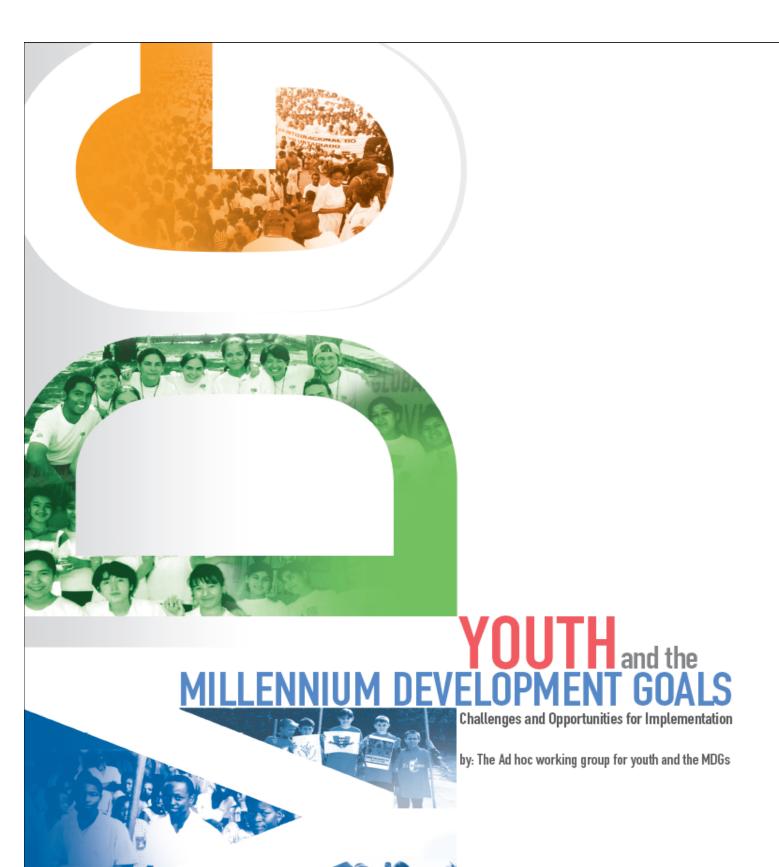# MPRA

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Youth and the Millennium Development Goals (MDGs): Challenges and Opportunities for Implementation

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April 2005

YOUTH and the
MILLENNIUM DEVELOPMENT GOALS

Challenges and Opportunities for Implementation

by: The Ad hoc working group for youth and the MDGs

YOUTH AND THE MILLENNIUM DEVELOPMENT GOALS:

Challenges and Opportunities for Implementation

**Final Report of the
Ad Hoc Working Group for Youth and the MDGs**

April 2005

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*The views expressed do not necessarily reflect those of the organizations involved, but rather those of the participants.

TABLE OF CONTENTS

CASE STUDIES

EXECUTIVE SUMMARY

Young people ages 15 to 24 are 1.2 billion of the world's human capital. Around the world, many of them are already making contributions to the Millennium Development Goals (MDGs), and their work should be further acknowledged and strengthened. Increasingly, youth are recognized as key participants in decision-making and development, as reflected in the growing presence of non-governmental youth organizations and the upsurge of youth advisory boards and committees to international institutions and programmes. Yet building the capacity of and creating sustained partnerships with young people are crucial strategies to achieving the MDGs that have not been fully realized by the international community.

This paper aims to provide an overview of youth participation as it currently exists, to outline the ways in which youth are directly involved and affected by each Goal, to demonstrate the ways in which young people are contributing to the MDGs, and to provide 'Options for Action' that governments, the United Nations system, donors and other actors can harness, support, and scale-up in order to support young people in making significant contributions to achieving the MDGs.

Part I outlines the existing mechanisms for youth participation in development policy. These channels can be used by governments and institutions to strengthen and mobilize young people as partners in policy formulation. Successful modes of participation should be recognized and replicated, and also adapted to the challenging political and socio-economic realities facing many youth-led and youth-serving organizations.

Part II presents youth participation as it relates directly to the MDGs. Each goal is analyzed with respect to its effect on young peoples lives as well as how young people can play – and indeed are playing — a role in its implementation. Under each goal are a number of "Options for Action" that governments, the UN and multilateral organizations can use to fully harness the contributions that youth can make to achieving the MDGs.

Goal 1, <u>To Eradicate Extreme Poverty and Hunger</u>, outlines the linkages between youth and poverty and raises concerns such as the lack of data on youth living in poverty and the need for increased youth engagement in Poverty Reduction Strategy Processes (PRSPs). It addresses youth poverty and rural development, as well as youth in urban slums, and finishes with a review of youth vigilance in combating corruption. Some of the options for action outlined are:

- Governments should create youth development indexes and trend monitoring schemes that are aligned to the MDGs and PRSPs/CAS. Such studies should include the UNDP 2006 Human Development Report and the 2007 World Development Report of the World Bank devoted to youth development.
- Expand sex-disaggregated and age-based research, both qualitative and quantitative, on youth poverty at both national and regional levels.
- Governments must create mechanisms that ensure young people are involved in the development of Poverty Reduction Strategy Papers (PRSPs) and Country Assistance Strategies (CAS) through National Youth Councils or other forums for youth representation. This will ensure that youth perspectives are heard and that PRSPs are relevant to local concerns. It will also promote widespread participation in their implementation.
- Governments should include young people in the implementation of new projects identified in national development and poverty reduction plans and strategies, as well as support existing youth-led development initiatives.
- Development policies must prioritize the growth of rural areas, which have high percentages of unemployed youth and little public infrastructure, by engaging young people in creating necessary services and infrastructure.
- Governments and the private sector must support agri-based micro-entrepreneurial endeavors of young people and invest in farming technologies that boost agricultural production.

- Government must enact laws that foster the creation of community-driven projects with urban youth living in poverty, support current youth-led entrepreneurial initiatives in urban communities, as well as UN-HABITAT's work in slum development.
- Governments must increase efforts to educate young people in urban communities on responsible sexual lifestyles and reproductive health practices as a public policy measure to effectively manage population growth.
- Widespread support must be extended to the World Bank's Youth and Governance Program, particularly in countries most affected by ongoing corruption. Youth must be further trained in eliminating all types of corruption and whistle-blowing strategies through country-specific youth driven anti-corruption projects.
- Governments must create communication strategies to inform young people on accessing anti-corruption commissions.

In Goal 2, <u>To Achieve Universal Primary Education</u>, a number of areas such as encouraging school participation and engaging young people as peer educators and teachers are addressed. In addition, a review of curriculum development is undertaken. Options for action include:
- Governments should adopt and promote the concept of 'young people for young people' and encourage young people in schooling to undertake community-based initiatives that encourage school participation.
- Make volunteer tutoring of primary school aged children part of the secondary school curriculum.
- Projects where young people take initiative to enhance education and teach other young people should be showcased and funding made available to replicate them in other communities.
- Ensure young people have the opportunity to contribute to their own curriculum through the creation of student school councils.

The third goal, <u>To Promote Gender Equality and Empower Women,</u> is centered on supporting education for young women and girls, as well as empowering them to help themselves. The chapter looks at the promotion of gender equity in education and leadership development. Options for action are:
- Provide incentives and funding opportunities for NGOs and youth organizations to initiate non-formal education activities targeting girls and women. Where initiatives already exist develop replication strategies and scale up existing initiatives.
- Initiate young women into trainers programs in participation and leadership to enable young women to help their communities.
- Encourage young women's civic participation through holding conferences for young women to address issues of concern, and opening other means of formal political participation, such as seats for young women in political parties or caucuses.
- Governments and civil society in peaceful areas as well as conflict zones should provide support, training and a project incubation service to help young women leaders evaluate the needs of their communities and develop successful projects.

Goal 4, <u>To Reduce Child Mortality,</u> discusses the benefits of training young people to provide health-related services. Furthermore, the section stresses how youth advocacy and activism assist in providing vaccinations, clean water and sanitation to children at risk. The options for action which arise are:
- Establish teen clinics and promote peer-to-peer education on sexual and reproductive health, encouraging young people in the community to take a role in the design and needs assessment required for theses programs.
- Train unemployed youth in community-based health work, prenatal care, emergency obstetric care and family planning and expand these services in a strategic manner in developing countries.
- Support the campaigns of youth in developing countries to make vaccinations for infectious diseases available to all.
- Raise awareness among youth that access to safe water and sanitation is a public health issue, and enable youth to address local public health problems.

Goal 5, <u>To Improve Maternal Health,</u> highlights the need to educate young people about reproductive and sexual health, especially as it relates to reducing adolescent pregnancy. In addition, the role of young people in preventing harmful cultural practices is discussed. Options for action include:

- Promote reproductive and sexual health education in rural and urban areas through formal curricula and non-formal activities.
- Encourage peer-to-peer education on sexual health and community-based condom distribution for youth by youth.
- Fund the expansion of existing or establishment of new youth-led, non-formal community education to raise awareness about negative consequences of child marriage and adolescent pregnancy.
- Provide opportunities for youth to speak about their culture, and encourage their voices to be a part of community formation.
- Fund and support youth-led media and awareness campaigns about scientific implications of some cultural practices.
- Support the involvement of young men in preventing gender-based violence through their participation and leadership in trainings and awareness programs.

Goal 6, <u>To Combat HIV/AIDS, Malaria and Other Diseases,</u> examines the devastating effects of these diseases on young people and investigates youth as peer educators and agents of change. The chapter details youth tackling HIV/AIDS through advocacy and networking and discusses how to engage HIV positive youth for better policy formulation. It includes some of the ideas of youth who have gathered at international conferences about AIDS and discusses how to increase the number of youth trained in providing HIV/AIDS treatment and care. The options for action are:

- Encourage youth-led sexual reproductive health education in secondary schools, and integrate HIV/AIDS education into curriculum as a sustainable way of sharing information about HIV/AIDS.
- Use youth expertise to create innovative and effective strategies for the prevention of HIV/AIDS, TB, Malaria and all diseases.
- Create, mobilize and strengthen teams of young peer educators to visit schools, places of worship, and other structures in their communities.
- Link local youth employment networks to clinics in disease-affected areas.
- Further investigate the role of youth as care givers, and how youth employment strategies can be part of scaling up delivery of medication and care services.
- Resource conferences and existing youth structures as contact points, using them to incorporate youth in national strategies, advise on government policies, and distribute resources.
- People Living With AIDS (PLWA) associations and other efforts to support those affected by the disease should provide channels for youth-focused services and participation.

Goal 7, <u>To Ensure Environmental Sustainability</u> discusses the success of the United Nations system in engaging young people in environmental issues. Furthermore, it outlines how young people are successful in leading social and environmental enterprises, providing clean and safe water and renewable energy, and promoting sustainable consumption and sustainable universities. It provides the following options for action:

- Provide funding so that youth from developing countries can attend and participate in UN environmental processes.
- Fund regional and international youth networks in order to facilitate global cooperation.
- Intergovernmental agencies develop or scale up and replicate initiatives supporting youth participation in policy and programmatic development on environmental sustainability.
- Governments, inter-governmental agencies and youth organizations to develop partnerships for joint environmental initiatives aimed at building capacity in young people at the National level.
- Build and support global networks amongst youth organizations promoting sustainable development.
- Foster partnerships opportunities with youth organizations and international agencies to develop local and national projects.
- Showcase youth-led efforts successfully addressing social and environmental needs on a local level and provide incentives for replication in similar communities.

- Fund a Youth World Water Forum event annually to ensure the continued growth of the YWAT network and thereby the number of young people working for safe water.
- Provide incentives such as grants or micro-finance for youth to work for safe water in their community, and for youth-led clean water projects.
- Establish a fund to support youth-led renewable energy enterprises.
- Develop partnerships in areas without access to safe water to train youth to lead community-based water supply projects.
- Governments support training in sustainable consumption towards sustainable lifestyle and follow up initiatives including networks and small grants.
- As part of their commitments to the Decade of Education for Sustainable Development, governments require all universities to begin the transition to becoming sustainable institutions. The first step is to elect a committee comprising students and teachers to develop a strategy through consultation with the university community.

Goal 8, <u>To Develop a Global Partnership for Development</u> discusses the important issues of fairer trade, youth employment, youth entrepreneurship, and young people and ICTs. It also examines how ICTs offer holistic solutions to development challenges. It outlines the need to:
- Build and support opportunities for youth to participate in fair trade movement, and further develop open trading and financial systems that are rules-based, predictable and non-discriminatory.
- Address the issue of youth employment as a fundamental block to poverty eradication and as a powerful mechanism for delivering the MDGs.
- Strengthen and build partnerships between youth, public and private sector, such as the Youth Employment Summit and Youth Employment Network.
- Use micro-finance and skills development initiatives to reduce barriers for youth entrepreneurship.
- Strengthen youth entrepreneurship networks
- Youth must be empowered as learners, developers, contributors, entrepreneurs and decision-makers on the issue of Information and Communication Technologies. Widespread access in urban and rural areas is critical to facilitating this empowerment
- Governments should play a facilitatory role in nurturing ICT-related youth enterprise through host-positive policy and investment in ICT infrastructure.
- Support and resource new coalitions and partnerships around ICTs.
- See community cyber cafés and telecenters as means to address multiple development needs, such as business training, and opportunities for education in reproductive and sexual health.

Part III outlines the synergies between the Options for Action presented in this report and the Quick Wins proposed by the Millennium Project. The Options for Action are complimentary and provide a process to implement the Quick Win actions, using young people as key implementing agents and service providers. Part III also outlines a number of youth-focused Quick Wins that can make a significant and measurable difference to the state of young people in target countries.

Part IV elaborates on how youth can participate in achieving the MDGs and contains cross-cutting recommendations on youth engagement in all 8 Goals. The following areas are highlighted:
- *Advocacy and Awareness*: There is still a great need to raise awareness about the MDGs among young people, and efforts should be made to reach out to young people in their schools, organizations, and local communities. Young people should be encouraged and facilitated to participate in international conferences and summits, especially in the Millennium+5 Meeting in September. In addition, global attention should center on the following areas: youth employment, youth and conflict, sustainable development, and young people as peer educators.
- *Policies:* Young people should be a part of the MDG business plan. National governments should have an up-to-date National Youth Policy or Strategy in place, and international benchmarks such as a Global Youth Development Index should be developed to assist in this process. Also, city and local authorities should support and facilitate young people to achieve the MDGs at the local level.

- *Action:* Young people should have more and simpler access to financing opportunities that will enable them to carry out MDG-related projects or become entrepreneurs. Building intergenerational partnerships through mentorship programs should also be a priority, enabling young people to learn from and connect to traditional "power centers." In addition, young people should get engaged in monitoring the progress towards achieving the MDGs.
- *Networking and Collaboration:* Support should be provided to existing, successful youth-media initiatives and global online networks, allowing young people to engage in discussion and action around the MDGs. Also, thematic coalitions on specific issues represent a large part of current youth activism; there should be far greater research and evaluation conducted on best-practice models of youth engagement in specific global challenges.

Overall, the report demonstrates that investing in youth will provide the longest and most effective dividend towards meeting the Millennium Development Goals (MDGs) by building the social capital needed to foster pragmatic development. Indeed, without the involvement of young people, a demographic that comprises one fifth of the world's total population, the full achievement of the MDGs will remain elusive and their long-term sustainability will be compromised. Youth participation is currently quite varied, ranging from effective, to sometimes tokenistic, to often non-existent. There are specific ways in which youth and youth organizations can contribute to the design and implementation of MDG-based strategies, some of which are outlined in this document. Many projects are already happening, but there is much work left still to be done.

INTRODUCTION

At the 12th session of the United Nations Commission on Sustainable Development (CSD) in 2004, Jeffrey Sachs[1] reported on the progress of the Millennium Development Goals,[2] stressing the need for strong political commitment by governments and concrete strategies for action. He said that achieving the goals in 2015 is still possible, but only if we drastically increase our efforts immediately. After delivering his report, the chairwoman of the Youth Caucus to the CSD asked him how the Millennium Project[3] was going to involve young people as partners. He replied, "You tell us."

This report is part of our answer. It has been formulated by an international team of young leaders from non-governmental organizations (NGOs) and incorporates the dialogue of a 3-week online consultation with over 350 youth from around the world.[4] The paper outlines how young people can be included and empowered as part of the strategies that Member States and the United Nations system are creating for the achievement of the MDGs. It can be used as a lobby tool and guide for programmatic action, but ultimately, it is a call to all Member States, UN specialized agencies, and civil society to create mechanisms for youth to participate in the implementation of the MDGs and take advantage of the work and activities youth are already leading. Of course, it is impossible to incorporate all youth views and opinions into this report and in this regard, we hope the paper catalyzes further dialogue, collaboration and action among all stakeholders in the direction of youth inclusion in the realization of the MDGs.

This paper aims to show that investing in youth will provide a long-lasting and effective dividend towards meeting the MDGs through building social capacity for development to 2015 and beyond.

Today, 1.7 billion people — more than one-fourth of the world's six billion people — are between the ages of 10 and 24, making this group of young people the largest ever to be entering adulthood and the largest under-represented segment of the world's population.[5] In this paper, the term youth generally applies to people ages 15-30.

Globally, the situation of young people today is characterized by extreme disparities in terms of economic, technological, social and cultural resources, which vary enormously across regions, countries, localities and population groups. Eighty-six percent of 10-to-24-year-olds live in less developed countries. Despite rapid urbanization, the majority of youth still live in rural areas, primarily in developing countries. Young men outnumber young women (525 million versus 500 million), and 57 million young men and 96 million young women remain illiterate.[6] In addition to inadequate education, youth face increasing insecurity in the labor market. Sixty-six million young people throughout the world are unemployed, making up nearly 40% of global unemployment. Hundreds of millions more work fewer hours than they would like, while still others work long hours with little gain and no social protection.[7]

Overall, current avenues for political participation are insufficient and consequently youth in many places are perceived as apathetic or disengaged. In most of the world, the reform of political structures is necessary so that democracies may truly engage and utilize the populous. Meanwhile, many young people are organizing locally and via the Internet and informal youth volunteerism is at record levels. This means that young people are breaking through the mold of traditional political avenues and moving beyond voting as their sole civic responsibility.

Faced with the challenges of the 21st century, young people are acknowledging that their local, national and international systems of decision-making lack concrete avenues for sufficient participation. While traditional social and political systems continue to fail to offer representation or successful solutions and meaningful opportunities for youth to contribute to their world and future, young people will remain trapped in a cycle of poverty, violence and missed opportunity.

The MDGs are an opportunity to move from marginalization to mobilization.

The world is not on track in meeting the MDGs by 2015. Current research by the Millennium Project asserts that if governments were to increase their Official Development Assistance (ODA) to .7%, as was agreed in Monterrey from current levels of .25%, total funds would be sufficient to achieve the MDGs in ten years. To do this, investments must be made in infrastructure, human capital and the private sector. However, the achievement of the MDGs relies on more than supply-side resources; development is a long complex process that can only be achieved by capitalizing on all resources in society, including the involvement and commitment of all stakeholders.[8]

In a worldwide, on-line consultation with more than 350 youth about the MDGs in June 2004,[9] most of the respondents said that they knew little or nothing about the MDGs. They also stressed that they do not have access to tools for implementation. The major challenge facing governments, UN agencies and civil society is to provide these tools in creative and thoughtful ways that engage youth to work collaboratively in improving their communities. According to the e-consultation, young people ask for: tools such as internet access, meeting spaces, adult mentors and allies, opportunities for volunteerism, access and training to information communication technologies (ICTs), business training, civic education, access to political leaders, information sharing, education, and general support and encouragement from government and institutions, including resources and funding.

As this paper will detail, youth have a lot to contribute to each goal. Case studies and examples of what some youth are doing already to contribute to achieving the MDGs demonstrate what is possible with sufficient support and resources. Young people are also already participating in decision-making to formulate better policies and programmes in many government and institutional structures. As Part I of this paper will explain, this participation is quite varied, ranging from effective, to sometimes token, to often non-existent. Successful models of participation should be replicated or adapted to specific political and socio-economic realities, taking in consideration the challenges facing youth organizations and other development actors. Nevertheless, the existing mechanisms for youth engagement and effective participation are channels that governments and institutions can currently use to mobilize young people as partners in achieving the MDGS.

Part II outlines youth engagement in achieving the MDGs. Each goal is analyzed in respect to its effect on young peoples lives as well as how young people can play – and indeed are playing — a role in implementation. Each goal also contains "Options for Action" that governments, civil society, UN agencies and multilateral institutions can use to enable youth to fully contribute in achieving the MDGs.

In addition to a number of "options for action" detailed after every goal, Part III links these opportunities with the 'Quick Wins' of the UN Millennium Project's report and suggests actions that can be quickly scaled up or prioritized to achieve demonstrable gains in the short term.

Finally, Part IV of the paper elaborates on cross-cutting recommendations on how to work with youth in MDG processes.

PART I: EXISTING YOUTH PARTICIPATION IN DEVELOPMENT POLICY

Young leaders represent our hope for the future, and have the greatest potential to push for [the] realization of the Millennium Development Goals (MDGs) [by] 2015, established by the United Nations.
Prime Minister of Thailand His Excellency Thaksin Shinawatra[10]

Young people's contributions to their communities and nations are not entirely understood or maximized. Youth are making a difference as activists, as leaders in community development, and by their record levels of volunteerism. In many parts of the world, they may be perceived as apathetic or disengaged, but this is largely inaccurate. Worldwide, youth are bypassing traditional forms of political participation (i.e. voting) through their activism and volunteering. However, the global youth movement is characterized by fragmentation, resulting in isolated actions that do not reach their full potential, often due to a lack of resources, access to knowledge and information, and institutional barriers. Without the guidance, understanding, support, and recognition of government leaders, and other decision-makers, young leaders are often unequipped to fully participate in the decisions that are affecting their lives.

