this section

This section provides a brief overview of the key concepts of youth participation and empowerment, as well as concrete tools and methods for your organization. It contains ideas, and steps to take, for forming partnerships, undertaking advocacy initiatives, and celebrating youth!

There are numerous ways for your organization to get involved. We always encourage you to be as creative as you want! This section begins with an overview of youth participation and involvement, and what these concepts entail. We then provide some methods for getting involved, and for undertaking advocacy efforts with your government. Pick and choose which methods fit you best.

Key Pillars of Youth Involvement: Youth Participation and Empowerment

WHAT DO WE MEAN BY PARTICIPATION AND EMPOWERMENT?

Youth participation is a process whereby young people influence, and share control and responsibility over decisions, plans and resources, which affect them. There is a distinction between two forms of participation. *Social participation* relates to influencing societal organizations and its activities, such as your school, sports club, or work place. *Political participation* relates to influencing local, regional, national and international politics.

We define *empowerment* as a process of capacity-building needed to partake in society. Youth empowerment means participation in decision-making, but also the participation of young men and women in society, through access to education, employment and health, as well as to resources, such as land or credit. Empowering young people means allowing them the opportunity to make decisions that affect their lives. Young people are not passive, but rather are active agents for development and change!

DID YOU KNOW THAT:

A distinction can be made between five levels of participation:

Level 1 – Information providing: youth are informed of the policy and activities that have been decided on by adults.

Level 2 – Consulting, adult-initiated: adults decide when and on which topics youth are consulted.

Level 3 – Consulting, youth initiated: youth can put subjects forward, but have no decision-making powers.

Level 4 – Shared decision-making: adults and young people share decision-making powers.

Level 5 – Autonomy: young people take initiative and conduct projects themselves.

Governments, societal organizations and international bodies have committed themselves to the right of youth to participation and empowerment. The rights of young women and men to education, employment and health have been declared in a variety of international instruments and programmes of action, as well as for specific groups of youth, such as urban youth, rural youth, students, young workers and disabled youth.

WHY PARTICIPATION & EMPOWERMENT

So why is youth participation important? Well, first of all – it is a right! Young people have the right to participate fully in society and to express their opinions about matters related to their lives.

If youth are encouraged to fully participate in society, they will become more knowledgeable about their rights, and more responsible citizens. Democratic, tolerant and just societies are sustained by citizens who can make educated use of opportunities for participation. Participation therefore also becomes an investment in a country's future.

DIFFERENT LEVELS OF PARTICIPATION

There are different levels of participation. The higher the level of participation, the more control, influence and responsibility young people will have on the outcomes.

There is a difference between ad-hoc and structural participation. Ad-hoc refers to participation in a certain project or conference, while structural participations signifies a more continuous involvement, over a longer period of time. There is also a difference between direct and indirect participation. Direct participation implies direct contact with the decision-making person or body. Indirect participation refers to having one's opinion represented by someone else, for example a youth council or youth worker.

Young people can decide themselves on which level, and in what ways, to participate, although the choice will probably be dependent on the willingness of the organization and its representatives to listen to youth. Ideally governments, international organizations and national organizations should support young people in their endeavours to

DID YOU KNOW THAT:

The fourth World Youth Forum (August 2001) had as its central purpose the empowerment of youth to participate more effectively in every aspect of society. Over 300 delegates from youth organizations around the world attended the Forum and drafted the Dakar Empowerment Strategy. Key aspects of the Strategy include:

Youth participants advocated for the implementation of holistic and integrated youth empowerment strategies that are applicable at the global, regional and national levels and which involve young people at all stages of conception, formulation and implementation.

They also called upon Governments, the United Nations system and civil society organizations to support young people in their endeavours to obtain the resources for comprehensive youth empowerment programmes.

obtain resources for comprehensive youth empowerment programmes. However, cultural differences, unfamiliarity with youth issues, or a lack of understanding can be reasons preventing youth from reaching a high level of participation.

Some keys to successful participation include:

- No participation without education! Be informed; know the topic and the documents that are being discussed.
- Try to understand the culture and "rules of the game". Where and when are decisions made, and who controls the budget?
- Aim to represent the opinion of as many peers as possible. Being part of a national or international youth organization is helpful.
- Make use of the experiences of others who have done the job before you. Besides youth organizations, you may wish to involve other interest groups, such as unions or NGOs.
- Don't set your aims too high. Especially on the international level, where many interests are at stake, you may be disappointed. Remember that it takes professional lobbyists years of patience and hard work before they reach results.

THE UN AND YOUTH PARTICIPATION

Different UN departments and programmes have different ways of including young people. Most provide information on their website and some agencies have a special website for young people. (You can find these websites on the links page of www.un.org/youth).

For some UN organizations youth can become a delegate or a volunteer. There are different big global events in which young people can engage, such as the World Forum of Culture, the World Youth Festival and the World Youth Forum. During the four World Youth Forums, for example, a platform was offered to hundreds of delegates from youth organizations around the world, where they could discuss their youth agenda and try to influence world politics.

DID YOU KNOW THAT:

advocacy differs from awareness raising in that it is aimed at influential people (as opposed to the general public).

you can undertake advocacy for yourself or others. If you are advocating for others, make sure you have their permission and involvement.

Advocacy[9]

WHAT IS ADVOCACY?

Advocacy can have many definitions, as it can take many different shapes and forms. In general, advocacy can be defined as a process of trying to effect change in policies, practices, attitudes, beliefs or actions through influencing people and/or organizations who are in positions of power.

METHODS OF ADVOCACY

Young people often work very hard to advocate their ideas and aspirations to their government. Sometimes this can seem like an uphill battle! Nevertheless, by using parts of this Toolkit, you can learn some interesting information that can be shared with decision makers. You may also have some insight on ways in which the United Nations Secretariat can be of further use to benefit youth in your community.

Here are a few pointers to advocating ideas to decision-makers:

- Governing structures vary a lot between countries, but usually there are a few different layers. This may include a local or municipal level, a state or provincial level, a national level and maybe even a regional level. Try to target your efforts towards the right level of government. Find out which level deals with the issue you are advocating towards. For example, if you need to discuss health and the state or provincial government handles health matters, then talk to people at that level.
- There is often a high turnover in government departments, especially in the Foreign Service where civil servants are often sent abroad. Try to keep a paper trail, which is a copy of your correspondence or notes on your interactions. This way, if you work with new people, you can share with them the background to your work.

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[9] This section draws on "Advocacy in Action: A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS", International HIV/AIDS Alliance, June 2002.

DID YOU KNOW

that.....

Your objectives should always be **SMART**:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**ime-bound

- Remember that there is a difference between elected officials and those who work in the civil service. You may want to contact one or both of these government actors to share your views and ideas on youth issues.
- Try all methods of communication; written correspondence, phone calls and face-to-face meetings are all good options.
- Be persistent, but be polite. If a person does not address your enquiries, ask if they know the right person to contact about a particular issue. Always thank a contact person for their time and be prompt in your follow-up.
- Many countries have a Permanent Mission to the United Nations. If you are contacting your government about an issue related to the work of the United Nations, you may also want to inform the representatives to your country's Mission.

Advocacy also goes beyond working to influence your government. Here are some others ways that you can advocate for youth issues:

- Phone-in to radio stations
- Distribute information packages to officials and the media
- Protest, with media coverage (perhaps using celebrities)
- Boycott
- Use the legal system
- Join committees or groups
- Train officials
- Write press releases
- Conduct media interviews
- Talk and network with others

PLANNING YOUR ADVOCACY WORK

- What issue do you want to address?
  - Make sure this issue can be resolved through advocacy efforts.
  - Make sure you have a sound analysis, information and/or evidence of the issue, and that you are well informed.
  - Identify appropriate advocacy strategies.
- What are the objectives you want to achieve through advocacy?
  - Make sure you have clear objectives.
  - It is important to know your available resources (financial and human).
  - You may have to prioritize your objectives, due to limited resources.
  - Identify who you will target, based on your objectives.
  - Identify also the potential constraints you may face.
- What organizations could you partner with?
  - You may wish to form a coalition with other organizations to realize these advocacy objectives, or utilize existing coalitions and networks.
  - Make sure you have involved the people who are affected by the issue, from the beginning of this process.
- Have you developed an advocacy plan?
  - The plan should include the objectives, targets (persons/institutions), actions to be taken, resources, time frame and expected outcome.
  - Make sure to include how will you monitor your constraints and successes.