A. YOUTH AND NATIONAL GOVERNMENTS

Youth Policy

Over the past several decades, a number of countries have initiated the design and implementation of national policies and strategies focused on youth. However, most countries do not have specific structures in place for effective youth participation. Neither have they successfully managed to mainstream youth concerns, as the issues relating to young people fall across a variety of policy areas such as education, health or juvenile delinquency. Despite youth constituting more than 50% of the population in many countries, governments rarely consult young people on matters affecting their lives, such as poverty reduction strategy efforts. Even those governments that have developed legislation on youth issues often lack comprehensive and holistic approaches to the challenges faced by the younger generation. A progressive national youth policy obliges traditional decision-makers to not only work for young people, but with them in order to let their experiences inform the development of appropriate interventions and services.[11]

Each country is urged to develop a long-term, consensus-based, integrated and cross-sector youth policy, but because this is a relatively unknown and underdeveloped field, there is a great need to share experience in this specific field of public policy and to produce tools to assist national governments in addressing youth issues systematically.[12] There is a high potential for cooperation, particularly through networking of both governmental and non-governmental youth organizations on a regional and international scale. Furthermore, various international agencies are now providing assistance with the formulation of national youth policies and action plans.[13]

Extensive experience has shown that good practice in youth participation provides choices, is challenging and fun; addresses issues perceived as relevant by young people; raises young people's awareness of social, political, economic, cultural and personal issues that affect them; provides training and skills development to youth; ensures that young people are given ongoing support in their civic role; provides them with a sense of ownership in decision-making, when they feel that their participation is valued; involves the adequate allocation of resources (including time, space, funding and information); acknowledges their contributions; recognized that young people often experience financial and transport constraints (getting to meetings, for example); involves a careful recruitment and selection process; and involves a review process for both young people and adults.[14]

Given the wide diversity of political cultures and systems, countries must establish their own priorities and mechanisms in order to create an effective youth policy that is both authentic and relevant. The formulation of a national youth policy should not be a top-down process. A sound youth policy requires that a wide variety of social actors be involved, ideally through a large-scale cross-sector consultation that involves civil society organizations. Rather than taking a "go-alone" approach, governments should make use of the expertise and

energy available in NGOs and other civil society organizations, and make every effort to develop active partnerships with these groups. A good example consists of the Council of Europe's co-management system, by which representatives of non-governmental youth bodies and government officials sit together in committees that set priorities for the youth sector, and make proposals for the budget and programme. The Committee of Ministers (the Council of Europe's decision-making body) then adopts these proposals.[15] Above all, young people themselves must be considered as the primary actors with whom to develop such partnerships. Any viable youth policy is one in which young people are not just spectators or advisers, but are truly involved in decision-making processes.[16]

B. YOUTH COUNCILS, PARLIAMENTS AND REGIONAL PLATFORMS

Effective youth policy fairly represents and impacts its constituency, usually by utilizing an ongoing consultation and evaluation process conducted by a national representative body, such as a youth council or parliament. At a local or city level, youth councils impact on the lives of young people through a variety of local government roles, such as providing information, advocacy to other agencies, planning, and direct delivery of such services. Councils can demonstrate their commitment to young people through actively and visibly promoting young people as an integral part of the community.[17]

In countries where national youth councils or similar structures do not exist, it is important to look at current youth involvement in civil society, and enhance such engagement by inviting youth to further participate in governmental and development processes with a focus on involving more youth and creating representative mechanisms whenever possible. Young people also participate in parliaments and other types of government as part of youth branches or sub-structures within Liberal, Conservative, Communist, Green and other political parties.

National Youth Councils are umbrella organizations that bring together youth organizations in a given nation-state. They are the highest level of decision-making bodies for youth in that country. Not only can they facilitate youth participation in national policy processes, but they can also assist youth wishing to be part of international policy processes (for example, official youth delegates at the UN General Assembly).[18] Some national youth councils work together across regions to form "Regional Youth Platforms", such as the European Youth Forum and the Latin American Youth Forum.

Many national youth councils and regional platforms already exist. Some of their functions are to:
- Act as a platform and umbrella for other youth organizations
- Facilitate young peoples participation in local elections
- Liaise with local officials
- Share information among members and member organizations
- Organize local/national gatherings of young people
- Link regional Centers
- Host local workshops for youth
- Work on specific issues like habitat or the environment

C. YOUTH AND THE UNITED NATIONS

The United Nations, since its inception, has continuously called for the increased participation of youth. Historically, youth participation has been very limited, but recently it has gained momentum and youth are now seen and heard at various levels of the UN.

In a research report conducted by the Conference of NGOs (CONGO) in consultative status with the UN, it was discovered that the limited number of youth NGOs working within the UN is due to (1) stringent UN access and accreditation rules and (2) lack or resources and knowledge of how to apply for ECOSOC status.[19]

The report recommends that the UN Department for Economic and Social Affairs (DESA) NGO Section develop a working definition for a "youth NGO" and to improve their measurement tools of youth NGOs, as well as create a coordinated outreach plan so these groups can enhance their awareness and understanding of ECOSOC consultative status.

Within the UN Secretariat, the Programme on Youth works to support the mandate of the UN by increasing channels of communication between youth, youth organizations and the UN system. The UN Programme on Youth also provides avenues through which young people can participate in the UN system. Through their website, information about upcoming events is provided, as well as country data on youth and information on various national youth policies.[20] Though the UN Programme on Youth is frequently an ally, it is not appropriate or possible for all youth organizations around the world to engage with them, due to their limited size and resources.

Youth Delegates To The General Assembly

By mandate, member states have been invited to include youth in their delegations to the General Assembly (GA), which has traditionally been the highest level of youth participation to the UN.[21] Youth representatives typically participate at General Assembly meetings in New York for at least two weeks in the fall. In 2005, governments must include youth representatives as part of their delegation, because it is the ten-year review of the World Programme of Action for Youth (WPAY). This is a key opportunity for youth to advocate for the MDGs in the General Assembly, as many of the priority areas in the WPAY relate to the MDGs.

The role of a youth representative varies depending on priorities of Member State delegations. Many youth representatives are responsible for delivering a statement to the Third Committee of the General Assembly, which deals with social, humanitarian and cultural issues.[22] Traditionally, only a handful of countries have made this a commitment, with Australia, Denmark, the Netherlands, Norway, Finland and Sweden sending youth delegates regularly. Governments, particularly those in developing countries, often do not have the resources, time or political will to invest in sending youth delegates to the United Nations. The number of youth delegates varies from year to year, with other countries bringing in youth representatives on occasion. However, the number of youth delegates has lately increased, with 14 delegates from 11 countries participating in 2004. While a youth delegate is generally a sign of progress for youth representation, it is always important to consider who they are truly representing, and the transparency of their selection process. Youth delegates are expected to represent their country's young people, ideally by being an elected leader in their national youth council, although sometimes they are selected because they are the leader of a youth organization.[23] Usually, when the youth delegate returns home from the UN, they are expected to report back to their nation's youth about their work at the UN.

The UN Programme on Youth forms part of the Department of Economic and Social Affairs (DESA). They help to support the work of youth delegates to the General Assembly and are also responsible for the review and monitoring of the implementation of the World Programme of Action for Youth (WPAY).

Youth Delegates To UN Commissions

Even less frequent than youth on GA delegations are those on government delegations to the UN Commissions. In particular, the Commission on Social Development, the Commission on the Status of Women and the Commission on Sustainable Development (detailed later in this paper) may all have youth in their agendas, but youth only occasionally are invited to join government delegations. However, youth frequently participate in Commissions as part of NGO delegations. They benefit from these processes by having opportunities to meet with their country's UN representatives, doing networking and forming coalitions. They work together in caucuses to name international youth priorities, sharing success stories and challenges, learning from UN processes and trainings during side events, and become more aware of how they can participate in the future work of UN member states and agencies. Even more importantly, many of them initiate local action for UN goals and programmes upon their return.

Youth And The UN Agencies

Apart from the (sometimes) more symbolic presence of youth on delegations, UN agencies are realizing the need to involve young people in their programmatic work. Diverse youth advisory boards and consultations are becoming more frequent at the UN, yet moving from dialogue to real partnership and empowerment with youth and youth organizations remains a challenge.[24] UN agencies often engage with youth organizations and coalitions on a one-on-one basis. An endorsement of a UN agency to the work of youth organizations strengthens their work and typically provides growth opportunities, because it provides them with legitimacy, some level of institutional support, and often helps them to further publicize their work. Youth find out that they can work with UN agencies by networking at international meetings and through local UN offices. Ironically, many youth organizations look to different UN agencies for guidance and support, rather than their own national ministries.

Similarly, the Youth Coordination Unit of the United Nations Educational, Scientific and Cultural Organization (UNESCO) organizes UNESCO's action with and for youth. They communicate directly with young people through a wide network of youth associations and NGO's, as well as through their National Commissions, and host a youth forum every two years.[25]

Young people also interact with national and regional UN agencies, such as the United Nations Development Programme (UNDP) country offices, which is particularly valuable because these agencies are closer to youth on the community level. Examples such as the Human Development Report done by UNDP in Croatia, which focuses on youth and is listed as a case study in Goal 1, as well as other existing examples of these relationships, should be publicized to help strengthen local youth engagement. Local UNDP offices should also periodically evaluate how they engage youth in their work.

The United Nations currently has youth advisory boards, or other means for youth engagement in the following: United Nations Environmental Program (UNEP), United Nations Programme for Human Settlements (UN HABITAT), United Nations Population Fund (UNFPA), United Nations Development Program (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), UN Office for Drug Control and Crime Prevention (UNDCP), UN Space Program (UNISPACE), as well as through agencies for children, like the United Nations Fund for Children (UNICEF) and the Office of the Special Representative for Children and Armed Conflict. Multiple case studies about the UN's work with youth and youth councils are listed throughout the paper under each goal.

Youth And Sustainable Development

Youth and sustainable development is highlighted in particular because it is currently one of the most active areas of youth engagement with the United Nations.[26] Representing grassroots activities and concern for the future of the environment, youth have been engaged since the Earth Summit in Rio de Janeiro, held in 1992. The Earth Summit set an important precedent in its final declaration, Agenda 21, by asking governments to "support the promotion and creation of mechanisms to involve youth representation in all United Nations processes in order to influence those processes."[27] This mandate, coupled with rising youth activism and the availability of information on the Internet, resulted in more youth participating in the World Summit on Sustainable Development (Johannesburg 2002) than any other UN summit in history. In Johannesburg, youth were able to participate as one of nine "Major Groups" officially recognized by the UN to the Summit, and therefore were able to make interventions throughout the Summit deliberations, challenging governments and all stakeholders to abide by their commitments.

In the outcome of WSSD, the Johannesburg Plan of Implementation (JPOI), youth were mentioned in relation to poverty reduction, consumption and life style, education and the implementation of sustainable development programmes. Paragraph 153 of JPOI commits governments to: "Promote and support youth participation in

programmes and activities relating to sustainable development through, for example, supporting local youth councils or their equivalent, and by encouraging their establishment where they do not exist."[28]

To follow up on the status of commitments made in Rio and Johannesburg, and continue to provide forums to evaluate the status of the world's environment, the UN meets every year at the Commission on Sustainable Development (CSD). The Children and Youth Major Group, led by the CSD Youth Caucus, continues to have a distinguished role in the proceedings of the CSD. Caucus members often site on the floor with the delegates and make interventions throughout the annual Commission, where they share the activities and priorities of youth working at the grassroots level. This serves as one of the most functional and effective ways youth participate in the UN system. The members of the CSD Youth Caucus increasingly have strong networks and background in local and international policies and mechanisms. At the Commission, and online throughout the year, youth share information, form coalitions, facilitate other forms of engagement with UN agencies, and build capacity themselves and their organizations through trainings. Youth involved in the CSD also meet directly with their governments to ask how their country's sustainable development commitments are being fulfilled, as well as to lobby for increased ways for youth to participate in the implementation of national sustainable development initiatives. Providing mechanisms to improve their participation and capacity once they return home to their constituencies would strengthen the work of these youth on the ground, and further the implementation of the agenda of the Commission. The continued and growing youth participation at CSD shows that youth want to help their governments follow through with their commitments, and participate in decision-making processes.

D. YOUTH AND MULTILATERAL INSTITUTIONS

Young people also have a role to play with multilateral institutions. For example, recognizing the importance of youth involvement, initial consultations were held with the World Bank in 2003, which led to the shaping of the Bank's Children and Youth Framework. [29]

The Bank's first Global Youth Conference: "Youth Development and Peace," in Sept. 2003, was followed in Sept. 2004 by a second conference in Sarajevo, Bosnia and Herzegovina, where President Wolfensohn and youth organizations reviewed the Bank's current commitments and achievements. Their ongoing commitments were determined to be the following:[30]
- To establish a loose and informal network of dialogue and regular interaction to disseminate information and knowledge-sharing; facilitate joint work on the following issues: conflict prevention and resolution, education, HIV/AIDS and risky behaviors and Youth employment, empower and strengthen youth organizations and ensure inclusiveness
- To agree on a process to establish the proper institutional arrangements for such a network
- To find ways to engage other institutional partners
- Be sensitive to local and global tensions
- To set up a system to monitor progress on the Sarajevo commitments
- Investing in education: take into consideration the holistic approach to education
- Find solutions to operate at a national and local level[31]

Other development agencies such as the Inter-American Development Bank (IADB) also have youth engagement strategies. The IADB youth program has existed since 1995, aiming to more effectively meet the needs of young people in Latin America and the Caribbean, and promote their active engagement and leadership in regional development.[32]

Multilateral institutions such as the Council of Europe engage young people through instruments such as the Advisory Council on Youth, which comprises 30 representatives of non-governmental youth organizations and networks. It provides opinions and input from the youth NGOs on all youth sector activities and ensures that young people are involved in the Council's other activities. It also facilitates the Joint Council on Youth as a co-decision body, bringing the European Steering Committee for Youth (CDEJ) encompassing representatives

of ministries or bodies responsible for youth matters from the 48 States Parties to the European Cultural Convention, and the Advisory Council together. It also hosts the Programming Committee on Youth, a co-decision body comprising 8 members each from the CDEJ and the Advisory Council, which establishes, monitors and evaluates the programmes of the European Youth Centres and of the European Youth Foundation.[33]

E. YOUTH ORGANIZATIONS

Youth organizations are unique in that they are primarily focused on reflecting the views and serving the needs of young people. Whether these are structured organizations or informal groups, they provide a space where young people can organize for action to meet community needs and experience group processes. Support to youth organizations and their structures on a national level through National Youth Councils or Youth Committees in many countries is the basic strategy to involve young people. This also involves the right and the support to establish youth organizations.[34]

Many youth organizations do exist, and often face the same obstacles: primarily the lack or instability of resources and discontinuity in leadership. Youth organizations may form to address community problems through projects with a set lifecycle, while they may also continuously work through a faith-based, university, or community structures. They may be issue-based or work to promote youth participation generally.

Youth organizations may be staff-led or have a constituency that elects their officers, and it is important to identify the differences and strengths displayed by both project-based and politically oriented youth organizations. The first one focuses on operational results, while the second one relies on political process and representative legitimacy. Both types are valuable in the development of the youth movement and should be recognized as partners by governments and multilateral agencies alike when defining strategies to implement the MDGs.

It is important to recognize that, as showcased in Part II of this paper, youth organizations are already working towards implementing the MDGs. They represent a primarily untapped resource for the development of concrete action plans by governments and display several comparative advantages over other sectors. Youth organizations are dynamic and cost-effective; they have the know-how to design and implement youth-friendly strategies; and they have a vested interest in implementing the MDGs as future inhabitants of the planet.

F. YOUTH AND NON-GOVERNMENTAL ORGANIZATIONS

Many large NGOs, such as Amnesty International or the International Planned Parenthood Foundation, continuously seek the input of young people in their work. They do so by having youth on their boards and youth advisory councils, or consciously seek youth expertise and participation in other ways. Their strategies include working with youth on the ground, having internship or mentoring programmes in their offices, etc. Most young people choose to volunteer for, or be members of, NGOs because they have an interest in certain issues, or identify themselves as part of a particular group. Many other young people, especially in developing countries and those in conflict, would be considered civil society leaders, but may not associate themselves as "youth," since the majority of their population may be under 25 years of age. NGO alliances with youth are invaluable, and there is a lot to be learned by exploring the new models employed by some to engage youth. As NGOs turn their focus to achieving the MDGs, they too must take up the challenge of not only building capacity of youth, but also ensuring the participation of youth in their work.

PART II. YOUTH AND THE MILLENNIUM DEVELOPMENT GOALS

GOAL 1: ERADICATE EXTREME POVERTY AND HUNGER

Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day
Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger

"Youths in Nigeria have played no significant role in poverty alleviation because most young people are already under poverty and the burden of poverty can be very heavy. Poverty alleviation programs are carried out by government in a much politicized way making the gain impossible to reach the beneficiaries."

Chijike Ndukwu (Nigeria) 32 years old[35]

"The main goals with youth work in Brazil are: Eradicate extreme poverty and hunger - there are a lot of projects, especially with children in the rural area. There is the Pastoral da Juventude that developed a powder mixture that is added to the children's food in order for them to grow healthy even without many resources. They also teach the mothers and other members of the family on how to use all parts of the fruits and vegetables (like seeds)."

Camila Argôlo Godinho (Brazil) 24 years old[36]

Introduction

Poverty affects young people in a striking and personal manner. A young girl in Sub-Saharan Africa, for example, living in extreme poverty cannot attend school because she needs to fetch water for her family. For this girl, poverty cuts across all needs; even if water is available, her family of six does not have the US $5 per month necessary to pay for her school fees. Further still, if her family could afford to pay, she may only have the option of reaching the fifth grade.

Young people living in poverty lack access to opportunities for economic growth. A young person in South East Asia may grow up with a strong family support system and enough food to eat, but might never find decent work because of a weak local economy. Youth unemployment will be discussed at length in the chapter on Goal 8, but it must be stressed that the effects of "poverty of opportunity" are felt in various sectors such as health, education, housing and personal safety.

Poverty threatens social stability to the point of war. Youth in conflict and post conflict zones are more likely to be poor and without access to school, decent employment or public services. In traditional development strategies, conflict is often excluded or not understood as a cross-cutting barrier to all Millennium Development Goals.

As this discussion will detail, many things are required to eradicate extreme poverty and hunger: more disaggregated data on youth and poverty, youth involvement in the design and implementation of poverty reduction strategies, a commitment to address diverse youth needs in rural and urban areas, and youth leadership in combating graft and corruption.

Increasing The Availability Of Data On Youth And Poverty

1.1 Option for Action: *Governments should create youth development indexes and trend monitoring schemes that are aligned to the MDGs and PRSPs/CAS. Such studies should include the UNDP 2006 Human Development Report and the 2007 World Development Report of the World Bank devoted to youth development.*

1.2 Option for Action: *Expand sex-disaggregated and age-based research, both qualitative and quantitative, on youth poverty at both national and regional levels.*

Governmental reports on Goal 1 commonly report data exclusively at a national level, omitting contrasts between rural and urban living. These reports also omit different obstacles and circumstances that correspond with age or gender. The lack of such data at a regional and/or local level, especially in poor and densely populated areas, limits the availability of targeted scientific analysis to study the impact that poverty has on young people living in such communities. Where such data is available, it is often not gender and age disaggregated. Meanwhile, a staggering number of young girls and women are becoming increasingly vulnerable to the effects of poverty; the phenomenon of feminization of poverty is now more pronounced than ever before. UNDP estimates that 70 % of the 1.3 billion people living in extreme poverty and suffering from hunger are women.[37]

The UN *World Youth Report 2003* attempts to provide quantitative estimates of young people in extreme poverty around the world. The lowest estimate of young people in extreme poverty ranges from 38 million to 110 million; the middle-range estimates of youth poverty is 238 million surviving on less than a $1 a day. High-end estimates of the number of young people aged 15-24 years-old in extreme poverty in 2000 are 462 million, based on those surviving on less than $2 a day, and 497 million, based on the number of children who are underweight applied to the youth population.[38]

Case Study 1: UNDP National Human Development Report Written by Croatian Youth

The sixth edition of the Croatian Human Development Report[39] is entirely devoted to youth development. It came about after donors wanted to know what the priority problems of Croatian youth were, and a young person argued that there is no comprehensive report available on the situation of young people that explicitly draws conclusions and prioritizes problems. To write this report, the UNDP office in Croatia hired an external manager to coordinate three national youth NGOs working in the field, as well as a team of youth authors and working groups. Six other local youth NGOs supported the report by organizing focus groups in different regions around Croatia. As mentioned in the report, the Croatian national government is still in the restructuring process, so there is currently no governmental body that has capacity for the implementation of the national youth policy. The report includes interviews with governmental officials responsible for youth programs.

Case Study 2: Philippine's National Youth Commission Identifies Situation of Youth

The National Youth Commission (NYC) is currently finalizing the Medium Term Youth Development Plan (MTYDP) 2005-2010, which will serve as the master plan and national framework for all youth development efforts.[40] This Plan is a comprehensive study of the Situation of Youth in the Philippines. As part of its efforts to draft this document, the NYC conducted a series of consultations in regions throughout the country. Previously, youth service providers addressed problems considering four youth sub-sectors (in-school youth, out-of-school youth, working youth and youth with special needs). The Plan re-addressed such categories, and identified different characteristics based on the following age groups: 15-17, 18-24 and 25-30. Some of the clusters identified in the study are education, employment, health, values and participation. The focused groups among youth leaders, youth-serving institutions, programs partners and other stakeholders were piloted in Manila, and later expanded nation-wide.

Case Study 3: UNESCO Brazil's Youth Development Index

In 2004, the UNESCO Office in Brazil developed a new tool aimed at supporting governments and civil society stakeholders in assessing and measuring the impact of youth policy interventions on the situation of young people. The 'Youth Development Index' draws on three dimensions, namely 'employment', 'education' and 'health'; so far, extensive and disaggregated (regional) data are available for the Brazilian context. UNESCO strongly encourages the dissemination and adoption of this tool to other countries in order to allow for comparative assessments of the conditions of young people and to ensure an increased effectiveness of policy interventions.

Youth Engagement In Poverty Reduction Strategy Processes (PRSPs)

1.3 Option for Action: *Governments must create mechanisms that ensure young people are involved in the development of Poverty Reduction Strategy Papers (PRSPs) and Country Assistance Strategies (CAS) through National Youth Councils or other forums for youth representation. This will ensure that youth perspectives are heard and that PRSPs are relevant to local concerns. It will also promote widespread participation in their implementation.*

1.4 Option for Action: *Governments should include young people in the implementation of new projects identified in national development and poverty reduction plans and strategies, as well as support existing youth-led development initiatives.*

Starting in 1999, poverty alleviation strategies and action plans have been widely consulted among stakeholders in a participatory process leading to what are called Poverty Reduction Strategy Papers (PRSPs). Most PRSPs refer to poverty-stricken African, Asian and Latin American countries. For some nations, poverty reduction strategies are formulated by the World Bank in a participatory process leading to what are known as Country Assistance Strategies (CAS).[41] These papers consist of a number of core components: an analysis of the poverty situation in the country, a strategy for poverty reduction based on this analysis, the commitment of budgetary resources to implement the strategy, a monitoring framework to assess the achievement of strategic goals, and consultations at every stage with primary and secondary stakeholders to ensure broad-based national ownership of the strategies.[42]

Governments and the international development community can provide young people with broader opportunities to contribute to the PRSP and CAS processes and engage in implementation activities. In this regard, with the aid of local governments and civil society organizations, National Youth Councils and/or alternative forums for youth representation can take the lead in organizing grassroots-level poverty reduction consultations with young people. These entities can then be the sounding board of youth perspectives in national-level PRSP and CAS discussions.

A recent independent review of the World Bank's Poverty Reduction Strategy (PRS) Initiative recommended that the Bank encourage greater emphasis on improving domestic planning, implementing, and monitoring processes, and less on completion of documents; ensure country ownership of the strategies; help countries identify actions with the greatest poverty pay-off; and finally, make sure its own programmes are anchored in the country's strategy and in coordination with other external partners.[43]

In terms of these recommendations, youth can play a key role in "ensuring country ownership" of PRSPs. By investing in the engagement of youth, the poverty reduction strategy will not only make youth more apt as citizens to give back to their societies for the rest of their lives, but also by default link the entire families of these young people and their communities into the work. By looking at the needs of youth, key needs in terms of long range and "greatest poverty-payoff" are likely to be quickly identified.

In another study reviewing PRSPs, it was found that "little systematic attention is paid to social protection issues"[44] which are vital to the livelihoods and welfare of poor and vulnerable groups such as young people. A growing number of PRSPs are making reference to young people, yet targeted interventions are not based on integrated approaches and action plans are often done on a piecemeal basis. One of the key recommendations of the participants of the Youth Roundtable of the Expert Group Meeting on *Creating Strategies for Youth Employment in African Cities* held in Nairobi, Kenya on 21-25 June 2004 consists of the need to engage youth "in the creation and implementation of all development agendas, such as New Partnership for Africa's Development (NEPAD), PRSP process and MDGs, particularly in identifying their role in these international development agendas". The participants further pointed out "PRSPs must be localized to engage youth involvement in their translation into concrete programmes of action at the local level."[45]

58.8% of youth surveyed in the UN World Youth Report 2003 said they were consulted on the Poverty Reduction Strategy while 41.2% said "no" and for the remainder there was no available data. In only 11.8% of cases, youth were identified as specific groups in the PRSP and in 88.2% youth were included in a minor way. In 47.1% of PRSPs, youth were identified as target group in the action plan while in 52.9% were included as a minor target or not included. The foregoing analysis of the information provided by government and other stakeholders suggests that although young people are sometimes recognized, in most cases they are not regarded as a traditionally marginalized group in poverty.[46] Many African countries in the process of crafting PRSPs have not fully recognized the need for broader and deeper poverty reduction frameworks where young people should actively participate. For example, most stakeholders have long considered introducing ex-combatant youth into productive and decent work in Sierra Leone a key priority development action. The initiative of the Prince of Wales' Youth Business International to secure support from development agencies to address this issue largely failed because there was no provision for the action in the country's PRSP.

To this end, young people, by their sheer number and vulnerability to poverty impacts, and given their huge potential to contribute in poverty reduction efforts, especially at the grassroots level, are key clients in the PRSP process.

Case Study 4: Youth Participation In The Consultation Process Of Poverty Reduction Strategies [47]

Pursuant to the Implementing Rules and Regulations of RA 8425: The Social Reform and Poverty Alleviation Act, the National Anti-Poverty Commission of the Philippines (NAPC), the lead government agency tasked to craft strategies and implement projects on poverty alleviation, is now in the process of reconstituting the membership of the NAPC Youth and Student Sector through the 2nd Sectoral Assembly scheduled for late 2005.[48]

The Sectoral Assembly is currently being organized to facilitate the formation of the Sectoral Council, to be composed of 15 to 25 sectoral leaders for the term 2005-2008, and will be responsible for coming up with a consensus on anti-poverty programmes and policies affecting the Youth and Student Sector. This process seeks to achieve the broadest representation and participation of the Youth and Student Sector in the government's anti-poverty efforts.

Youth organizations eligible for membership in the Sectoral Assembly must be operating either at the national, regional, provincial, city or municipal level, or be community and school-based organizations involved in poverty related programmes and projects, and actively participate in advocating and lobbying for the legislative/executive and/or programme agenda of the Youth and Student Sector with concrete achievements in terms of sectoral gains.

Youth And Rural Development

1.5 Option for Action: *Development policies must prioritize the growth of rural areas, which have high percentages of unemployed youth and little public infrastructure, by engaging young people in creating necessary services and infrastructure.*

1.6 Option for Action: *Governments and the private sector must support agri-based micro-entrepreneurial endeavors of young people and invest in farming technologies that boost agricultural production.*

In most agricultural countries of Latin America and Asia, poverty incidence is much higher in rural, geographically secluded communities. These areas are often characterized by poverty of opportunity for stable employment, quality education, public infrastructures (e.g. farm-to-market roads, post-harvest facilities, irrigation systems) and social safety nets with an influx of foreign agricultural products due to economic liberalization.

Rural youth, who often lack skills needed in a highly competitive urban environment, are left to tend their family's agricultural land. Their potential capacity to spark increased agricultural production through innovative, eco-friendly planting practices and post-harvest methods is widely unrecognized and thus remains untapped. With adequate support infrastructure, incentives, and land reform, young people in rural areas can fuel economic growth in these agricultural regions.

Local governments and the private sector can likewise tap young people in erecting agricultural infrastructure, such as irrigation systems and rural road networks. This experience would provide rural unemployed youth with valuable, practical skills in rural infrastructure that could then be transferred to other employment situations while also improving rural infrastructure for the general population and thereby increasing economic opportunity.

Case Study 5: Life Skills For Rural Young Women (Nepal, Bangladesh, Pakistan And India)

Since 2002, UNESCO's Section for Youth has actively been involved in the UNESCO pilot project 'Breaking the poverty cycle of women', an initiative pertaining to its cross-cutting theme "eradication of poverty, especially extreme poverty" and aimed at the empowerment of marginalized adolescent girls in South Asia.[49] The intersectoral and interdisciplinary framework of this project (based in Nepal, India, Bangladesh and Pakistan) targets adolescent girls aged 12 to 18 with a programme combining basic education, health and legal counseling, science education, skills training, access to micro credit facilities, community mobilization and policy advocacy on a sub regional level. In this project, the Section for Youth cooperates with local youth organizations on the monitoring and evaluation component. By using an innovative approach, i.e. peer-group monitoring and evaluation (comprising interviews and focus group discussions with the young girls, parents and community members), gain a better understanding of the learning needs of adolescent girls, and establish effective mechanisms which inform necessary future adjustments. At the same time, this approach contributes to capacity building of youth organizations in monitoring and evaluation techniques, facilitates their cooperation with other partners in social development projects and fosters the communication between urban and rural youth.

Youth In Urban Slums And Population Management

1.7 Option for Action: *Government must enact laws that foster the creation of community-driven projects with urban youth living in poverty, support current youth-led entrepreneurial initiatives in urban communities, as well as UN-HABITAT's work in slum development.*

1.8 Option for Action: *Governments must increase efforts to educate young people in urban communities on responsible sexual lifestyles and reproductive health practices as a public policy measure to effectively manage population growth.*

According to a recent World Bank report,[50] the world's population will balloon to 9 billion by 2050 from 6 billion today, and most of that increase will be in the cities, towns and urban areas of developing countries. In May 2003, the Governing Council of UN-HABITAT adopted resolution (GC19/13), requesting the Executive Director to develop a strategy for strengthening youth involvement in the work of the programme. The resolution also requests increased participation of youth in urban governance, focus on capacity-building and poverty alleviation, strengthening youth employment opportunities, and establishing an interim youth consultative mechanism. The youth strategy will be submitted to the Governing Council at its 2005 session.[51]

A preliminary paper outlining the UN-HABITAT youth strategy[52] states:

> "In view of this mandate, and in order to work towards achieving the Millennium Development Goals, UN-HABITAT is committed to developing, supporting and promoting initiatives, which positively contribute to:
> - Mainstreaming youth as a cross-cutting issue in the implementation of UN-HABITAT programs
> - Initiating and fostering inter-agency collaboration, as well as partnerships with youth organizations, as a vehicle for outreach and youth participation,
> - Engaging youth concerns at an international level to help formulate an international understanding of pressing youth issues,
> - Enhancing the participation of youth in UN-HABITAT's work so that young people's views and contributions are valued,
> - Recognizing the diversities among young people and taking their views into account,
> - Providing youth with the best-available information resources and facilities pertaining to employment, health, crime prevention, governance and youth rights and responsibilities."

In most rapidly expanding cities, ineffective population management and lack of reproductive health programmes limit young people's ability to lift themselves out of poverty. Young people should be educated on responsible sexual and reproductive practices as an answer to disproportionate urban growth in the developing world. With sufficient knowledge on child spacing and responsible parenthood, young people will be able to stimulate development and reduce poverty incidence both at the household and macro-economic levels.

Case Study 6: Youth Helping Youth In Urban Poor Communities

Slums Information Development & Resource Center (SIDAREC) is a community-based, youth-led organization located in the urban slums of Nairobi, Kenya. It was established by a group of young people in 1996 to identify resourceful youth in the slums and engage them in the betterment of their own community.

At present, the organization operates in seven slums of Nairobi. The first pilot project began in Pumwani slums, with a population of over 200,000 people. In the year 2000, they replicated the Pumwani project to another slum in Nairobi, Mukuru Kwa Njenga, with a population of 350,000 people. The project includes capacity-building workshops with young people, establishes media and communication channels within the community for better information sharing, builds resource centers to distribute reading, audio and video materials and provides counseling services. The organization hopes to reduce poverty by promoting income-generating community-based projects and reducing the number of street children through prevention initiatives that work with parents on child development

issues. A computer training course is currently being launched as well as a reproductive health campaign to educate the public about STDs and an Early Childhood Development initiative that will focus on child rights advocacy and basic education.

Youth Vigilance In Combating Corruption

1.9 Option for Action: *Widespread support must be extended to the World Bank's Youth and Governance Program, particularly in countries most affected by ongoing corruption. Youth must be further trained in eliminating all types of corruption and whistle-blowing strategies through country-specific youth driven anti-corruption projects.*

1.10 Option for Action: *Governments must create communication strategies to inform young people on accessing anti-corruption commissions.*

According to the World Bank Institute, the total cost of corruption is more than $1 trillion dollars (US$1,000 billion) each year. It further reports that "countries that tackle corruption and improve their rule of law can increase their national incomes by as much as four times in the long-term, and child mortality can fall as much as 75 percent." In the poverty-stricken countries in Africa and Asia, corruption, both at the government and private sector, is a chronic problem that is crippling the economic stability of markets and eroding the moral fibers of society. Last June 2004, under the auspices of the UN Secretary-General, UN Global Compact Summit participants adopted a tenth Global Compact principle "against corruption in all its forms, including bribery" in addition to promoting good corporate practices in human rights, decent labor and environmental sustainability. The advancement of information technologies and repeated calls for transparent procurement systems are putting pressures on governments to institute reforms in the management of public funds.[53]

Central to solving the dilemma of corruption is the existence of effective participatory mechanisms, transparent public systems and information disclosure laws within the broad context of good governance. It is in these areas that young people are helping societies curb corruption. The idealism and high ethical standards of youth are potential ingredients in fighting wide-scale corruption and promoting good governance. However, corruption breeds corruption, therefore youth must be provided with civic education that limits their risk of falling into the cycle of corruption. Clearly, the challenge is to harness the enthusiasm and idealism of youth and to empower them to use it as opposed to leaving them with no other option. The World Bank's Youth and Governance program acknowledges the significance of young people in the struggle towards a corruption-free society by refusing to pay bribes, leading information drives or media campaign about anti-corruption, organizing youth clubs on good governance, reporting fraudulent transactions of government officials, and through other methods.[54]

Case Study 7: Building Mechanisms For Youth Engagement To Eradicate Corruption In Zambia

Zambia's youth are finding ways to fight corruption in their country with the help of the World Bank. Youth engagement in corruption allows young people to tackle a political problem that has many consequences in their lives. [55] Since youth compromise the majority of the population in Zambia, it is incredibly important for them to fight corruption, a social ill that affects both their present situation and their future opportunities. The World Bank organized a workshop for Zambian high school and college students where they provided practical solutions to this serious problem. The students also used the World Bank's course to reflect on corruption and how they can save their country from its grip.

The participants gave recommendations to disseminate news on youth activity against corruption. An interesting suggestion was to provide access to government publications from police agencies, which would allow for the creation of an anti-corruption commission. This gives young people a chance to participate in the decision-making

process of policy making. The role of the media is important to spread the information that youth gather on corruption. Youth should document what they know, see or hear about corruption as soon as it happens, thereby disseminating information immediately. Additionally, the use of radio and television to present programs would inform a wider group of people about these issues.

Conclusion

Young people are integral to addressing the issues of extreme poverty and hunger. They can assist with providing fresh ideas when crafting development policies as promoters of rural development and as peer educators combating corruption and developing social and environmental entrepreneurship initiatives. Young people are waiting for the opportunity to be used as assets in uplifting their communities out of poverty by creating the foundations for sustainable growth and prosperity. Policy makers and development specialists must enact a serious paradigm shift in the way they shape poverty reduction efforts and fully engage young people to avoid the perpetuation of poverty and hunger in villages and cities around the globe.

GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

Target 3:   Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

One big thing is that students at my university (Rhodes University in South Africa) are using Open Source free computer software to provide free Internet connectivity to disadvantaged schools. We raise money to buy second hand computer hardware and software which we donate to the schools in our area.

Haru Mutasa (South Africa) 24 years old[56]

Introduction

The World Declaration on Education for All, Article 1, paragraph 1 states "Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools[57] and the basic learning content,[58] required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning."[59]

Ensuring primary education for all people is the key to unlocking the potential of all societies. Education enables people to take care of themselves and their families, to take control of their futures, and most importantly, to raise themselves out of poverty. Furthermore, achieving target 3 of the MDGs will help achieve targets for other MDGs; it will combat poverty, promote gender equality, create awareness of HIV/AIDS and maternal health, and promote environmental sustainability.

Young people are already helping to achieve the target of universal primary education by encouraging school participation, acting as teachers to other young people, and contributing to the development of curriculums. The discussion below includes case studies exemplifying youth contributions to achieving universal primary education, the enabling environments required for youth contribution to this MDG, and the specific Options for Actions that governments can take to enable more youth to contribute to achieving MDG 2.

Encouraging School Participation

2.1 Option for Action: *Governments should adopt and promote the concept of peer-led initiatives and encourage young people in schooling to undertake community-based initiatives that encourage school participation*

More than 113 million children are denied access to primary education and more than 150 million people have never completed it. Girls are particularly excluded from primary education. In addition, approximately 250 million children from ages 5-14 in the developing world cannot go to school because they are subject to child labor.[60] Despite several declarations, such as the World Declaration on Education for All and the Dakar Framework for Action adopted by the World Education Forum, primary education for all children is still not the norm in many countries.[61]

According to a World Bank study, only 37 of 155 developing countries analyzed have successfully achieved universal primary education. Based on trends of the 1990s, another 32 are likely to achieve this goal, but 70 countries are at risk of not reaching the goal unless progress is significantly accelerated. In several countries, completion rates have stagnated or even fallen in recent years.[62] This is a bleak representation of the priorities that are given to children and primary education.

Sub-Saharan Africa and South Asia are extremely challenged areas in the world where progress in education has been very difficult. Sub-Saharan Africa lags farthest behind, with little progress since 1990. South Asia is the other region with chronically low enrollment and completion rates.[63] The root-cause of this is a lack of

resources, particularly in rural areas. It is important to note that a lack of resources exists because national governments do not make primary education a top priority in their budgets.[64] In order to allow all people to benefit from primary education, all governments must ensure that it is free of charge, compulsory and accessible to all people.[65]

In some areas young people are already working effectively to encourage increased school participation. As outlined in Case Study 8, many young people are effective advocates for child rights, including the right to education. When enabled and empowered they are also well networked, effective at identifying areas of need, efficient at raising money and collecting resources and capable of developing and implementing projects including school building.

The contribution of young people to achieving universal primary education can be scaled up by national governments. National governments should promote and support the concept of 'young people for young people' in their own countries. By doing this, governments will ensure those young people attending school understand that many young people do not have the resources to attend school and assist them in fostering a sense of community amongst young people, which will lead to youth-initiated progress not only in the achievement of universal education, but also the other MDGs.

Case Study 8: Youth Engaging Youth in Educational Opportunities

Free The Children[66] is an international network of children helping children at a local, national and international level through representation, leadership and action. Craig Kielburger founded the organization in 1995, at the time a twelve-year-old Canadian. In the past seven years, Free the Children has spread to more than 35 countries and more than 1 million people have participated in its projects and campaigns. The organization is currently working on many issues concerning the protection of children's rights and youth representatives from Free the Children have become international spokespersons for children's rights and primary education for all children.

One of Free the Children's projects is 'School Building'. The organization has built and outfitted more than 375 schools around the world providing education to more than 30,000 children in 23 developing countries. School building projects are supported and enhanced by alternative income programs, medical centers and clean water programs. Another project the organization has undertaken is providing 'School and Health Kits'; it has shipped more than 175,000 school and health kits to children in nearly 40 developing countries, providing them with the necessary supplies to go to school and remain healthy. Free the Children owe their success to the formula: 'young people for young people'.

Young People As Students And Teachers

2.2 Option for Action: *Make volunteer tutoring of primary school aged children part of the secondary school curriculum.*

2.3 Option for Action: *Projects where young people take initiative to enhance education and teach other young people should be showcased and funding made available to replicate them in other communities.*

In many areas young people have demonstrated their desire and commitment to help each other by initiating and leading peer-to-peer education projects in their spare time. By working together on community level projects, young people have shown repeatedly that they are effective teachers and that they can often interest and motivate each other when older teachers and parents cannot. Furthermore, young people have proven to be good mentors for younger students in school, helping them with their studies and counseling them in other areas.[67]

The contribution of young people to achieving universal primary education through peer-to-peer projects should be scaled up by national governments. National governments should encourage, support and provide incentives to promote such initiatives. This may include making volunteer tutoring of primary aged children not enrolled in school a compulsory part of the secondary curriculum. This would ensure all young people in secondary school are actively contributing to teaching those children not enrolled and thereby contributing to the achievement of universal primary education.

Case Study 9: Youth Working to Eradicate Illiteracy in India

Eradication of Illiteracy Project under the aegis of Tara Educare Academy[68] was the a brainchild of a 17 year old child **-** Ram Gopalakrishnan, living in Noida - a township on the outskirts of Delhi, India. In order to do something about the problem of illiteracy in the neighborhood, he formed a group called EDU-KIDS in February 2000, and started the Eradication of Illiteracy Project. The project entailed starting a school that is free of charge for all the children in the neighborhood. The school began with only 3 students in the school run in a volunteered car garage and after three years had 30 students. The school now has plans to divide the class in two separate groups, so that one group consists of older children who have learnt the basics and the other consist of the younger ones.

Two teachers take turns teaching and the members of EDU-KIDS help with the facilitation of the school. The students are taught to read and write the national language of India (Hindi), as well as arithmetic, moral values, environmental studies, art, crafts and music. Most importantly, this project stresses the importance of educating girls. Efforts are underway to mainstream the children into the school system. Recognizing this genuine effort of youth to ensure primary education, SMILE Foundation India came forward to support this project and institutionalize the initiative.