Partnerships[10]

WHAT ARE PARTNERSHIPS?

Partnerships can be defined as when different people or organizations work together to achieve a common benefit or purpose. The purpose of using partnerships is thus to achieve with others, what could not be done alone.

Key features of partnerships include such aspects as:[11]

- Mutual dependency in sharing risks, responsibilities, resource, competencies and benefits;
- Working together under a shared process of decision-making and joint problem-solving;
- Voluntary partnership formation based on choice, not on regulation and coercion;
- Joining of forces where the sum of the results of the partners working together is greater than the sum of the partners working individually;
- Sharing competencies and resources.

WHO TO PARTNER WITH?

There are numerous organizations and groups with which to build partnerships. It will therefore depend upon your objectives and projects. Potential partners include:

- Youth groups and/or organizations
- Non-governmental organizations
- Government departments

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[10] This section draws on "Pathways to Partnership: A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS", International HIV/AIDS Alliance, November 2002.

[11] These key features taken from the Report of the Expert Group Meeting, United Nations Expert Group Meeting on "Forging Partnerships for Social Development and The Social Responsibility of the Private Sector, Copenhagen, June 2002.

Different organizations have different names for partnerships; they may be called "alliances" or "external relations".

did you know that...

Partnerships differ from networking in that they tend to be more in-depth, with concrete specific

GOALS.

- Foundations
- United Nations agencies
- Academic departments
- Religious leaders
- Lawyers
- Business leaders
- Police

BENEFITS OF PARTNERSHIPS

There are numerous benefits you can receive when working in partnership with others. In general, building partnerships allows you to broaden your scope of work and strengthen its impact. Other benefits include:

- Access to other institutions, people and/or places;
- Fresh, new ideas and perspectives;
- New knowledge and skills;
- Financial support or increased human resources;
- Influence, higher profile or political leverage;
- More effective work: through a wider outreach or response, increased resources, fewer constraints and more efficient and effective programmes.

PLANNING YOUR PARTNERSHIPS

- What are your priorities? It is helpful to revisit what your aims are, and what are the needs of the communities in which you work. In looking at the issues you work on, what are the existing opportunities and challenges?

DID YOU KNOW THAT:

- You could work with the government to change policies and laws or encourage the government to provide community services.

- You could work with the business sector to capitalize on their skills (such as marketing or management) to improve the quality of your projects or to encourage the business community to take on social leadership roles.

- You could work with religious organizations to provide community services or influence social attitudes.

- You could work with the media to raise more awareness on important issues or reach a wider audience.

- You could work with other NGOs to reach vulnerable communities, provide more services, share knowledge and skills, garner more influence, or broaden successful pilot projects.

- In what areas of work could your organization benefit from partnership? Identify which particular priority issues, based on the above, you would like to work on, and how working in partnership would provide benefits.
- What are the potential organizations and groups to partner with? Make sure you map out the different organizations and groups working in the same or similar fields. In addition, what are the potential benefits and challenges to working with such organizations?

BUILDING EFFECTIVE COLLABORATION

The first step in building your partnership is to get to know the organization with which you will be working. This includes analyzing what is their approach to their work, how the organization is viewed and views others, and pros and cons to working with them.

Don't forget to monitor how your partnership is going! It is always important to record your successes and lessons learned.

Celebrate International Youth Day!

The General Assembly on 17 December 1999, in its resolution 54/120, endorsed the recommendation made by the World Conference of Ministers Responsible for Youth (Lisbon, 8-12 August 1998) that 12 August be declared "International Youth Day".

The Assembly recommended that public information activities be organized to support the Day as a way to promote better awareness of WPAY.

As part of your organization's work, we encourage you to celebrate International Youth Day. This Day provides an excellent focus around which to organize advocacy or information-related events.

Each year has a different theme. For example, the 2003 theme was "Youth employment" and the 2002 theme "Now and for the Future: Youth action for sustainable development". Check with the UN programme on youth (www.un.org/youth) a few months before International Youth Day to find out the theme.