Curriculum

2.4 Option for Action: *Ensure young people have the opportunity to contribute to their own curriculum through the creation of student school councils.*

Young people can make important contributions to the development of youth-relevant curriculums for schools. Providing young people with the opportunity to participate in school councils enhances young peoples' understanding of the education system, promotes a sense of ownership over the school curriculum and helps to ensure that curriculum development is informed by the opinion of young people. Curriculums should focus on student interaction with their local communities and present involvement and interaction as a means of both developing basic skills and practicing higher-order thinking.

In Peru, school councils now exist in almost 6,000 schools. These councils are run by democratically elected representatives and are recognized by local institutions such as the police, health centers and religious bodies. The school councils run seminars on young people's rights, are active in promoting youth participation and have now been made mandatory in all schools by the Ministry of Education.

Conclusion

Young people are already helping to achieve the target of universal primary education. The above section has shown that, when empowered and enabled, young people are effective at encouraging participation in education, teaching other young people and developing youth-relevant curriculums. By undertaking the Options for Actions outlined above national governments can enable more youth to contribute to the target of universal primary education.

GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

Target 4:   Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015

Young women and girls face more in gender disparity because of lack of knowledge about their rights, low level of education and experience. The community, and worse still, the older women have left the girl child and young woman out of the decision making and leadership programs.

Hellen Tombo, (Kenya) 27 years old[69]

Introduction

Despite progress towards achieving gender equality, women are still not given the same protections, rights and roles as men and are denied opportunities for employment and education. Traditional practices, attitudes, and roles, in addition to religious and economic beliefs, result in unequal power relations, which may not be recognized as discrimination. Poverty is the biggest impediment to gender equality. In developing countries girls are often expected to remain at home to care for younger siblings and the household. Often it is the boys who go to school as it is assumed that they can earn more money. Beyond education, a lower status of women is perpetuated by economic, legal, and political polices. Young women grow up in a world of wage disparities, unequal protection and inequitable laws such as those that deny the right of inheritance. There also exists a social misperception that women's work has no economic value since the majority of women's work occurs in the non-wage economy.

At the World Conference on Women in 1995, governments agreed in the Beijing Platform for Action that

> "Special measures must be taken to ensure that young women have the life skills necessary for active and effective participation in all levels of social, cultural, political and economic leadership. It will be critical for the international community to demonstrate a new commitment to the future - a commitment to inspiring a new generation of women and men to work together for a more just society. This new generation of leaders must accept and promote a world in which every child is free from injustice, oppression and inequality and free to develop her/his own potential. The principle of equality of women and men must therefore be integral to the socialization process."[70]

The global community has clearly failed to reach the benchmark of 2005 for ensuring access to all for primary education (Target 4). It is estimated that more than 60 million girls are denied access to primary education.[71] Uneducated women who seek work outside of the home are at greater risk of being overworked, underpaid, physically abused, or forced into sexual labor.[72] In addition, an educated or literate woman is less likely to die in childbirth, more likely to have fewer and healthier children, and more likely to be able to provide access to education for her children.

Young people are capable of contributing to the elimination of gender disparity in primary and secondary education through expanding and supporting the formal and non formal education of young women and girls, empowering young women to help themselves, and promoting gender awareness in education. However, young people are the first to realize that "achieving gender equality" goes far beyond primary education. Young women need the encouragement, mentorship and training to enter non-traditional roles to grow up and become leaders of society. Gender inequality is deeply rooted in culture in both the developed and developing world, but young people can be powerful agents of change. Young people recognize that it is extremely important not to impose western values of gender equality, but rather to empower women to help each other and themselves, and to identify their community needs.

The empowerment of women is linked to every Millennium Development Goal, and gender analysis should be incorporated across all the MDGs. Among other priorities, young women need access to higher education, increased political participation, micro credit and ICTs (as discussed in goal 8), reproductive health education

and services (as discussed in goals 4 and 5), and safety from violence and abuse (as discussed in goal 5). Additionally, it is crucial that young men should be involved in reducing gender-based violence and building a culture of gender equality (as discussed in goal 5).

Expanding And Supporting The Education Of Young Women And Girls

3.1 Option for Action: *Provide incentives and funding opportunities for NGOs and youth organizations to initiate non-formal education activities targeting girls and women. Where initiatives already exist develop replication strategies and scale up existing initiatives.*

In many countries, particularly in the developing world, governments have not been reliable agents in improving the status of women. However, NGOs worldwide, including youth NGOs, have had some success at bringing more attention to the plight of the girl child in advocacy efforts at all levels and in providing educational opportunities outside the formal education sector to young girls and women. On the ground, many NGOs focus entirely on working with women, and often with a grassroots methodology that is sensitive to the local cultural environment and therefore successful at expanding the education options of young women and girls.

As Case Study 10 below outlines, young people are already contributing to the expansion of education of young girls and women through providing safe environments for non-formal education,[73] literacy training, vocational skills such as sewing and hospitality, and counseling to address women's self-esteem issues. In school systems textbooks and materials need to be reviewed for gender bias and replaced or updated, and teachers need to be sensitized to the gender biases they perpetuate.

Governments should further enable the contribution of young people's initiatives in expanding and supporting the education of young women and girls should by providing incentives and funding opportunities for existing youth organizations to address education of young women in areas where it is not yet occurring. In areas where some initiatives already exist, governments should work with NGOs to develop replication strategies and scale-up existing initiatives.

Case Study 10: YWCA Of Belize And Bangladesh Closing Gender Gap In Secondary Education[74]

The HELP program in Belize gives girls ages 13-18 a second chance at secondary education by preparing them for the entrance exam, or helping them to acquire a skill so they can function positively in the community. The program is geared towards helping young women develop positive self-esteem through a counseling program. They are also given the opportunity to re-sit the Primary School Examination or get basic skills in hospitality, sewing, and cosmetology. Young women between 13-18 years of age are the main target group and the young women involved in the program. The program is funded through participatory fees, volunteer teachers, UNICEF, and a minimal level of government funding. At present there are 45 participants. The graduates are currently enrolled in most of the high schools in Belize City and at the junior college. The present Head Girl at Weslet College is a graduate of the program. A graduate from the University of Belize Hospitality Service Department was also a HELP graduate. Students who have graduated have successfully found employment or have used their newfound skills to start their own business. There are two grave challenges that are creating a negative impact on the growth of the program: lack of funding and lack of space. Future plans are to accommodate more girls and to allow the curriculum to become versatile so that it will develop and grow along with the ever-changing needs and problems that young women face.

The goal of the Bangladesh Adolescent Development Programme is to equip adolescent girls for a better future. For a long time the YWCAs in Bangladesh were running education programs for children as well as adults. Recently the YWCA of Bangladesh identified that there are many adolescent girls who have either never attended school or have dropped out. Without having an education, life skills or occupational skills, these girls are forced into married life and suffer the most. For that reason, in 1998 local YWCAs started the Adolescent Development Program. The program includes literacy, skill training, awareness raising, and preparation for married life. In eight local YWCAs

young girls are receiving the Adolescence Development Training on a regular basis. Fifteen to twenty young girls are usually enrolled in each group for an 18-month course. From July 2001 to March 2002 a total number of 67 girls in 4 groups successfully completed eighteen months of training. Some of them have been admitted into formal schools after completion of the course. ADP aims to reach girls ages 13-19 on the grass roots level.

Empowering Young Women To Improve Their Situation Themselves And To Help Others

3.2 Option for Action: *Initiate young women into trainers programs in participation and leadership to enable young women to help their communities.*

3.3 Option for Action: *Encourage young women's civic participation through holding conferences for young women to address issues of concern, and opening other means of formal political participation, such as seats for young women in political parties or caucuses.*

3.4 Option for Action: *Governments and civil society in peaceful areas as well as conflict zones should provide support, training and a project incubation service to help young women leaders evaluate the needs of their communities and develop successful projects.*

Youth organizations, though varied by region, face challenges specifically in encouraging the leadership of young women. While struggling to promote youth participation, they may overlook their country's gender inequality, or even gender inequality that exists within their own organization. While a variety of inspiring youth programs have been implemented worldwide, the impact of this has hardly been felt in the world's poorest areas. As Case Study 11 below illustrates, when provided with the opportunity to meet, discuss their situation and strategize, young women create networks to support each other's efforts and maintain momentum.

Leadership and training for trainers particularly aimed at including women should be initiated and supported by governments. For countries in transition and post-conflict, special efforts should be made to include young women in rebuilding processes. These initiatives will promote the empowerment of young women and ensure they have the capacity to improve their situation themselves and to help one another. For example, in recently democratic Kenya, young women have a special position in the Kenya Women's Political Caucus, which besides ensuring mentorship and political participation of young women, has enabled a youth consortium to participate in a donor-funded Gender and Governance program.[75]

Case Study 11: Young Women in Africa Mobilizing Around the HIV/AIDS Pandemic

From June 30th to July 4th 2003, a group of 35 young women participated in the Association for Women in Development (AWID) Young Women and Leadership program's first-ever regional institute on 'Tackling HIV/AIDS and poverty in Africa'.[76] Young women from all over the African continent as well as from Australia, India, Uzbekistan and Barbados came together to analyze, strategize and mobilize around the HIV/AIDS pandemic while examining the intersections of the pandemic within local, national and global economics, human rights and leadership crises.

The session concluded with the young women identifying a need for the creation of a young woman's network within Africa to allow for ongoing communication and strategizing. They also identified the importance of young women's demands and priorities to be represented at all meetings and decision- making processes that will affect their lives. By ensuring ongoing communication and strategizing amongst themselves, as well as other interested young women in Africa, the participants have created a mechanism to maintain the momentum gained from the institute to ensure strategic advocacy and activism at all levels.

Many young people have the passion and the capability to do a lot if given access to simple resources and support. Young women in conflict zones are especially vulnerable and often forgotten, with few opportunities to help themselves or their communities. As Case Study 12 demonstrates, however, some young people in conflict zones are making a difference. With the aid of an international youth network and determination Margaret Mercy Akongo established a resource center aimed at servicing young women. With targeted, localized training and support from governments and intergovernmental agencies, other young people could be enabled to commence similar initiatives.

Case Study 12: Incubating Women and Youth Resource Center in A Conflict Zone

In May 2002, Margaret Mercy Akongo, age 25, an Oxfam International Youth Parliament Action Partner in North East Uganda founded Tedwaii Indigenous Women Development Organization (TIDO) with the hope it would empower young people and young women in Karamoja as active partners in the development process.[77] Karamoja is stereotyped as a backward region and is neglected by the government. Conflict in the region dates back thousands of years, but modern warfare has made the situation even more deadly. Education levels are low and there is little access to information. Natural resources are scarce and competition for them leads to conflict. Famine, drought and disease exacerbate the situation. Human rights abuses are frequent, especially against young people.

Mercy, with the aid of her organization, began running workshops to educate the people in her community on issues such as human rights and development. She took an active role at her university in advancing women's affairs and she lobbied on behalf of her community at different local, national and international forums. Mercy has found that the more she speaks up, the more young people in Karamoja have called for changes to be made. At Oxfam International Youth Parliament 2004, Mercy developed an Action Plan to set up a resource center for young people and women in Karamoja to provide information that the community needed, but previously had no access to. With assistance from Oxfam IYP, Mercy is currently establishing a resource center on various topics such as reproductive health, HIV/AIDS and human rights to help empower the youth and women of Karamoja. Through the resource center, Mercy also runs regular discussions and debates on topics like involving young people and women as active partners in the development process.

Conclusion

Improving the lives of women is vital to the implementation of all Millennium Development Goals, from education and employment to health. The needs of young women and girls should be placed at the center of the MDGs, since they are often the most vulnerable. In many areas of the world, young people are already developing projects and initiatives that are increasing gender equality. To ensure the contribution of young people is accelerated, governments, schools, NGOs, and donors should commit to one or more of the above outlined Options for Action. Implementation of the Options for Action will help young people work to ensure that children and youth, regardless of their gender will develop their full potential, be treated in the same manner, have access to the same equipment, and have the same positive educational experiences.

GOAL 4: REDUCE CHILD MORTALITY

Target 5:   Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

I think there should be first good family planning, so that families are able to afford food and what is needed to keep their children alive. This needs educative courses on family planning that reach poor rural area, as well with live examples of people living better [as a result of] good family planning.

Noor Mosawy, (Iraq), 21 years old[78]

Introduction

Every year, eleven million children die before the age of five, 70% of the causes of these deaths are due to diseases or malnutrition that could be prevented with appropriate medical attention.[79] The major causes of child mortality in developing countries are a lack of access to family planning, poor water quality and sanitation-related diseases such as cholera, diarrhea and malaria, lack of sexual and reproductive health education and services and poverty.

Improving the health and life of the mother is the first step to reducing child mortality. The chances of child survival increase when the mother has more education, not only because the mother is older and physically more capable of receiving children, but also because she has learned more about hygiene, nutrition and can read the material that accompanies any medicine she may receive. Early marriage and adolescent pregnancy can severely threaten child survival; infants born to teenage mothers are 80% more likely to die within their first year than mothers' ages 20 to 29. Beyond physical health and maturity, women need adequate services during pregnancy as well as access to health care after birth. An overall increase in public spending on health is urgently needed so that immunizations are available to all and preventable diseases can be recognized and treated in their early stages.

As outlined in the Beijing Platform for Action, in a number of countries the practice of prenatal sex selection, higher rates of mortality among very young girls and lower rates of school enrollment for girls as compared to boys suggest that male preference is curtailing the access of young girls to food, education, health care and even life itself. Discrimination against women begins at the earliest stages of life and must therefore be addressed at every age.[80]

Youth can be active partners in decreasing the rate of child mortality by acting as health service providers in their communities, mobilizing in campaigns to end diseases such as measles, spreading awareness about reproductive health and rights (primarily discussed in goal 5), and providing education about sanitation and infectious diseases for other youth.

Training Youth In Health Care Services

4.1 Option for Action: *Establish teen clinics and promote peer-to-peer education on sexual and reproductive health, encouraging young people in the community to take a role in the design and needs assessment required for theses programs.*

4.2 Option for Action: *Train unemployed youth in community-based health work, prenatal care, emergency obstetric care and family planning and expand these services in a strategic manner in developing countries.*

Public spending on health care is necessary to expand and improve public health care where it does exist and create health services in areas where none are currently available. The health sector is in crisis worldwide, with a desperate shortage of community health workers, trained midwives, nurses, health workers, doctors and obstetricians. As recognized in the interim report of the UN Millennium Project Taskforce on Goal 4, a staged strategy recognizing that a substantial proportion of newborn deaths can be averted by actions that can safely and effectively be performed by community-based health workers is necessary to reduce child mortality.[81] To

reduce maternal mortality rates, certain key functions can be delegated to appropriately trained nurses, midwives, surgical assistants, and general physicians and not be restricted to specialist physicians. In addition, in 2003 there was over 88 million unemployed youth globally, representing more than half of the world's jobless, with many more being under-employed.[82] Training youth in community-based health-work would not only reduce incidence of child mortality through the increased number of health-workers and skilled birth attendants available, it would also provide youth with employment.

One good example is the Special Youth Programme for young people aged 20-24 from developing nations who come to UNFPA's headquarters for 6 months to develop and improve programmes and policies related to young people's access to reproductive health information, education and services. When they return home, they continue with a 3-month internship in their local UNFPA Country Office to implement the policies and programmes they worked at while in New York.

Case Study 13: Training Youth in the Prevention of Teen Pregnancy in Chile

A programme was developed by the YWCA in Chile to contribute to the prevention of teenage pregnancy and transmission of HIV/AIDS through training for young women from middle and low economic sectors in Valparaiso.[83] The project aims to train 25 young women with the objective of forming a leader's group in the area of sexual and reproductive health, especially to prevent teenage pregnancy and the transmission of HIV/AIDS. The young women will come from 5 sectors of the city of Valparaiso. The training will be done in Valparaiso. All the young women will be trained during four months, in two weekly sessions, with a total of 32 sessions. These sessions will include issues linked to the prevention of unwanted pregnancy and the prevention of transmission of HIV/AIDS. The sessions will provide content related particularly to sexual and reproductive health.

After the training, participants are encouraged to facilitate an activity of awareness raising in their own community. They will be supported and supervised by the social worker coordinator of the programme. One of the objectives of this project is to replicate the training to other young women in different sectors of Valparaiso through the training of trainers. The creation of a leaders group is oriented to promote the formation of a permanent group of 15 young women leaders within the YWCA, specializing in the issue of sexual and reproductive health, who will organize actions and activities in the area of prevention in the different sectors of Valparaiso and within the lycées of the city.

Youth Advocacy And Mobilizing For Vaccination Against Infectious Diseases

4.3 Option for Action: *Support the campaigns of youth in developing countries to make vaccinations for infectious diseases available to all.*

Young people in many countries receive vaccinations at birth, and hardly realize that the luck of where they were born has prevented them from contracting diseases such as measles or polio. Targeted campaigns and awareness raising for specific diseases have proven effective. For example, in 1988 there were 350,000 cases of polio, while in 2004 there were only 1,263 reported.[84] Currently, youth are becoming effective in turning advocacy into action for the prevention of measles in Africa.

Case Study 14: US Youth Advocacy and Fundraising to Prevent Measles

Young people in the United States are making an impact on the lives of those threatened by measles as part of the National Youth Campaign of the Measles Initiative.[85] The Measles Initiative is a long-term commitment to vaccinate 200 million children in Africa through campaigns in 36 Sub-Saharan African countries. By the year 2005, it is estimated that 1.2 million deaths will have been prevented, bringing measles deaths in Africa to near zero. This goal is achievable but will require sustained effort to increase awareness, build capacity, and raise necessary funds. The Measles Initiative is a partnership between the American Red Cross, the United Nations Foundation, Center for Disease Control and Prevention, the World Health Organization, and UNICEF.

The Measles Initiative website offers toolkits and project ideas for students ranging from middle schools and colleges. For example, students at University of California at Berkeley were able to donate money from their campus meal plans by swiping their meal cards in the cafeteria on a particular day. Another project, "Earn Money to Save Lives", gave students a sense that their volunteered time saved lives, targeted specific school systems, tied the program into an annual diversity poster contest and launched a community-wide effort involving over 40 youth organizations and the media. More project ideas can be found at http://www.measlesinitiative.org/youth/ideas.asp

Youth Actions For Safe Water And Sanitation To Promote Public Health

4.4 Option for Action: *Raise awareness among youth that access to safe water and sanitation is a public health issue, and enable youth to address local public health problems.*

Often, communities and youth especially don't understand that harmful environmental pollution or unsanitary areas can affect community health. High rates of child mortality occur especially in urban slums due to bad hygiene and spread of disease. Young people should be encouraged to take the lead in caring for and improving their communities by offering volunteer programs and incentives. Global Youth Service Day (Case Study 16) is a good example of one such initiative because it gives youth and organizations a focal point to do their activities, one weekend every April, where youth do projects all around the world. An ongoing example of sanitation education and action occurs in Mozambique where UNICEF trained 17- to 24-year-olds as facilitators to bring the message about children's role in improving the health and environment of their school and community to primary school students. Child-to-child sanitation clubs sprang up in 15 primary schools with about 18,000 students.[86]

Case Study 15: Youth Addressing Local Health Problems in Bhutan

Established in 1989 by a group of undergraduate students in Bhutan, the Sherubtse Nature Club does things like drinking water source monitoring, tank cleaning and monitoring, and cleaning the surroundings of water sources at a local level.[87] In 2002, the Club cleaned the water tanks supplying their college community and the local area. There had been a typhoid outbreak every year. As a result of the group's monitoring of water sources, there has been substantial decrease in the number of typhoid cases in the community.

Another important activity was cleaning a pond that attracted campers and people taking picnics in the pond's vicinity. Approximately 50 kilograms of waste, including plastics, bottles and papers were collected from within the ponds as well as the surrounding. A pit was dug up to serve as a spot for people to throw their trash away. This has made a positive impact on an area that was once used as garbage disposal.

Case Study 16: Youth Service Day in Tbilisi on April 18, 2004

Youth organizations and other NGOs participated in the Global Youth Service Day in Georgia by cleaning the Heroes Square Underground Complex, which has been abandoned for years.[88] The main health risk imposed by the area was poor sanitation that was causing illnesses in the community. Referred to as "a public toilet" or the "Circle of Death", the area was too dangerous to pass due to health risks and crime. Over 100 young volunteers refurbished the Complex and made the underground passageway usable for the first time in years. The US Embassy writes that:

> "The project was initiated by the young people participating in Youth Service Day, who felt that this project would most benefit the citizens of Tbilisi. Due to their efforts, the complex has been cleaned and refurbished, and pedestrians can use it again to safely cross a very dangerous intersection. The embassy arranged the donation of brooms, brushes, garbage bags, and gloves for the project."[89]

Now that the sewage system in the underground passageway has been cleaned and the youth groups have revamped the location, pedestrians are using the location again. The event marked civic responsibility and the positive role youth can play to affect public health.

Conclusion

Child survival increases when the mother is literate, has knowledge of hygiene, nutrition, and access to health care, clean water and sanitation. Youth can be active partners in decreasing the rate of child mortality by acting as health service providers in their communities, mobilizing to provide vaccinations for all, spreading awareness about reproductive health and rights, and providing education about sanitation and infectious diseases for other youth. Governments, intergovernmental agencies and NGOs can enable more youth to become active contributors to decreasing child mortality by committing to implement the above Options for Action, and to replicate and scale-up successful youth initiatives.

GOAL 5: IMPROVE MATERNAL HEALTH

Target 6:   Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio

I reckon that if young people take ownership of their ideas, information, and knowledge, then we will see change being effected worldwide and a new generation will be born that has lower rates of infant mortality, better health, and overall less poverty - and this goes for everyone.

Susanna Coyle (New Zealand) 22 years-old[90]

Many young men in Africa have taken up duties as activists, rejecting harmful practices... Claiming culture as a right to abuse is an offense to culture.

Femi Aina Fasinu, (Nigeria) 21 years old[91]

Introduction

Maternal death and unsafe motherhood primarily result from lack of comprehensive reproductive and sexual education and health services, circumstances connected to diseases such as malaria and AIDS, complications during birth, and unsafe abortions. Pregnancy is the leading cause of death for girls age 15-19 in the developing world,[92] with maternal mortality twice as high for women ages 15-19 than women ages 20-29.[93]

For both biological and social reasons, young mothers are a vulnerable group. Gender-based violence, particularly domestic violence, trafficking, rape, economically coerced sex and sexual harassment, among other forms of violence, affect the health of young mothers all over the world.[94]

In most of Sub-Saharan Africa and South Asia, one in three girls are married by their mid- to late- teenage years and have given birth at least once by the age of 18.[95] In most countries only 2-3% of men are married this young! [96] Early (adolescent) marriage reduces girls' educational opportunities, starts them on a path toward early childbearing with resulting health risks (including mortality), and often locks them into unequal relationships with much older men.[97] Further, adolescents in highly dependant circumstances are subject to higher rates of abuse.

As the UN Millennium Project Taskforce on Goal 4 articulated in their interim report, we have the technology and the specific health interventions to prevent the majority of conditions that kill women of reproductive age and to enable all people to protect and promote their health.[98] In that sense, the challenge is not a question of medical technology but of implementation and ensuring access to these technologies through development. This challenge is social, economic, cultural and unavoidably political, in the sense that it relates to the distribution of power and resources within and between countries, as well as their laws and traditional practices.[99]

Comprehensive Reproductive And Sexual Education

5.1 Option for Action: *Promote reproductive and sexual health education in rural and urban areas through formal curricula and non-formal activities.*

5.2 Option for Action: *Encourage peer-to-peer education on sexual health and community-based condom distribution for youth by youth.*

In many cases, the reproductive and sexual health needs of youth have long been ignored and the decision-makers that influence health and education policy and programs have silenced their views.[100] According to the Commission on Population and Development, youth should be actively involved in the planning, implementation and evaluation of development activities that have a direct impact on their daily lives. This is especially important with respect to information, education and communication activities and services concerning reproductive and sexual health, including the prevention of early pregnancies, safe sex education

and the prevention of HIV/AIDS and other sexually transmitted diseases.[101] Media and information about HIV/AIDS in many parts of the world are now quite prevalent, but it is still important that HIV/AIDS information does not overshadow health information on vaccinations and infectious diseases, sexual and reproductive health.

More than 100 million new cases of curable sexually transmitted diseases each year occur among women and men under 25 years old.[102] Youth struggle to make choices and, all too often, confront violence, coercion and discrimination. Health services for youth must be tailored effectively to address their unique needs and circumstances.[103] Youth require education, knowledge, access to health services, family planning, and information on sexually transmitted infections including HIV so that they can adequately equip themselves to make choices for their own futures.

Case Study 17: Improving Youth Sexual and Reproductive Health in Bosnia and Herzegovina[104]

This project seeks to establish and maintain a linked set of services and initiatives:
- Opening and operating the first youth-friendly SRH advice and support centers in BiH in three selected community focal points across BiH;
- Producing a wider youth-focused portfolio of information and education resources on SRH issues, linked to public awareness-raising events, work with the media, and advocacy;
- Providing ready access to contraceptives through the above SRH advice and support centers and peer educators;
- Further capacity building of the peer educators' network, and its co-ordination with other existing resources, to build reach and sustainability.

Advocacy directed at government, in order to foster change in the educational curriculum to address SRH issues, promote knowledge of and adherence to international commitments, highlight the importance of accessible SRH services, and raise awareness of youth rights and needs.

The project has opened 8 youth-friendly centers for information and counseling. It also organizes peer presentations in primary and high schools, conducts outreach activities, especially in distant communities, and disseminates a wide range of information materials on puberty, contraception, STDs and HIV/AIDS.

Preventing Adolescent Pregnancy For The Health Of Mothers

5.3 Options for Action*: Fund the expansion of existing or establishment of new youth-led, non-formal community education to raise awareness about negative consequences of child marriage and adolescent pregnancy.*

Fifteen million girls, ages 15-19, give birth every year and an additional five million pregnancies end in abortion.[105] Young women are often not physically ready to deliver. Both adolescent pregnancy and short spacing of children increase the risk of maternal mortality. Over 75 per cent of maternal deaths are linked to bleeding, sepsis, unsafe abortions, obstetric complications and high blood pressure. The other 25 per cent are mainly caused by circumstances connected to malaria, anemia and more often, AIDS.[106] With education and empowerment, young women are able to prevent, plan and space pregnancies.

Young people are effective peer-to-peer educators and, as outlined in Case Study 18, are already working to educate each other on the dangers of adolescent pregnancy. Reducing adolescent pregnancy rate is key to reducing maternal mortality. To ensure youth-led initiatives have the greatest possible effect, initiatives such as WAGGGS should be supported, expanded and, in areas where they don't exist, replicated to suit local cultural requirements.

Case Study 18: Youth Initiative on the Prevention of Adolescence Pregnancy

The World Association of Girl Guides and Girl Scouts (WAGGGS)[107] and the World Health Organization believe that education, including non-formal education, is the key to preventing adolescent pregnancy. The two organizations are calling on communities, parents, governments, schools and health services to provide opportunities for young women to contribute to society and to provide appropriate education, information, skills and access to health services to enable girls and young women to make informed and responsible choices.

In December 2001, WAGGGS launched a campaign for the prevention of early adolescent pregnancy. Focusing on young women under the age of 15, the campaign promoted awareness about adolescent pregnancy as a global issue and provided ways for actively addressing the problem. WAGGGS urges Member Organizations and visitors to the website to raise awareness about the high occurrence of pregnant teenagers and to raise support for youth organizations like WAGGGS which provide invaluable non-formal education programs and support for the social, personal and physical development of young people.

Young People Preventing Harmful Cultural Practices

5.4 Option for Action: *Provide opportunities for youth to speak about their culture, and encourage their voices to be a part of community formation.*

5.5 Option for Action: *Fund and support youth-led media and awareness campaigns about scientific implications of some cultural practices.*

5.6 Option for Action: *Support the involvement of young men in preventing gender-based violence through their participation and leadership in trainings and awareness programs.*

As noted in the 2005 World Youth Report, physical and sexual violence against millions of girls and young women is seriously underreported. Female genital mutilation (FGM) continues to be a practice that affects nearly half of the female population in some African countries. Domestic and gender-based violence harms women in all countries, and oftentimes young women who are raped are blamed by their families.

In order to combat gender-based violence and protect young mothers, action must be taken at the local and national level with legislation and campaigns to reduce violence against women.

The ability of young people to change social norms can be limited in communities where adults and elders traditionally have stronger voices, and young people may not be encouraged to speak or act on their views.

In order to address root causes of gender inequality and violence, youth groups and health facilities should promote male involvement in combating gender based violence and sexual education. In Nigeria, for example, a group called Young African Advocates for Rights, which originated from the International Commission on Population and Development in Senegal, has a rural FGM network of young men who go to talk to village chiefs and herbalists about the scientific implications of the practice. The group first meets with them one on one, and then they speak with the community. Also in Nigeria, Youth Dignity International has found that the best way to create awareness is by acting out a situation, and then asking the audience what they think about it. The work of a team of young women at YDI doing song and dance dramas about wife inheritance has actually resulted in reducing the practice. YDI also works with young men during a three week "right of passage", where they go out with the village elders to learn life skills such as bravery and courage. YDI works with local leaders so the time can also be used to also to teach men about preventing HIV/AIDS and violence against women.[108]

Harmful cultural practices such as FGM require culturally appropriate interventions. As outlined above and in Case Study 19 and 20, in many areas, it is young people who lead the fight against these practices through direct discussions with chiefs, drama to challenge communities to think critically about their practices and through wider community media initiatives. Although currently localized, these initiatives have the potential to decrease the practice of FGM and thereby improve maternal health.

Case Study 19: Youth Training and Awareness through Media in Somalia

Somali youth are fast becoming leaders in society, using youth groups to give voice to the concerns of their generation.[109] Youth groups are promoting greater community awareness about Female Genital Mutilation (FGM), disarmament and HIV/AIDS in a society deeply seated in tradition, culture and religion. While elders remain the traditional voice of Somali leadership, young people are becoming increasingly vocal and are being listened to more and more on a local level. At the same time, Somalia retains a strongly oral culture so the importance of mass media as a conduit of the spoken word is fundamental.

UNICEF supports the 'Youth Broadcasting Initiative' that works with 20 youth groups around the country, providing training to young people in radio and video production. The programme provides this training under the condition that those who take part go on to produce programmes for their communities that focus on the key issues of concern to young people. These range from simple issues such as access to basic health services, the threat of malaria, or preserving and properly using the limited water resources available in communities, to the more controversial issues of FGM and the risks of HIV/AIDS.

The ongoing training and day-to-day management of productions is done by the youth groups with the support of producers from the local media. Once produced, the videos and radio programmes are broadcast and distributed at a regular schedule. At the same time, UNICEF, the youth groups and other agencies working in Somalia have access to the videos and radio programmes to use in community mobilization activities, as training tools to launch local debates or as a form of entertainment. UNICEF support for the initiatives is designed to build an audience and to initiate local support for the productions. Eventually, the programme is designed to become self-sustaining and fully managed by the young people and their communities.

Case Study 20: Youth Activism to End Violence Against Women

Youth Channel Group (YCG), a Tembisa-based NGO, has been using performance mediums to deliver HIV/AIDS awareness messages to youth since before it began partnering with EngenderHealth in 2001.[110] Their young performers now incorporate gender issues and domestic violence into drama, dance, rap and poetry.

"Sometimes you have to do things theoretically and sometimes practically," explains George Chauke, the Group's coordinator. "Youth don't like long speeches. If you act something out, you keep their attention."

For the 16 Days of Activism Campaign Against Violence Against Women,[111] a YCG troupe of dancers, rappers, actors and poets joined representatives from the National Department of Health, traditional leaders, members of the media and young people from around the country on a train that traveled from Johannesburg to Cape Town. Chauke brought along an audio tape containing testimonials from men who had been through the MAP training, which he played during a youth conference on the train. The tape sparked much discussion, both among the young attendees and among listeners of Motsweding, an SABC radio station that recorded the event.

Inspired by the headway YCG has made with its "ambush theater" approach, another EngenderHealth partner, Itereleng/ICA, took the debate surrounding gender-based violence and HIV/AIDS to the streets of Johannesburg during 16 Days. Using a technique pioneered by YCG in Tembisa, the ICA group performed scenarios depicting domestic violence in busy public spaces such as taxi ranks and train stations. The goal was to draw a crowd of curious onlookers and then to provoke them into a lively debate. Often the audience did not know that the scene they were watching was a performance. In one instance, recalls ICA Programs Coordinator, Lucky Chief, the discussion between audience members and actors appeared so heated that the police were called.

Conclusion

To achieve Goal 5, youth must become educated active members on a local level, equipped to make the right sexual, reproductive, and family-planning choices for their future. They must also be supported in the development and care of their families. As demonstrated above, young people are leading programs and projects in sexual and reproductive health education, preventing adolescent pregnancy for the health of mothers and preventing harmful cultural practices. All of these initiatives involve the use of non-formal education of other young people and the wider community. To ensure young people fulfill their potential as non-formal educators and thereby assist in achieving a reduction in maternal mortality, governments and intergovernmental agencies should commit to implement the above Options for Action, ensuring existing successful youth-led initiatives are scaled up and rolled out around the world.

GOAL 6: COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES

Target 7:   Have halted by 2015 and begun to reverse the spread of HIV/AIDS
Target 8:   Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

Nigerian youth have been left out for so long, but since last year we have all decided to be involved by force, we are trying, we were able to gather for the national HIV/AIDS conference in Abuja to help in combating HIV/AIDs. We held consultative sessions for the 6 geopolitical regions in Nigeria developed a communiqué in each region, which led to the Nigeria declaration on HIV/AIDS.

Onyinye Ndubuisi (Nigeria) 22 years old[112]

Introduction

The HIV/AIDS epidemic is having a devastating effect on the lives of young people. Young people between ages 15 and 24 account for more than half of all new cases. Increasingly, young girls are the most susceptible to infection as a result of biological, cultural and socio-economic factors. It is estimated that in 2001, 7.3 million young women and 4.5 million young men were living with HIV/AIDS, and that every day 6,000 young people become infected with the virus. Young African women aged 15-24 are three times more likely to be infected than are their male counterparts.[113]

In addition to Millennium Development Goal 6, the five-year review of the International Conference for Population and Development reaffirmed in the Declaration of the General Assembly Special Session on AIDS held in 2001 that governments, with assistance from UNAIDS and donors,

> Should 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 and services necessary to develop the life skills required to reduce their vulnerability to HIV infection. Services should include access to preventive methods such as female and male condoms, voluntary testing, counseling and follow-up. Governments should use, as a benchmark indicator, HIV infection rates in persons 15 to 24 years of age, with the goal of ensuring that by 2005 prevalence in this age group is reduced globally, and by 25 per cent in the most affected countries, and that by 2010 prevalence in this age group is reduced globally by 25 per cent.[114]

AIDS, tuberculosis and malaria combined kill over 6 million people each year, and the numbers are growing.[115] Around 800,000 children under the age of five die from malaria every year, making this disease one of the major causes of infant and juvenile mortality. In Africa, malaria takes the lives of more children then HIV/AIDS. Malaria kills one child every 30 seconds. This preventable disease has reached epidemic proportions in many regions of the world, and continues to spread unchecked. In absolute numbers, malaria kills 3,000 children per day under five years of age.[116] Young people are currently involved in the global struggle to control malaria through networks and action at universities and at the grassroots level.

Young people face difficulty accessing sexual and reproductive health services, especially confidential voluntary testing and counseling information. This goal will focus on challenges facing youth, and youth leadership in education, awareness programs and advocacy.

Education And Awareness On Preventing The Spread Of HIV/AIDS And Malaria

6.1 Option for Action: *Encourage youth-led sexual reproductive health education in secondary schools, and integrate HIV/AIDS education into curriculum as a sustainable way of sharing information about HIV/AIDS.*

Reproductive health and sex education has been included in the secondary school curriculum of many countries. This is a more sustainable way of creating access to HIV/AIDS information and should be replicated in all countries.

In many countries, especially Southern Africa, the "Abstain, Be Faithful, and use a Condom (ABC)" campaigns miss youth and much of society because many vulnerable youth do not have the luxury of choosing the ABCs, due to social pressures, early marriage, domestic violence and rape.[117] To be less susceptible to HIV/AIDS, girls especially need a culture that allows them to negotiate sex, to say no, or to ask for and be able to use protection. Governments, schools, communities and parents should work together to make schools safe places for girls from harassment and forced sex. Many youth are driven to the sex trade in order to feed their families, and these youth need social support systems, access to reproductive health services, freedom from stigma and discrimination, and alternative means of employment.

Youth activists are quickly organizing in their schools, their communities, on the Internet and through international meetings. While they connect and share information, they need reference points for support so their projects can grow. When faced with HIV and AIDS, young people are quick to speak clearly and directly about the virus. In many surveys of youth worldwide, youth stress need for openness in discussion, youth training youth programs, the right to and access to means of protection.[118]

Case Study 21: Youth Oriented HIV Prevention in Rural Secondary Schools

"Since November 2002, our rural/tribal NGO in India has worked with 6 post-primary rural/tribal schools. Our goal was to devise newer strategies for HIV/AIDS and sexuality information and knowledge dissemination in youth. We started with slogan 'Sex with one partner in many positions is safer than sex with many partners in one position'. We formed 14 groups of youths aged between 9 to 14 years. Each group consisted of 50 peers. Our NGO trained these 700 adolescent peers on sexuality and HIV/AIDS over nineteen sessions. The project is being conducted in 8 rural secondary schools in this tribal region through community programs religious programs and youth festivals. Over the next phase, we intend to involve teachers and youth leaders from another 11 schools in the next seven months for better impact of our project policy.

"Peer educators helped in disseminating knowledge and preventive strategies to a target population. We noted 70% improvement in level of peer knowledge of sexuality and safer sex practices. This approach also increased leadership quality, general well being and self assertiveness of most of youth involved. To date, we have invested 560 hours in this project-model. We need to encourage use of this peer-educators model for other health issues. This model is very cost-effective for youth orientation in HIV prevention in poor developing nations."

--As told by Shankpal Vaishali, age 28,
Project initiator, winner of Global Youth in Action Award Winner 2004.[119]

6.2 Options for Action: *Use youth expertise to create innovative and effective strategies for the prevention of HIV/AIDS, TB, Malaria and all diseases.*

Case Study 22: Students Raising Awareness about Malaria

Some students have recognized that universities are a common arena for raising awareness about malaria. The International Federation of Medical Students' Associations (IFMSA) initiated the IFMSA Malaria Campaign in October 2003 to coordinate and mobilize medical students worldwide to take part in anti-malaria initiatives.[120] The project's initial focus is in Africa, where incidences of malaria are the highest. Youth received advice from leading experts in the field of Malaria. Medical students are involved in activities ranging from coordinating community-based projects, organizing events such as Africa Malaria Day, undergoing electives, and working as volunteers or interns with institutions and organizations that have a focus on malaria.

Peer-to-Peer Education

6.3 Option for Action: *Create, mobilize and strengthen teams of young peer educators to visit schools, places of worship, and other structures in their communities.*

All over the world, when it comes to issues of sexuality, it is young people who do most of the teaching and talking. Young people trust and understand themselves and share similar fate and beliefs in issues related to sex. This power of young people can be harnessed and maximized in a formal way to share knowledge and information about HIV and stimulate the needed positive behavior among young people. Due to cultural implications and barriers, adolescents are forbidden from discussing sexuality issues. Youth receive incorrect information on HIV and reproductive matters from their peers as well as pornographic material.[121]

Case Study 23: Youth Combating HIV/AIDS in Papua New Guinea

Bessie Maruia, an Oxfam International Youth Parliament 2004 Action Partner from Papua New Guinea, was one of five young leaders honored by the United Nations Development Programme (UNDP) with an International Day for the Eradication of Poverty (IDEP) Award.

Bessie is currently employed as a trainer in the Counselling and Care component of the National HIV/AIDS Support Project (NHASP) after having worked with the organization as a volunteer. The work of the NHASP is estimated to have reached 75 percent of Papua New Guinea's population with basic HIV/AIDS prevention information. So far, Bessie has trained 63 counselors on HIV prevention.

With more than 800 native languages and diverse cultural practices, factual information on HIV/AIDS and related issues is difficult to find in PNG. Some challenges she faces include talking openly about sex and providing a medium to voice the concerns of women on matters related to STDs.

Bessie's Action Plan, coming out of OIYP 2004, is to educate the male population about the importance of understanding gender and human rights, increasing male sensitivity to these issues, and relate better to women, so women can live a more positive life. It is particularly necessary due to the current situation in PNG where women have low socio-economic status and are more at risk of contracting HIV. Her Action Plan aims to educate the males on gender and human rights, by providing them with accurate information on how certain gender behaviors can put women at risk, so they can view women as equals and not second class citizens. This then trains these men to become role models in their own communities.

Youth Trained In HIV/AIDS And Medical Treatment As Part Of Youth Employment Strategies

6.4 Option for Action: *Link local youth employment networks to clinics in disease-affected areas.*

6.5 Option for Action: *Further investigate the role of youth as care givers, and how youth employment strategies can be part of scaling up delivery of medication and care services.*

As shown above, it is established that youth are effective at educating each other on how to protect themselves from HIV transmission. Youth employment strategies should be part of a comprehensive response necessary to combat the pandemic. As members of families, youth already assume many care roles for people living with AIDS. Many clinics already employ HIV-positive people, and HIV-positive youth, in particular, need employment opportunities. Youth can serve many roles necessary outside of trained doctors and nurses, with

proper training in community needs assessments, simple medical assistance, distribution of health information and other non-technical care. This area needs to further investigation and investment.

The projects of the Youth Employment Summit provide some examples and ideas. Reaching beyond entrepreneurial business, YES strategies and tools can be used to develop campaigns, design projects and create funding proposals for health services and awareness raising projects. In Honduras, the local YES chapter has launched an US$80,000 project funded by USAID to work with persons infected with HIV/AIDS and focuses on vocational and technical training in a wide variety of skills. In Egypt, YES partners finished the first draft of a new project to implement a wide program on Oral Health Care Education for poor and rural areas in Egypt, which will be presented to the World Health Organization. YES Swaziland has submitted a project to the Coca-Cola Africa Foundation on care for orphans with support still pending. From June to December 2003, all YES Uganda district networks participated in the HIV/AIDS campaign focusing on youth that provided seven young people with jobs.

Youth Tackling HIV/AIDS Through Advocacy And Networking

6.6 Option for Action: *Resource conferences and existing youth structures as contact points, using them to incorporate youth in national strategies, advise on government policies, and distribute resources.*

Four hundred youth leaders recently attended the XV International Conference on AIDS in Bangkok, Thailand. They faced obstacles in acquiring visas, paying high entrance fees and having no paid staff to coordinate them. In the opening addresses to the Conference, none of the high level speakers mentioned their important role or the virus's extreme effect on their demographic. The youth at the conference noticed that many of their HIV-positive peers were not in attendance and that youth from the global South were underrepresented.