International **Youth Day** is a great time to review what has been done in your country to further the World Programme of Action on Youth.

did you know that:

This is a good day to focus on how to further encourage the empowerment and participation of youth in the processes and decisions that **affect their lives**.

Team up with other government agencies, NGOs, businesses, the media and youth, to plan coordinated and well-publicized events!

ORGANIZE! CELEBRATE! TEAM UP! TAKE ACTION!

So, how can you celebrate International Youth Day? Here we provide you with some ideas. Be creative and have fun!

- Organize an artistic event or seminar on important youth issues and youth rights with your university's student union or your school's student council. Get the school/university administration to support your event!
- Arrange a meeting with your government representative and ask him/her what they've done for youth lately. Draft a press release to publicize your meeting, and try to get coverage from local newspapers.
- Hold public discussions, forums, artistic performances and/or information campaigns in your community, focused on important youth issues, youth rights and trends and ways and means by which youth concerns can be addressed. Get your local government involved!
- Send press releases and other information materials to the media. Ask them to cover important youth issues on the Day. Use the media to get your message across!
- Organize youth volunteer events, to raise money or other items (such as food cans) for needy youth.
- Organize essay, photo or painting competitions among youth in your community. Get local businesses to sponsor a prize, announced on International Youth Day, and display all the submissions in a local space!
- Use the Internet to communicate with youth and youth organizations in your country, or in other countries. Share ideas and plan coordinated events!

- Start a United Nations Youth Association (UNYA) as part of your country's United Nations Association (UNA)! If your country has a UNA, check whether there is a youth wing. If not, start one! (See http://www.un.org/esa/socdev/unyin/unya.htm for more information). If your country doesn't have a UNA, check with the World Federation of United Nations Associations Youth (http://www.wfuna-youth.org).
- Start a Model U.N. Club! Model United Nations is an authentic simulation of the U.N. General Assembly and other multilateral bodies. (See http://cyberschoolbus.un.org/modelun/faq.html for more information).
- Check with your local United Nations offices to see what they have planned for the Day. Volunteer to help organize events with them!

SECTION RESOURCES

For a full list on youth organizations around the world, as well as youth research centers, networks and institutes, click on the links section at www.un.org/youth.

NEXT STEPS

Purpose of this section

This section concludes this Toolkit, and provides suggested next steps. We hope that you will stay involved!

REPORTING BACK

Now that you have gathered information on national-level achievements, and gaps, in realizing the goals of WPAY, we encourage you to share this information! The following section gives you some ideas for using and publicizing your results.

We encourage you to first share your results with your government representatives and other youth organizations. We also want to hear from you! Please provide us with a summary of your actions and findings. Send your information to:

United Nations Programme on Youth
Division for Social Policy and Development, DESA
United Nations
2 UN Plaza, Room DC2-1312, New York, NY 10017
Fax: (212) 963 0111
E-mail: youth@un.org

USE WHAT YOU HAVE LEARNED!

Section 4 of this Toolkit provides you with ways to partner with other organizations, advocate for important youth issues, and celebrate youth in your community. We hope that you stay involved!

In addition, we encourage you to consolidate and publicize the results of your evaluation undertaken in Section 3. Ways to do this include:

- Follow-up with your government! Organize a meeting with your government representatives to discuss the results. Encourage him or her to make youth a priority area.
- Summarize your findings! As you will probably have gathered a lot of information, it is important to put it in a reader-friendly format, to

encourage people to read your results. One or two-page summaries, with key findings, will be useful, for posting on your website, disseminating to other organizations, and providing to the media.

- Share what you know! Hold public discussions, forums, and/or information campaigns in your school or community, focused on your findings. Draft a press release to publicize the findings and events, and try to get coverage from local newspapers.
- Develop actions based on what you've found! Meet with other local and national youth organizations to discuss your findings. Develop joint actions and activities, based on priority areas, which emerge from the results.
- Follow-up with your local UN office! Organize a meeting with your local United Nations office to discuss the results. Encourage them to develop priority actions, based on your findings.

Resources used for this publication

"Advocacy in Action: A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS", International HIV/AIDS Alliance, United Kingdom, June 2002.

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