However, youth advocacy is increasingly well organized and is creating more and more positive outcomes. Bangkok Youth Force had panelists and presenters of papers at various conference sessions. They met with high-level functionaries and lobbied for a paid youth coordinator for the next Global AIDS conference in 2006. Peter Piot, Executive Director of UNAIDS responded to their efforts by saying, "Youth are on the agenda of the UNAIDS, we want to ensure that youth participate at the national level, and also at the international level. What is required now is for the youth to give us a framework through which we can do this."[122] Now it is up to youth themselves to create the framework for their involvement.

The youth movement that began at Bangkok has evolved into the Global Youth Coalition on HIV/AIDS, an alliance of close to 600 youth leaders and adult allies working in HIV/AIDS around the world. The alliance empowers young people with the necessary capacity building, sharing of best practices, and advocacy training and is currently preparing for the Toronto International AIDS Conference in 2006: www.youthaidscoalition.org. Young people represent the majority of people infected each year with HIV/AIDS. Therefore their participation in HIV/AIDS prevention and treatment needs to be supported in order to develop culturally and socially acceptable and adaptable strategies to curb the spread of HIV/AIDS.

Case Study 24: Harnessing the Power of Students as Advocates, Student Global AIDS Campaign

Global Justice was founded in February 2001 to harness the power of students and young people as advocates for political and social change on global issues.[123] In less than three years, Global Justice (GJ) has developed an extensive student constituency engaging over 200 colleges and high schools in global campaigning around child health, trade, debt cancellation and the crisis of HIV/AIDS.

Through launching and supporting student-driven, grassroots campaigns, GJ is committed to building a deep, life-term commitment among young people in promoting human rights, social justice and democracy. As the first campaign of Global Justice, the Student Global AIDS Campaign (SGAC) was founded in 2001 with the goal of

mobilizing a more effective and coordinated global response to the crisis of HIV/AIDS. In just three years the SGAC has established campus chapters on over 75 campuses across the U.S. and contacts at hundreds more, making it the largest grassroots student constituency working to end the global HIV/AIDS crisis.

The campaign has been a leading force in the almost 10 fold increase in US funding for global HIV/AIDS programs over the past five years. Working in partnership with youth around the world, the campaign fights for increased funding for comprehensive HIV/AIDS programs, access to medicines, debt cancellation, and other issues that are crucial in ending the AIDS pandemic. In 2003 the organization opened its first international office in Lusaka, Zambia. John Phiri, a former UNDP and Global Justice intern, heads the office, working to train, educate, and mobilize Zambian youth around the dual crises of AIDS and debt. To date, GJ Zambia has successfully organized four trainings with college students and out of school youth and a rally that raised attention to the failures of the current heavily indebted poor countries' (HIPC) debt cancellation initiative. In 2000, John led a campaign with a network of youth leaders working on reproductive health issues called the Youth Forum to secure a youth seat on the newly formed Zambian National AIDS Council. After two months of public education and pressure, Zambian youth successfully gained a seat on the Council, and were subsequently better able to advocate for the sexual and reproductive health and rights of youth.

Engaging HIV Positive Youth in decision-making processes

6.7 Option for Action: *Resource existing youth structures and conferences as contact points to incorporate youth in national strategies, including HIV-positive youth, to advise on government health policies and to distribute resources.*

If HIV-positive youth contribute to policy making, they can share suggestions on how to improve health services, raise awareness, tailor legislation to realistic needs, as well as identify risk behaviours and conditions that must be addressed as the root cause of vulnerability to HIV infection.

Many HIV-positive youth have been part of the International AIDS Conferences through participation in civil society organizations, and people living with AIDS associations. When HIV-positive youth are publicly given a role, it raises awareness and makes the voices heard of an often socially stigmatized group.

<u>**Case Study 25: UNFPA Youth Advisory Committee**</u>

The United Nations Population Fund (UNFPA) Youth Advisory Panel advises UNFPA[124] on the best ways to recognize and promote the rights and needs of youth within national development plans. The group ensures that UNFPA's global initiatives are youth-friendly and adequately address young people's concerns, particularly regarding their sexual and reproductive lives, HIV/AIDS and gender issues, and their link with issues of livelihood. The forum provides a space for UNFPA to exchange ideas with young people and groups serving them and receive advice on how to better address their needs. The advisory group serves to identify emerging trends in young people's reproductive health and rights, and allows them to participate in decisions affecting programmes that address their issues. The Committee is effective in that its message reaches the Executive Director of UNFPA.

The Panel was formulated during a two-day meeting in New York, where more than 20 representatives of national, regional and international youth networks voiced their opinions on how to better integrate adolescents and youth in UNFPA's programmes and initiatives. The selection of the Panel members, who are invited to serve for a maximum of two years, is based on their commitment to the principles of the 1994 International Conference on Population and Development, especially to young people's reproductive health and rights. The Panel meets annually and its members maintain communication through an e-forum.

Lifting Up Youth Voices

6.8 Option for Action: *People Living With AIDS (PLWA) associations and other efforts to support those affected by the disease should provide channels for youth-focused services and participation.*

Young people are some of the best educators and advocates for other young people about HIV and AIDS. The following excerpts on youth-led programmes were taken from an e-consultation in February 2004 with more than 300 youth from around the world on the gender dimensions of AIDS.[125]

"People Living with AIDS (PLWA) Victoria…started an outreach program to educate high school students about HIV/AIDS. One of their strategies is introducing an HIV+ women and her partner to talk to the students. This is done to break down the stereotype that only gay boys have AIDS and HIV/AIDS is a gay disease. By hearing stories from HIV+ women, young men are being educated about the risk involved in unprotected sex and how it changed someone's life." (Budi, 24-years-old, Australia)

"I have international youth helping with the Kijana Project. The members of the project are all youths from around the world. Most members are in middle or high school. We assist children in Africa who have lost their parents to AIDS and we educate youth around the world about HIV. We write for local publications, mainly youth publications, attend conferences, go to schools, etc and talk about HIV. We have not raised millions of dollars or anything like that, but we have made a difference in the lives of some youths, and that is what is important. The more youths who get involved, the more youths that get help." (Alexandra, 16-years-old, Zimbabwe)

"Last year, I coordinated a nation-wide campaign for WISE-Ghana, on Domestic Violence and sexual assault with a specific focus on AIDS. The theme and slogan of the campaign was "I have a role." Making people recognize their role is a powerful tool for our struggle. With this recognition, I want to urge us to continue to collaborate at all levels. We can't succeed without that strong partnership and collaboration. So I suggest that those working within the same localities should combine their strength and link those community partnerships with national and regional partnership for a strong international partnership. With these levels of partnership, we can continue to share such experiences and ideas. I therefore propose that an organization offers to establish and monitor [an online youth] discussion system like this that we can use to further explore and share strategies. Country specific issues can be raised for global perspectives on such a platform." (Mawuli, 25-years-old, Ghana)

Conclusion

Since the risk of HIV infection is tied directly to individual behavior, it is essential that young people receive information, preventive education and adequate health services including voluntary testing and counseling in order to decrease the risk of infection. Even if youth are not directly infected, they are still affected. Young people are losing their friends, teachers, parents, and community structures. AIDS orphans are increasingly found heading up families where one or both parents have died of AIDS. Youth must be given the resources to mobilize themselves immediately - they can teach each other and they can reach each other. Further investigation is necessary to determine what structured role youth can play in care and service delivery.

GOAL 7: ENSURE ENVIRONMENTAL SUSTAINABILITY

Target 9:   Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources
Target 10:   Halve, by 2015, the proportion of people without sustainable access to safe drinking water
Target 11:   By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers

We dream of living in an environment that brings us joy, not anxiety.
We dream of having clean, fresh drinking water and not turning our rivers into sewers.
Above all, we dream of living - not existing.
Teach us, involve us, and use us.
<div align="right">

Young Presentation to UNEP Governing Council Meeting 2000
</div>

Introduction

Historically, rapid economic development has resulted in extreme environmental consequences. To achieve the other seven MDGs, national and regional development planning must adhere to the principles of sustainable ecosystem management. Without the earth's terrestrial, freshwater and marine ecosystems there would be no food and no life. As freshwater becomes scarce and air quality deteriorates, natural resources have become a source of conflict. While biological systems and biodiversity continue to decline, young people face an uncertain future.

As declared in Chapter 25 of Agenda 21, adopted at the 1992 United Nations Conference on Environment and Development, young people have a fundamental role in attaining environmental sustainability:

> It is imperative that youth from all parts of the world participate actively in all relevant levels of decision-making processes because it affects their lives today and has implications for their futures. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account.

> Each country should, in consultation with its youth communities, establish a process to promote dialogue between the youth community and Government at all levels and to establish mechanisms that permit youth access to information and provide them with the opportunity to present their perspectives on government decisions, including the implementation of Agenda 21.[126]

The important contribution of youth was again outlined in the Johannesburg Platform for Implementation adopted at the World Summit on Sustainable Development (WSSD 2002). Paragraph 153 of the Johannesburg Plan of Implementation (JPOI) requests that governments and other actors "promote and support youth participation in programmes and activities relating to sustainable development through, for example, supporting local youth councils or their equivalent, and by encouraging their establishment where they do not exist."[127]

In order to realize the declarations of Agenda 21 and the JPOI and Target 9 of Goal 7, youth participation in policy making and programmes must be supported on all levels.

As detailed in Part I, youth participate more effectively in United Nations deliberations on Sustainable Development than in any other UN issue and are effective at lobbying governments for stronger commitments at these deliberations. Young people, however, are much more than an effective lobbying force. All around the world young people are working at the grassroots level and are contributing to environmental improvement and to the MDGs targets to ensure environmental sustainability.

The following case studies, discussion and Options for Action are divided into two parts: (I) youth and policy processes, and (II) youth working at the grassroots level in environmental conservation and repair, access to safe drinking water, and improving the lives of slum dwellers.

I. Youth and International and National Sustainable Development Processes

7.1 Option for Action: *Provide funding so that youth from developing countries can attend and participate in UN environmental processes.*

7.2 Option for Action: *Fund regional and international youth networks in order to facilitate global cooperation.*

7.3 Option for Action: *Intergovernmental agencies develop or scale up and replicate initiatives supporting youth participation in policy and programmatic development on environmental sustainability.*

7.4 Option for Action: *Governments, inter-governmental agencies and youth organizations to develop partnerships for joint environmental initiatives aimed at building capacity in young people at the National level.*

Agenda 21 recognizes that broad public participation in implementation was a fundamental principle for sustainable development. To ensure this participation, Agenda 21 recognizes the specific roles and responsibilities of nine civil society major groups, one of which is "Youth".[128] Agenda 21 also emphasizes that new forms of civil society participation are necessary for sustainable development, and states that civil society should be involved in identifying problems, designing and applying solutions, and monitoring results as well as having access to information on all types of sustainable development issues and activities.[129]

Young people continue to take up this charge by working together as a Major Group or "youth caucus". At the Commission on Sustainable Development (CSD), the youth caucus has a seat on the floor with the government delegates and makes interventions where they share the activities and priorities of youth working at the grassroots level. The Commission also provides the opportunity for youth to share information, form coalitions, initiate other forms of engagement with UN agencies, and build capacity for themselves and their organizations through training. Youth at CSD also meet directly with their governments to ask how their countries' sustainable development commitments are being fulfilled and lobby for increased ways and methods for youth to nationally implement sustainable development. Providing mechanisms to strengthen their participation and capacity once they return home to their constituencies would strengthen the work of these youth on the ground and further the implementation of the agenda of the Commission and the achievement of Agenda 21 and JPOI.

Besides the more ad hoc and evolving form of the youth caucus, youth advisory groups are a more formal example of youth working with UN agencies. The United Nations Environment Program (UNEP) Youth Advisory Council, based on UNEP-TUNZA youth strategy, consists of 14 youth leaders (2 per UNEP region and 2 for indigenous youth organization) elected biannually at UNEP's Global Youth Conference.[130] The Council works closely with UNEP on environmental issues, UNEP decision-making processes, and UNEP programme development. The council members support UNEP in enhancing environmental awareness and act as ambassadors for the environmental conscience of young people worldwide.[131]

The UNEP TUNZA Advisory Council aims to increase youth participation in UNEP through developing environmental policy, advising UNEP on ways to involve youth in UNEP's areas of concentration, and advising UNEP on the development of regional initiatives and the UNEP Children and Youth Program.[132]

International youth participation is just one way for young people to contribute to sustainable development policy and programme formulation, it also provides an essential coordination mechanism so that programs like UNEP's Advisory Council can develop and operate programs for youth engagement on the regional level. In January 2005, UNESCO organized a Youth Forum parallel to the 'International Meeting to Review the Implementation of the Programme of Action for the Sustainable Development of Small Island Developing

States' (Barbados+10) in Mauritius. The event, "Youth Visioning," gathered 96 youth from 37 island nations, and consisted of workshops, panel discussions, and the adoption of a Youth Declaration.[133]

As demonstrated in Case Study 26, young people participate effectively in national and international sustainable development processes and can assist in ensuring governments integrate sustainable development into policies and programmes when they are enabled. Through the networking opportunities, training and the commitment of intergovernmental agencies like UNEP to raising the profile of young people and their achievements through awards, young people the world over are taking action and helping to promote environmental sustainability. To ensure the most is made out of young people's potential, programmes like the Asia and Pacific Youth Program should be scaled up and rolled out in all regions and through all intergovernmental agencies.

Case Study 26: Asia & Pacific Youth Program

The youth programme for Asia and the Pacific region serves as an extended arm of the United Nations Environmental Program Communications and Public Information (UNEP/CPI) to reach out to youth groups of countries in the respective region and to closely sensitize and support the youth activities and their networking mechanism. Its aim is to achieve broader youth involvement in environmental decision-making. Examples of some of the activities that have been organized and are currently being planned for and by youth in Asia and the Pacific region include a web site that was launched by UNEP Asia-Pacific Youth Advisors on World Environment Day at www.unepapac.org, which provides environmental information for youth, the Regional Youth Forum for Asia-Pacific, organized by UNEP Regional Office for Asia and the Pacific and the National Youth Achievement Awards Council (NYAA) of Singapore, internship and work-cum-training at UNEP/EAP-AP and UNEP/ROAP offices for youth leaders in the region, study tours hosted by institutions such as the University of Wollongong, Australia, and training programs such as the Asia-Pacific Youth Environmental Management Seminar and Sustainable Development Leadership Program.

At the UNEP Millennium Youth Forum[134] in Singapore, December 1999, 5 sub-regional Youth Environment Strategies were produced, identifying key environmental issues. In addition, a declaration and a Regional Youth Action Plan was compiled and agreed upon by the delegates representing 23 countries in the Asia and Pacific region. By being the first advisory process like this, the Singapore Declaration and the Regional Youth Action Plan set a precedent for all environment and youth related activities in the region.

National Participation in Sustainable Development

The WSSD and CSD offered young people the training and know-how to bring Agenda 21 back to their home countries. One way youth used the policy recommendations of Agenda 21 was to lobby the government for the creation of a youth version of the Global Environment Outlook. The key to the youth GEO project was the innovative partnership between the government, an intergovernmental agency and a youth-led NGO. The "youth friendly" GEO will allow young people to use it as a resource for ideas for community projects, background for environmental training sessions and as a lobby reference to encourage different sectors to work together.

<u>**Case Study 27: Youth Version of Global Environment Outlook (GEO)**</u>

The Youth Version of Global Environment Outlook (GEO) Latin America was launched in 2000 with the participation of more than 800 young people and youth organizations from the continent. After its creation, GEO Youth Latin America inspired the creation of National GEO Youth for different countries, such as Mexico, Peru, Argentina, Cuba and Uruguay. In addition, the South Asian Youth Environment Network was created in 2002 with support from UNEP. The youth GEO reflects the state of the environment in each country and also has scenarios and "options for action" for young people.

The creation of the book, in Mexico's case, was just the first step of the project. It is the first time a second phase of GEO Youth has been developed and it started in January 2005. It is being coordinated and funded by a network involving the Mexican Institute for Youth, United Nations Environmental Program, the Ministry of Environment and Mission Rescate: Planeta Tierra Mexico, A.C (a youth led organization). The aim of this second phase is to encourage young people to generate local and national environmental projects all over the country and to provide them with the skills and resources to carry them out.[135]

Sustainable Development Partnerships and Networks

7.5 Options for Action: *Build and support global networks amongst youth organizations promoting sustainable development.*

7.6 Option for Action: *Foster partnerships opportunities with youth organizations and international agencies to develop local and national projects.*

As Goal 8 will detail, North-South and South-South partnerships between young people and their organisations are important means of supporting development, starting small-scale development projects, and fostering international collaboration. They can facilitate knowledge and technology transfer, capacity building and exchange of research. Such opportunities are often created by implementation of workshops with careful and resourced follow-up plans for the networks created, such as in the partnership between Asian and European youth detailed below.

Another example of North-South exchange is the actual transfer of young volunteers between countries to promote cultural exchange, develop leadership skills, and put into practice sustainable development projects. Once such example of this is the *Association Internationale des Etudiants en Sciences Commerciales et Economiques* (AIESEC), which spans the world engaging over 83 counties and more than 800 universities worldwide.[136] AISEC, still a youth-led NGO, has created over 35 projects addressing Sustainable Development in collaboration with its partners and other organizations. AIESEC projects seek to involve many young people while making sure that all areas of involvement are reached, making its goal youth participation at the grassroots, local, national and international level. AIESEC also participated in the preparations for the Rio Summit in 1992, both nationally in various countries as well as internationally, and were again strong contributors at WSSD in 2002.

<u>**Case Study 28: Asian and European Youth Promote Youth Involvement in Sustainable Development**</u>

Sixteen youth organizations from Spain, Denmark, The Netherlands, Singapore, Malaysia, Philippines, Indonesia, Brunei and Vietnam attended a Strategic Planning Workshop in September 2004 in Tagaytay City, The Philippines.

A draft concept paper of the proposed inter-regional network was agreed upon during the workshop, and in the following 3-6 months, the involved youth organizations consulted with their constituencies about it. Another gathering is planned for the midyear of 2005 to formalize the commitments of everyone in this partnership, a joint partnership between the Brunei Youth Council and YSDA-Philipinas Inc. In the meantime, efforts are being coordinated within the partnership to implement the following initiatives:

- Youth-to-youth exchanges and study tours among European and Asian groups on sustainable development implementation.
- Online E-Forums to further discuss the common issues of youth involvement in sustainable development along key thematic issues.
- A web portal that will facilitate regular information sharing among the youth groups in Asia & Europe working on sustainable development (this will include a website, an email group, web discussion board & other features).
- A project to assess and support youth involvement in National Councils for Sustainable Development (NCSDs) or other similar bodies in their respective countries.
- A project to support youth involvement in monitoring relevant sustainable development indicators that have direct bearing on youth concerns in countries where such indicator systems exist and share the information from these engagements with other youth groups in countries where these indicators still do not exist.
- Consolidate and share relevant information and opportunities about the UN Decade for Education for Sustainable Development across all contacts and linkages of the partnership.

II. Youth at the Grassroots Level

Young People As Leaders Of Social And Environmental Enterprises

7.7 Option for Action: *Showcase youth-led efforts successfully addressing social and environmental needs on a local level and provide incentives for replication in similar communities.*

Young people are effective leaders of social and environmental enterprises. Each country should, in consultation with its youth, establish a process to promote dialogue between the youth community and Government at all levels, especially to identify urgent social and environmental needs that young people can be involved in addressing.[137]

Governments, businesses and NGOs can work with young people to identify needs in the community and design and implement education and enterprise development initiatives to see these needs addressed. To ensure young people are able to contribute effectively to environmental improvement through environmental enterprises, teaching on local environmental issues and on ways of contributing to solving them should be included in school curriculums. Training should also be provided to youth interested in initiating community-based projects in these areas.

For example, eco-tourism can serve local communities well through simultaneous protection of the natural environment and revenue raising through tourism. Young people can be active community leaders under such initiatives by working as tour guides to showcase and protect their local environment.

Opportunities for social and environmental enterprise also exist in agriculture and soil management. As outlined in Case Study 29, farmers who participate in learning activities yield significant benefits quickly in return for their investment of time, effort and other inputs. This youth-led community-based initiative utilizes peer-to-peer learning and has resulted in significant benefits to local communities and potentially to the national economy. There are numerous examples of the use of this participatory approach in young farming communities; by promoting a positive and sustainable use of resources, the risk of lost income through loss of soil nutrients can be reduced. These can be replicated and implemented in other areas worldwide.

As shown in Case Study 30, innovative and enthusiastic young people around the world are already replicating successful community-based enterprises. After being inspired by another successful community-based enterprise, Patrick Kaupan committed to working within his own community to create small enterprises that provided income to the community, while protecting the natural environment.

Case Study 29: Integrated Soil Management through Young Farmer Field School

Young Farmer Field School (YFFS)[138] in India is a tool to build capacities of young farmer groups and youth club staff in managing crop and soil nutrient management and make them better decision-makers in promoting sustainable use of resources at the cropping, farming and watershed systems levels. YFFS is youth-led and uses a participatory approach where training is imparted on the basis of young farmer's needs. Training is provided in the young farmer's field itself, which enables better understanding of the field problems, their management and control. Training helps young farmers to make their own decisions, to organize themselves and their communities, and to create a strong working network with other young farmers, extension workers and researchers.

The YFFS uses "non-formal adult education" methods, particularly experiential learning techniques. Typically, a group of 20 to 25 neighboring farmers meets regularly no less than once a month for a morning or afternoon during an entire cropping season or cycle on one of the farmers' fields. The topics of each meeting are related to the development stage of the crop at that particular time. During the YFFS, farmers will identify the underlying causes of their soil management problems and test possible solutions that fit their particular physical and socio-economic situation. The school is not meant to teach farmers new technologies developed outside their environment, but to provide them with tools that will enable them to analyze their own production practices and identify possible solutions.

Case Study 30: Klampun Conservation Corps in Papa New Guinea

The Klampun Conservation Corps is a youth-led organization established in Papa New Guinea.[139] The groups' main goal is to preserve the environment of rural villages in East New Britain Province, Papa New Guinea. What started as a community-wide grassroots program has evolved into an internationally recognized youth program. Klampun Conservation Corps created a local fish pond, a women's catering and sewing group, a soap-making project and a rice milling plant. These programs reflect a youth organization's capacity to promote enterprising activities while conserving the natural resources that will secure a sustainable livelihood in the future for the inhabitants of rural villages in Papa New Guinea. The organization is a YouthActionNet award winner, which is a World Bank award that recognizes outstanding youth and their contributions to creating positive change. Patrick Kaupun, the founder of Klampun Conservation Corps, had the idea of starting his own NGO after seeing another local NGO, ENSBEK, working to promote community self-reliance. Kaupun felt that he could work to achieve this in his own community and help to preserve the environment in East New Britain Province. Like ENSBEK, that worked with no outside funding or resource allocation, Klampun Conservation Corps works to initiate projects that allow community members to depend on community-based resources for their livelihoods.

Young People Working For Clean Water

7.8 Option for Action: *Fund a Youth World Water Forum event annually to ensure the continued growth of the YWAT network and thereby the number of young people working for safe water.*

7.9 Option for Action: *Provide incentives such as grants or micro-finance for youth to work for safe water in their community, and for youth-led clean water projects.*

In many areas around the world, young people are initiating and leading projects to increase the availability and people's access to clean water through community projects. Young people can be part of the local teams that monitor and assess public resources. Using resources such as outcomes of water conferences, local Global Environmental Outlooks and recommendations in Agenda 21, young people can assist in the development of local resource use plans and assessments. As Case Study 31 demonstrates, when young people are provided with the resources to meet, discuss and strategize on global challenges such as access to freshwater, they create networks and provide support, information, encouragement and inspiration to each other once they return home to their own countries to implement projects. Events like the Youth World Water Forum should be held regularly to ensure more young water professionals are able to join a network and learn from each other. Further, to encourage an increase in the number of youth working on community-level clean water projects and foster innovation, grants, seed funding and micro-finance should be made available at both the national level and through intergovernmental agencies.

Case Study 31: Youth Working Together at Global and Local Levels on Water Action Teams

The Youth Water Action Team (YWAT)[140] is a youth initiated non-governmental organization of young professionals and students working together to support youth-initiated water projects, raise awareness on water related issues through its database, and affect decision-making by national governments and global governments on water issues.

The YWAT was created in 2001 after the Youth World Water Forum held in Vlissingen, The Netherlands, which brought together more than 200 young water professionals and students from over 40 countries. At the forum, an action team of 34 members was selected to equally represent all regions of the world. YWAT's main strategy is to find new members in countries and create a team of 10-15 young people to support local missions.

YWAT's main current projects include initiating local chapters in Bangladesh, China, Egypt, India, Mexico, Nepal, Netherlands and North America that develop action plans to improve water quality in these countries. Many of the projects are started up by groups indigenous to the country. They are not homogenous programs, but rather plans that are tailored to meet the cultural and environmental philosophies of the community. Nevertheless, the primary goal of these YWAT action plans is to clean the water source. YWAT is currently working with UNESCO in creating a compilation of artistic work relating to water in order to spread awareness about water on a global level.

Young People Working For Safe Water And Renewable Energy

7.10 Option for Action: *Establish a fund to support youth led renewable energy enterprises*

7.11 Option for Action: *Develop partnerships in areas without access to safe water to train youth to lead community-based water supply projects.*

Young people are an important resource in service delivery. This includes reticulation and distribution of safe water and renewable energy generation. The Youth Employment Summit (YES) Campaign is collaborating with the Global Environment Facility and the World Bank in the implementation of a pilot project, Global Promotion of Youth-Led Enterprises in Off-Grid Renewable Energy. The objective of this project is to develop increased employment opportunities for youth while supporting the promotion of renewable energy technologies in rural areas. The link between protecting global public goods while providing employment opportunities to the young adults is critical in developing strategies and actions to promote sustainable development in the twenty-first century. This is discussed further in Goal 8.

YES has also launched the first newsletter focused on Renewable Energy. It includes a collection of case studies, analysis, opportunities and emerging technologies in the critical field of renewable energy.[141]

As demonstrated in Case Study 32, young people can play an important role in the installation of community water supplies. In the case of the Philippines, with commitment from two major banks to provide loans and the World Water Corporation to provide training, young people are effectively contributing to the provision of safe water to communities.

Case Study 32: Solar powered systems to supply water

The World Water Corporation supplies water to about 100,000 people in the province of Cebu, in the Philippines, through a program that combines solar-powered water pumping technology with locally based distribution systems. A total of 110 villages (or barangays) in 26 municipalities will be provided with the solar powered water pumping systems under a pay for service method. Youth groups are trained to install the systems in each village and to set up delivery. Funding comes from the Philippines' Land Bank and the Philippine National Bank, which provides loans for installation and delivery estimated at $10 million. Additionally, youth groups are trained to first conduct community education and awareness programs before collecting service fees.[142]

The benefits of this program are articulated well in the YES newsletter: "In the future, well-trained young people will be increasingly involved in training others in the manufacturing, installation, and maintenance of renewable energy systems. These include programs initiated by private companies in Thailand, Sri Lanka, China, Peru, India, Romania, and Bolivia. In particular, young people will be trained in areas of greater importance as the industry grows, such as service quality standards, environment protection, technical and performance norms, electric utility regulation, and equipment standards and codes. The payoff for such investments is incalculable. By training youth in renewable energy technologies, we are investing in future generations and in a healthy environment."**[143]**

Young People Working For Sustainable Consumption

7.12 Option for Action: *Governments support training in sustainable consumption towards sustainable lifestyle and follow up initiatives including networks and small grants.*

Sustainable Consumption (SC) is about finding workable solutions to imbalances – social and environmental – through more responsible behavior from everyone. In particular, SC is linked to production and distribution, use and disposal of products and services and provides the means to rethink their lifecycle. The aim is to ensure that the basic needs of the entire global community are met, excess is reduced and environmental damage is avoided.[144]

In the context of the MDGs, achieving more sustainable consumption is vital. The consumption patterns of the largest generation of young people the world has known – especially as economic development and poverty eradication are achieved more widely in developing countries – have major implications for maintaining the gains of the MDGs beyond 2015 and sustainable development more widely. More sustainable consumption must be achieved in the developed world, and given the power of youth spending there is much potential for conscious consumerism amongst youth in rich countries to support sustainable consumption and sustainable development in the developing world (see the example of fair trade in Goal 8).[145]

In recognition of the importance of SC, UNESCO and the UN Environment Program (UNEP) have developed a training kit on responsible consumption for young people called **YouthXchange:** Towards Sustainable Lifestyles. YouthXchange has been designed for youth groups, NGOs, and educators to raise awareness of sustainable consumption issues, offer examples of more sustainable purchasing choices, and most importantly, empower young people to put theory into practice.

The delivery mechanism of YouthXchange is mainly through training for trainer's sessions. The YouthXchange project needs local and culturally oriented implementation. Aside from some international training for trainer's workshops (e.g. EU pilot training sessions in 2005), UNEP and UNESCO plan to provide training tools and initial inspiration and guidance for national implementation.

For this reason, the participation of national organizations or national governments is essential in the delivery of the message at the local level. All YouthXchange partners so far are organizations working toward the implementation of the project at the local and national level and usually integrate the guide into other ongoing projects or use it as an inspiration for new ones. National YouthXchange programs have been initiated in Mexico, China, Korea and Germany. YouthXchange materials have been translated into Spanish, Portuguese, Chinese, Catalan and Italian.

As outlined in Case Study 33, the key to enabling youth to work towards SC in their own communities is providing education and empowerment programs. These programs allow young people to connect with each other, learn, and become inspired to act. Furthermore the provision of small grants for youth-led SC projects provides a continued incentive for SC initiatives to be implemented.

Case Study 33: National YouthXchange Program in Korea

The government of the Republic of Korea is amongst the leaders of governments that promote sustainable youth lifestyles. Through support of initiatives carried out by the Citizens' Alliance for Consumer Protection of Korea (CACPK), the government has signaled its intent to help young Koreans find ways to change their consumption patterns.

CACPK's first sustainable consumption youth camp, held in Seoul from 18-20 August 2003, brought together over 80 young people from all over Korea. The youth camps are considered part of an intensive education and empowerment program on youth and sustainable consumption. The youth camps give young people the opportunity

to critically reflect on their current lifestyles and to empower them to become change agents for sustainable consumption. Young people agreed that they were key agents for promoting changes in the lifestyles of other age groups and were committed to take action in the future.

The follow up activities of the youth camp included the formation of the Green Youth Consumer Alliance (GYCA) and associated management committee, a small grants program for organizations to conduct sustainable consumption projects and a national-level YouthXchange website modeled on the UNEP-UNESCO YouthXchange initiative.[146]

Young People Promoting Sustainable Universities

7.13 Option for Action: *As part of their commitments to the Decade of Education for Sustainable Development, governments require all universities to begin the transition to becoming sustainable institutions. The first step is to elect a committee comprising students and teachers to develop a strategy through consultation with the university community.*

The overlap of the Decade of Education for Sustainable Development (DESD), from 2005 to 2014, and the achievement of the MDGs, especially in relation to Goal 7, is an opportunity not to be ignored. The DESD provides a strong agenda, set of actions and tools that are indispensable for delivering on Goal 7 of the MDGs. As recognized in the Tallories Declaration of 1990, the first official statement made by university administrators committing universities to integrate sustainability and environmental literature in their activities, recognizes that: "Universities educate most of the people who develop and manage society's institutions. For this reason, universities bear profound responsibilities to increase the awareness, knowledge, technologies, and tools to create an environmentally sustainable future."[147] Perhaps even more importantly, schools, which are more widely accessed than universities, can be powerful sites for learning about how to live more sustainably and take action to achieve sustainable development.

With regard to higher education, there are two steps to building a sustainable university: the first is to include education for sustainable development in the curricula, and the second step is to pursue institutional sustainability.

The Tallories Declaration also states: "The university is a microcosm of the larger community, and the manner in which it carries out its daily activities is an important demonstration of ways to achieve environmentally responsible living. By practicing what it preaches, the university can both engage the students in understanding the institutional metabolism of materials and activities, and have them actively participate to minimize pollution and waste."[148]

Case Study 34: Network Looking For Sustainable Universities

Eco-campus is a network of projects, people (students, researchers and professors) and universities with more than 188 members actively supporting sustainable development of universities focusing on environmental issues. Their aim is to shape universities with objectives in teaching, administration and scientific research that follow the principles of "sustainable development", that are conscious of both their responsibility and their power in shaping the conditions for future generations, and that use material and energetic resources in an environmentally sound way which minimize their impact on the environment.

To reach their goals, they use the network to connect the activities of students, teachers and administrators to make available a comfortable and inexpensive basis for communication and information and to enable a continuing exchange of knowledge and experiences as well as further training possibilities. They try to increase the cooperation

of environmental representatives at universities and cooperate with foreign networks of people, even young people, and universities.

Those instruments are mainly concerned with environmental management, sustainable consumption and sustainable development, emphasizing the saving of resources to protect the environment (energy, mobility, construction, waste, etc). The students represent 32 per cent of the total network and the research assistants represent 33 per cent. The majority of the people working with the network are under the age of 35.[149]

Conclusion

Protecting the integrity of our environment is a central principle that all other actions to achieve the other MDGs must adhere to. Young people have shown great promise and aptitude in addressing environmental concerns through leadership of environmental enterprises in the areas of safe water, renewable energy and sustainable consumption and through contributing to and influencing the inclusion of sustainable development in policy and programs. In order to achieve Goal 7, existing networks and initiatives must be supported, replicated, expanded and scaled up. The first step to doing this is for governments and inter-governmental agencies to consider taking up the Options for Action listed throughout the discussion.

GOAL 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT

Target 12:   Develop further an open, rule-based, predictable, non-discriminatory trading and financial system

Target 13:   Address the Special Needs of the Least Developed Countries

Target 14:   Address the Special Needs of landlocked countries and small island developing States

Target 15:   Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term

Target 16:   In co-operation with developing countries, develop and implement strategies for decent and productive work for youth

Target 17:   In co-operation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries

Target 18:   In co-operation with the private sector, make available the benefits of new technologies, especially information and communications

Recently, local government, with financial support from the government of an industrialized country, replaced the fish market with a modern structure that will house the vendors and some local services. However, due to a lack of consultation in the planning phase and the resulting misunderstanding of the informal aspects of the present fish market, many of these poor youths, as well as other very poor market workers, found themselves excluded from the market reforms and lost their livelihoods.

ATD Fourth World (Tanzania)[150]

Youth efforts probably have strong effect; for example for first phase of the [World Summit for Information Society] WSIS, the national government did nothing to raise awareness about the Information Society and how ICT can help the struggle against poverty and education needed for development countries. [Instead] the Center for Assistance of IT Initiatives-CAITI, an organization in the civil society headed by youth, [raised awareness], and sent their contribution of Haitian youth to the WSIS.

Guyverson Vernous (Haiti) 29 years- old[151]

Introduction

Goal 8 holds the greatest potential to enfranchise the majority of today's alienated youth into the global economy, enabling them to become active partners and beneficiaries. MDG Target 16 "Develop and implement strategies for decent and productive work for youth" is the only specific mention of "youth" in the MDGs. This chapter will focus on fair trade, youth employment and entrepreneurship and Information Communication Technology (ICTs).

The trade justice and fair trade movements are vital components in creating the global trading system envisaged by Target 12. Young people in the developed world are at the forefront of these movements. Their experiences demonstrate what can be achieved through global North-South partnerships between young people in support of a development agenda.

Youth employment can serve as the dominant means of community participation, active citizenship, autonomy, and independence. Finding the means, political will and the know-how to create a billion jobs over the next ten years that not only deliver economic benefits to young people, but also maintain (and even build) the environmental and social wealth, is perhaps one of the most important targets of the MDGs. Further, fostering entrepreneurship is vital in every part of the world and should be considered a key mechanism for development. Supporting young entrepreneurs in the developing world with education, financing, mentorship and encouragement is a critical pathway to bridging the digital divide and fostering the creation of sustainable livelihoods.

ICTs provide new opportunities for job creation, the formation of knowledge societies and even political participation. Young people are currently providing entrepreneurial leadership in ICT industries, creating jobs for themselves and for others, and forming innovative partnerships with the public and private sector. The

digital divide severely affects young people, especially leaving out youth in rural areas. Youth see ICTs as opportunities for education, business training, literacy, social activism and volunteerism.

Youth At The Forefront Of Fair Trade

8.1 Option for Action: *Build and support opportunities for youth to participate in fair trade movement, and further develop open trading and financial systems that are rules-based, predictable and non-discriminatory.*

The trade justice and fair trade movements are vital components in creating the global trading system envisioned in Target 12. The current norms and laws of the international trading system bring disproportionate benefits to developed countries. Young people in the developed world are at the forefront of movements calling for fair trade. Their experiences demonstrate what can be achieved through global North-South partnerships between young people in support of a development agenda.

Oxfam's Make Trade Fair Campaign, and campaigns by various actors concerning labor issues including child labor and sweat shop labor, have proved very successful in recent years in raising awareness amongst consumers and citizens in developed countries and mobilizing them to change purchasing behavior, ask more of product supply chains and bring about consumer led change to the activities of multinationals towards practices more in line with social justice and sustainable development.[152]

Young people in the developed world are significant consumers and, through their purchasing power, access to resources, good education, etc., have significant potential to be harnessed in support of pro-development trade and consumption. The growth in the number of social and environmental labels, and growth in markets such as Fairtrade in the U.K., U.S. and Europe suggests that much can be achieved through fostering stronger partnerships between young people in the North and South. As these movements grow and continue to gain market share, the practices of large corporations and the trade rules that regulate global trade will be under increasing pressure to change in response to consumer demands.

Case Study 35: United Students for Fair Trade

United Students for Fair Trade is a collaboration of students in the United States working toward economic justice through the promotion of Fair Trade products, principles, and policies[153]. They focus on building leaders for the global justice movement, mobilizing communities to support Fair Trade, building relationships across the North-South divide, and equipping organizers with resources. USFT recognizes that universities are a common arena for raising awareness of the inequities in the current exploitive model of global trade. However, the academic curriculum usually stops short of suggesting viable alternatives. USFT believes that reflection and study must be matched by commitment and action. USFT provides a coherent national voice for the student movement, and they undertake a range of initiatives to achieve their vision: "Students inspiring citizens and consumers to shape a global economy based on human relationships that are just and which nurture communities both locally and globally."

Youth Employment

8.2 Option for Action: *Address the issue of youth employment as a fundamental block to poverty eradication and as a powerful mechanism for delivering the MDGs*

8.3 Option for Action*: Strengthen and build partnerships between youth, public and private sector, such as the Youth Employment Summit and Youth Employment Network*

Decent and productive work for young people is central to reversing cycles of poverty. The importance of youth employment has been highlighted by many reports and initiatives over the last 5 years. Youth employment emerged on the international agenda the same time as the formation of the MDGs, with two key international initiatives commencing in the governmental forum with the Youth Employment Network[154] (a partnership between the World Bank, the ILO and the UN) and the civil society initiative, with the Youth Employment Summit (YES). [155] [156]

The Youth Employment Network consists of 10 'lead countries' (Azerbaijan, Brazil, Egypt, Indonesia, Iran, Mali, Namibia, Rwanda, Senegal and Sri Lanka) that develop National Action Plans on youth employment and innovative new programs as examples for other governments. Mobilizing political will and government initiative is central for addressing the youth employment situation. The National Action Plan process holds governments accountable for their commitment to the Millennium Declaration and provides a framework to analyze their local situation and take stock of their programs to facilitate youth employment.

In August 2004, the International Labor Organization (ILO), as part of its commitment to the Youth Employment Network, released a new global report on youth unemployment. The report found that youth unemployment is at an all time high and half the world's jobless are between 15 and 24 years of age.[157] This represents 88 million young people without work in 2003.

When releasing the new ILO report, the head of the ILO, Juan Somavia, said: "We are wasting an important part of the energy and talent of the most educated youth generation the world has ever had. Enlarging the chances of young people to find and keep decent work is absolutely critical to achieving the UN Millennium Development Goals."[158]

Options for young people to take action on youth employment need to ensure that they address three key areas:
1. Creating flexible employment opportunities for youth, especially those at-risk;
2. Working to secure decent working conditions for all young people (labor rights);
3. When creating employment and revising current employment policies, ensure that jobs are meaningful, contribute to creation of more just and sustainable communities and reinforce self esteem and self worth of young people.

Action on youth employment needs to be integrated as a central platform for achieving MDG 1 on poverty reduction. Youth employment poverty reduction strategies should especially focus on young women, indigenous populations, and rural youth as those most marginalized within the current economic system. Addressing the needs of young women and rural youth will also help to achieve MDGs 3 and address pressures and problems arising from mass rural to urban migration (as discussed in relation to MDG 7, Target 11). Many microfinance programs, such as those implemented by the Grameen Bank and the Commonwealth Youth Program, have targeted investment to young women with great success (see for example Case Study 37 on the Commonwealth Youth Credit Initiative). As such, the final report from the Millennium Project's Task Force 1 on Poverty and Economic Development should include significant and achievable recommendations regarding youth employment as a central platform for realizing the MDGs.

YES and YEN have developed extensive networks and compiled long lists of best practices and provided both civil society and government frameworks.[159] These efforts now need to be scaled up and replicated in more countries and communities. This will require considerably more resources – both financial and technical – and

enhanced commitments and participation from all stakeholders. At all stages, youth must be seen as equal partners in developing and implementing initiatives – they must be given the spaces and opportunities to be part of the solution. The thousands of youth involved in initiatives such as the Youth Employment Summit and its Country Networks demonstrate that young people are keen and able to play important and pivotal roles in facilitating the social, economic and environmental development necessary, if and when appropriate support and opportunity is provided.

Since projects are so diverse and often local-specific, it is important to look for recommendations such as those outlined in the list of Effective Practices section on the YES website.[160] Facilitating the macroeconomic conditions and microeconomic policy and programs to address the youth employment crisis requires new ways to look at old problems, sufficient investment in effective education and training, financing and nurturing youth entrepreneurship, and creating jobs themselves that are sustainable for the environment and the youth involved.[161]

Projects must go beyond the non-governmental sector, and utilize partnerships and proactive policy.[162] As an example of how this might work, in St Vincent and the Grenadines, the Youth Empowerment Service uses work on projects that contribute to national building as part of a program to develop the skills and economic prospects of unemployed youth aged 17-30.[163] This government-established initiative has young people working in areas such as health, agriculture, environment, and education. Other good practices are connected to local sustainability issues, such as renewable energy.[164]

Case Study 36: Youth Led Civil Society Mechanisms for Addressing Youth Employment

The YES Campaign was launched by 1,600 delegates from 120 countries at the Alexandria Youth Employment Summit, in Egypt on September 11, 2002. The YES Framework for Action to increase youth employment is organized around six key principles for youth development, and which must be attained in order to improve young people's ability to earn sustainable livelihoods. The principles, or "6Es," are: employability, employment creation, equity, entrepreneurship, environmental sustainability, and empowerment. Furthermore, education in its myriad forms (i.e. formal schooling, informal skills attainment, etc) is recognized as being a fundamental pillar upon which all of the 6E's rest.[165]

In 60 countries, YES is bringing together diverse stakeholders through the YES Country Networks, which bring youth organizations together with governments, NGOs, the private sector, and academic and training institutions to develop programs and policies to provide youth with opportunities for creating sustainable livelihoods. YES Country Networks are youth-led, national-level coalitions focused on promoting youth employment in their countries. Their primary aim is to work with diverse stakeholders to develop programs and projects for youth employment in their countries. YES Networks include government officials, development agencies, business groups, and youth-serving civil society organizations. Activities of YES Country Networks include:
- Engaging diverse stakeholders in their countries to join the YES Country Networks and to promote youth employment through their programs and already existing activities/initiatives;
- Hosting national consultations on youth employment to reach out to a wider audience and incorporate new ideas;
- Designing National Action Plans for Youth Employment;
- Developing concrete youth employment projects and initiatives over the coming three years;
- Identifying effective youth employment programs and policies to share with the Global Alliance;
- Developing youth employment Country Reports outlining the state of youth employment;
- Preparing progress reports on each YES Network and activities undertaken since the Alexandria Summit.

Incubating Youth Entrepreneurship

8.4 Option for Action: *Use micro-finance and skills development initiatives to reduce barriers for youth entrepreneurship*

A viable strategy to eradicating poverty is through the provision of self-employment opportunities to transform job-seekers to job-makers or entrepreneurs. Yet, oftentimes, young people lack sufficient business management skills and start-up capital. Micro-financial institutions (MFIs), especially in rural areas and urban poor settlements, are then important in this process. One such example of a youth-led micro-credit agency catering to young people wanting to venture into small-scale businesses is The Nations Trust in South Africa.[166]

Youth Business International (YBI) is an entrepreneurship scheme based in the United Kingdom with branches in 17 countries worldwide. Their research proves the logic of youth-led business start-ups: they have discovered that one in five young people are intuitively equipped to start-up and run a small business. The Nations Trust, an affiliate of YBI, was established in 1995 as a youth empowerment trust to provide both finance and business support to young entrepreneurs. In ten years it has assisted over 1,000 South African youth by offering small business loans to those turned away by commercial banks to realize their entrepreneurial potential and create sustainable businesses. These micro-enterprises have created more than 1,500 stable jobs thus ensuring a brighter future for young South Africans. In 2010, The Nations Trust envisions to provide support in starting up 10,000 youth businesses as its contribution to poverty eradication and youth empowerment in South Africa. Micro-credit schemes have been shown to be very effective in assisting young people in creating sustainable livelihoods for themselves. The estimated success rate of businesses in some of these schemes is 80%, compared with 10% for normal businesses in developing Commonwealth countries.

While provision of micro-finance is one way to 'kick-start' youth-led enterprises and youth self-employment, an alternative approach, which also seeks to assist young people to develop financial management skills, is the use of matched-savings or savings incentive programs.[167] [168] An advantage of such asset-based approaches is that young people learn to save their money and manage finances prior to commencing business, are supported in their savings by their community (often government and/or NGO programs), and may be more sustainable in the longer-term (i.e. generating funds for new enterprises from within communities).[169] Governments, communities and young people can consider both options when seeking to foster investment in youth enterprises. Where young people and communities do not have mechanisms for savings, micro-credit initiatives may be necessary to begin with, but may also benefit from incorporating elements of asset based approaches, including financial literacy training and promotion of savings alongside the operation of new businesses.

Case Study 37: Providing Credit for Young Entrepreneurs

The Commonwealth Youth Credit Initiative (CYCI)[170] is a small enterprise scheme for young people involving "micro-credit" (small-scale lending), training and enterprise development. The idea is to provide low-cost, easily accessible credit and training to underprivileged young people to bring economic self-sufficiency. CYCI provides these services using the following methods:
- low interest rates
- low training costs
- partnerships with non-governmental organizations (NGOs)
- A support network of young people to encourage saving and the paying back of loans
- ongoing training and monitoring of enterprises

By March 2000, the Asian project provided over 1,000 loans, with a recovery rate of over 85%. Over 800 enterprises had been set up, half of which were started by women. The success of the project can be attributed to the experience and expertise of the partner NGO of the project, the International Center for Career and Entrepreneurship Development, which ran training programmes and delivered loans to young people in urban, rural and tribal areas.

The success of this model proves that young people can be trusted with enterprise credit. The experience of CYCI has contributed to greater interest in micro-credit and sustainable livelihoods for young people. Agencies such as UNICEF, CIDA/IDRC and others have adopted CYP's approach. CYP is attempting to build on the Youth Credit Initiative with the Micro-Credit Management System, a project to help governments ensure the success of NGO-based enterprise schemes.

8.5 Option for Action: *Strengthen youth entrepreneurship networks*

Youth networks are a forum for exchange of ideas about common problems and issues facing youth. They also help young people learn what others are doing elsewhere and to see in what ways such projects can be implemented elsewhere, share research and resources, as well as build political will towards creating more opportunities for youth entrepreneurs.

Case Study 38: Enterprising Youth Around the World

Blueprint[171] is a workshop and case study project for and about enterprising young people around the world. It was created by two youth led organizations – the International Young Professionals Foundation and Youth 2 Youth – within the framework of the YES Country Network in Australia. The goals of the *Blueprint* Project are to:
- Recognize and promote enterprising young people in local communities
- Develop, catalyze and enhance enterprise skills and support networks amongst young people to assist them in turning ideas in to actions
- Produce case studies of successful young social, environmental and business entrepreneurs

Due to the successful implementation in Australia in 2003, *Blueprint* will run again in 2004 in Australia, and it will be modified for implementation in other countries throughout the Youth Employment Summit network.

The Youth Employment Spark* (YES) project, a multi-country youth employment-entrepreneurship partnership lead by the Dutch National Youth Council, aims to raise awareness and increase understanding of international youth unemployment issues among young people in a positive and entertaining way. Five young entrepreneurs, aged 18 to 26, in Guyana, the Netherlands, the Philippines, South Africa and Turkey, after having been selected in a business plan competition, will simultaneously start their own businesses under the guidance of a youth organization and a mentor from the business community. Their experiences will be followed and presented to a youthful audience through an interactive website, national and international youth networks and media channels, and potentially a TV program or documentary. Through raising awareness and international cooperation, YES endeavors to spark new youth employment, entrepreneurship projects, partnerships, and funding opportunities.

Youth and Information and Communication Technologies (ICTs)

8.6 Option for Action: *Youth must be empowered as learners, developers, contributors, entrepreneurs and decision-makers on the issue of Information and Communication Technologies. Widespread access in urban and rural areas is critical to facilitating this empowerment*

8.7 Option for Action: *Governments should play a facilitatory role in nurturing ICT-related youth enterprise through host-positive policy and investment in ICT infrastructure.*

If there were ever an area where young people were not just the leaders of the future, but also of the present, it is in the emerging information society. From web development to information access, youth are growing up with the latest technologies – and extending them, providing innovative solutions to global challenges. Recognizing this, in December 2003 more than 175 countries at the World Summit of Information Society (WSIS) declared in the outcome document of the Summit:[172]

> We are committed to realizing our common vision of the Information Society for ourselves and for future generations**.** We recognize that young people are the future workforce and leading creators and earliest adopters of ICTs. We must focus especially on young people who have not yet been able to benefit fully from the opportunities provided by ICTs. We are also committed to ensuring that the development of ICT applications and operation of services respects the rights of children as well as their protection and well-being.

The paragraph is partly attributable to the presence of the WSIS Youth Caucus at the Summit itself and its preparatory meetings. The Youth Caucus was formed on the occasion of the 1st WSIS Preparatory Committee Meeting in July 2002, and continues to act as an umbrella for all young people and youth non-government organizations interested and/or involved in the WSIS process and ICT policy-formulation. The WSIS Youth Caucus aims to mainstream youth perspectives into civil society, the private sector and government inputs throughout the WSIS process. The Youth Caucus was one of the most organized and successful stakeholder groupings in the first phase of the WSIS process – participating and speaking at meetings, publishing a regular newsletter, running an award program, conducting significant national-level outreach, and can be attributed to the existence of the paragraph on youth in the WSIS declaration.

There are a number of areas where young people can use Information and Communication Technologies for development:
- Young people see great potential for improving development efforts and providing meaningful livelihood opportunities through the establishment of telecenters in both rural and urban areas. These telecenters provide livelihood opportunities for many young people.
- Young people use ICTs to seek information about education and livelihood opportunities available to them.
- Young people appreciate the increased consultations on information technology policy and priorities.
- Young people play a critical role in the development of locally appropriate content. Many work to repackage information between old and new media types and to interpret it for local, national, and international audiences.
- ICTs enable young people to explore and define their cultures within the context of rapid globalization.
- ICT training provides a context for skill development, socialization, and community building for out-of-school or otherwise marginalized youth.
- Local e-commerce may open more significant livelihood opportunities for young people than international e-commerce. Smaller scale e-commerce networks and ICT enabled small and medium enterprises provide young people with the opportunity to develop professionally without having to relocate large distances from their families and support networks.

Worldwide ICT-expansion has been possible due in part to the volunteer efforts and internship work of young professionals. Many have postponed or foregone potentially lucrative private sector jobs to train others in ICT

use. These opportunities have further strengthened the skills of the young people as well as their commitment to socially-conscious uses of ICTs.

However, youth are a large untapped resource for creating digital opportunities. Many youth are already using technology for innovative social causes, often expanding access to information beyond those with personal access to technology. Yet, youth actions to bridge the digital divide often suffer from critical deficiencies, such as:

- Lack of mainstream support: youth-led ICT programs are rarely afforded the funding or recognition required to implement or replicate in a substantial or sustained manner.
- Lack of participation in decision-making: youth are rarely involved in national, regional and international ICT policy development, meaning youth lack the framework, support and legitimacy required for sustained action, and policy implementation lacks buy-in from this key grassroots constituency.
- Lack of communication: youth effort on ICTs is fragmented, often uninformed by others practice, unconnected to a bigger picture, unable to leverage resources, and find moral and inspirational support.
- Lack of access: many youth in rural areas in developing countries cannot be empowered in ICT as the infrastructure and facilities are largely limited to urban areas.

8.8 Option for Action: *Support and resource new coalitions and partnerships around ICTs*

Case Study 39: The Global Knowledge Partnership[173]

The Global Knowledge Partnership (GKP) has played a pivotal role in this movement to engage young people in efforts around digital inclusion. For GK II in Malaysia in 2000, young people's issues were considered a major cross-cutting theme. Prior to that conference, the GKP convened a Youth Advisory Council to facilitate the "Youth: Building Knowledge Societies" (YBKS) e-conference. This event sought to determine youth priorities for action on ICTs for development as a critical input to the GKP Action Plan. More than 350 young people from 57 countries came together to explore how youth are using ICTs to produce, disseminate and use knowledge for sustainable development. At GK II itself, a major Youth Forum was held concurrently with the Global Knowledge Forum with more than 30 young ICT visionaries in attendance from around the world. In 2001, the GKP again played a key role facilitating youth involvement in international ICT policy, reconvening the Youth Advisory Council online to update and repurpose the inputs of YBKS into formal input to the G8 DOTforce.

GKP's advocacy with and for young people has been supported by active participation from its members, many of who have strong youth-related programs. First among these has been the International Institute for Sustainable Development (IISD), which played a coordinating role for both YBKS and the DOTforce update. In 2002, the GKP invited IISD to develop a more comprehensive and 'action oriented' Youth Strategy. IISD in turn, invited the young coordinators of TakingITGlobal (an international youth-led organization with existing GKP connections) to co-author the strategy that became known as Youth Creating Digital Opportunities.

The Youth Creating Digital Opportunities (YCDO) Coalition aimed to provide a collaborative roadmap to coordinate efforts around Youth and ICTS for Development, closing gaps and reducing duplication of effort, with four key goals:[174]

- To develop youth input to & influence policies at national and international levels related to the Information Society.
- To building capacity for action and develop appropriate funding mechanisms to support youth creating digital opportunities.
- To showcase and celebrate projects run by young people that harness information and communications technologies for development.
- To provide relevant and vibrant learning and sharing experiences for youth and other stakeholders on areas of specific concern for youth in the information society.

ICTs Offer Holistic Solutions to Development Challenges

8.9 Option For Action: *See community cyber cafés and telecenters as means to address multiple development needs, such as business training, and opportunities for education in reproductive and sexual health*

As is the case with many development projects, addressing one community need may often end up solving another. ICTs provide new opportunities for job creation,[175] and nurture new forms of social interaction, youth in civil society and information exchange. As Case Study 40 below shows, a cyber cafe can serve as a meeting place, an opportunity for improving community literacy, and a management and training opportunity for those involved in its creation.

ICTs can offer new opportunities for the physically and socially marginalized. For example of Digital Divide Data, a Cambodian-based US company whose operations are entirely based on ICTs, provides data entry services to companies and institutions in the US and Cambodia. Inputs received as digital images are processed according to client specifications and sent back by DDD's staff - all of whom are under 25 and are orphans, physically disabled or trafficked women.[176]

Case Study 40: ICTs in Sexual Health and HIV/AIDS prevention

Advocates for Youth has been partnering with NGOs in Central America and sub-Saharan Africa on a cyber café initiative for youth as a strategy for improving reproductive and sexual health, including HIV/AIDS prevention. In Central America, the cyber cafés have been targeting Gay, Lesbian, Bisexual, and Transgender (GLBT) youth, while in sub-Saharan Africa, the focus has been on heterosexual youth. These NGOs—Entre Amigos in El Salvador, Comunidad Gay San Pedrana in Honduras, OASIS in Guatemala, Township AIDS Project in South Africa, the Youth Action Rangers of Nigeria (YARN) and the Youth Health Organization (YOHO) in Botswana—have invested in the Internet as a means of improving access to sexual health information for youth by establishing cyber-cafes in their organizations. Key activities and services carried out by the NGOs through the cyber cafés include development and provision of virtual and real information on sexual health and HIV prevention and workshops to build computer literacy focusing on topics such as how to use Word Processor and Spreadsheet software, how to navigate the Internet and how to create a Web site.

Key aspects of the cyber-cafés include youth involvement in the management, operation, monitoring and evaluation of the program. For example, a young person serves as the coordinator of the cyber cafés, with support from an adult supervisor. The cyber café also functions as a safe space for youth to gather and exchange information.

Although the goal of the initiative was to provide a safe space for youth to access accurate sexual and reproductive health information via the Internet, young people visiting the cyber café have also gained other valuable skills such as how to use a computer. Some participating youth have obtained employment or been promoted in their jobs and still others, who have not yet finished school, have expressed being more "employable" since acquiring the computer literacy skills developed through accessing the cyber-café.

Conclusion

Lack of access to ICTs, fair trade conditions and meaningful and productive work all curtail young people's abilities to contribute to achieving the MDGs. This can be resolved by empowering young people with the means to truly engage in developing mechanisms to implement the MDGs at national and international levels

and by offering tools for concrete and meaningful actions that will benefit generations to come. Job creation should focus on industries and work that delivers progress towards the MDGs and sustainable development – 88 million unemployed youth are an opportunity towards a sustainable future, and they need to be seen as such. The UN and member countries must see the potential and capacity for youth in the developed and developing worlds alike to work towards and bring down the walls of apathy and inaction by creating global partnerships for development. The writing of this report alone is one further example of how young people, representing 5 continents, can come together, collaborate and work towards a common goal to achieve the MDGs.

PART III: QUICK WINS

Linking Options For Action With Quick Wins

This report provides an overview of youth participation as it currently exists (Part I), outlines ways in which youth are directly involved and affected by each goal, demonstrates the ways in which young people are contributing to the MDGs, and provides 'Options for Action' that governments, the United Nations system, donors and other actors can harness, support and scale-up in order to enable young people to make a more significant contribution to meeting the MDGs (Part II). These Options for Action have been formulated as a result of research into current youth activities that are contributing to the achievement of the MDGs and the enabling environments necessary for youth to be active contributors to achieving the MDGs.

This section outlines both how young people can contribute to the Quick wins as developed by the Millennium Project, as well as outlining a number of youth-focused quick wins for the implementation of the Millennium Development Goals based on the Options for Action identified in this paper.

Youth Assisting In The MDG Quick Wins

The Millennium Project recommended developed and developing countries jointly launch a group of Quick Win actions in 2005 to save and improve millions of lives and to promote economic growth. They also recommend that a massive effort be launched to build expertise at the community level. Although being far from comprehensive, these Quick Win actions, if implemented, could bring vital gains to millions of people and start countries on the path to achieving the MDGs.

There are links and synergies between the Options for Action provided throughout Part II of this report and the Quick Win actions proposed by the Millennium Project. The Options for Action are complimentary and provide a process to implement the Quick Win actions, using young people as key implementing agents. Mobilizing young people will contribute greatly to the effectiveness and sustainability of the Quick Win activities.

The following table outlines the synergies between some of the Options for Action and Quick Wins. These Options for Action could be implemented in the countries earmarked for Fast Tracking.

Quick Win	Option for Action
Designing community nutrition programs for pregnant and lactating women and children under five that support breastfeeding, provide access to locally produced complementary foods and, where needed, provide micronutrient (especially zinc and vitamin A) supplementation.	4.2 Train unemployed youth in community-based health work, prenatal care, emergency obstetric care and family planning and expand these services in a strategic manner in developing countries.
Expanding access to sexual and reproductive health information and services, including family planning and contraceptive information and services, and closing existing funding gaps for supplies and logistics.	4.1 Establish teen clinics and promote peer-to-peer education on sexual and reproductive health, encouraging young people in the community to take a role in the design and needs assessment required for theses programs. 5.2 Encourage peer-to-peer education on sexual health and community-based condom distribution for youth by youth. 5.5 Fund and support youth-led media and awareness campaigns about scientific implications of some cultural practices. 6.1 Encourage youth-led sexual reproductive health education in secondary schools, and integrate HIV/AIDS education into curriculum as a sustainable way of sharing information about HIV/AIDS.

Quick Win	Option for Action
Launching national campaigns to reduce violence against women.	3.1 Provide incentives and funding opportunities for NGOs and youth organizations to initiate non-formal education activities targeting girls and women. Where initiatives already exist develop replication strategies and scale up existing initiatives.
Providing community-level support to plant trees to provide soil nutrients, fuelwood, shade, fodder, watershed protection, windbreak, and timber.	7.9 Provide incentives such as grants or micro-finance for youth to work for safe water in their community, and for youth-led clean water projects. 7.11 Develop partnerships in areas without access to safe water to train youth to lead community-based water supply projects. 7.12 Governments support training in sustainable consumption towards sustainable lifestyle and follow up initiatives including networks and small grants.

Further to the direct synergies between Quick Wins and the Options for Action outlined above, youth can be effective service providers in many of the other Quick Win actions. Unemployed young people are an untapped resource and should to be viewed as partners in development. They have the potential to receive training, provide labor and be active partners in the rollout of the following Quick Win actions:

- Providing impoverished farmers in sub-Saharan Africa with affordable replenishments of soil nitrogen and other soil nutrients.
- Providing free school meals for all children using locally produced foods with take-home rations.
- Providing regular annual deworming to all schoolchildren in affected areas to improve health and educational outcomes.
- Training large numbers of village workers in health, farming, and infrastructure (in one-year programmes) to ensure basic expertise and services in rural communities.
- Distributing free, long-lasting, insecticide-treated bed-nets to all children in malaria-endemic zones to cut decisively the burden of malaria.
- Expanding the use of proven effective drug combinations for AIDS, tuberculosis, and malaria. For AIDS, this includes successfully completing the *3 by 5* initiative to bring anti-retrovirals to 3 million people by 2005.
- Setting up funding to finance community-based slum upgrading and earmark idle public land for low-cost housing.
- Providing access to electricity, water, sanitation, and the Internet for all hospitals, schools, and other social service institutions using off-grid diesel generators, solar panels, or other appropriate technologies.

Youth Focused Quick Wins

In addition to young people contributing in the implementation of the Millennium Project Quick Wins, there are a number of youth-specific quick wins that can make a significant and measurable difference to the state of young people in target countries.

The initiatives considered Quick Wins for youth are:
- Link local youth employment networks to clinics in disease-affected areas (Option for Action 6.4)
- Establish a fund to support youth led renewable energy enterprises (Option for Action 7.10)
- Develop partnerships in areas without access to safe water to train youth to lead community-based water supply projects (Option for Action 7.11).
- Government must enact laws that foster the creation of community-driven projects with urban youth living in poverty, support current youth-led entrepreneurial initiatives in urban communities, as well as UN-HABITAT's work in slum development.(Option for Action 1.7)
- Governments should adopt and promote the concept of peer-led initiatives and encourage young people in schooling to undertake community-based initiatives that encourage school participation (Option for Action 2.1)

PART IV: CROSSCUTTING RECOMMENDATIONS AND FUTURE STEPS

The successful implementation of the MDGs depends on technical and pragmatic solutions in the context of holistic people-centered development strategies. Some of the concrete recommendations for youth-driven action have been listed in Part II of this report, as they specifically relate to goal-oriented solutions. The following recommendations will concentrate on cross-cutting issues that permeate across all 8 MDGs and that affect youth engagement in implementing all Goals.

A. Advocacy And Awareness: Young People In The Millennium Campaign

a) **MDG Youth Report:** A comprehensive report on young people and the Millennium Development Goals should be produced by a coalition of UN agencies, NGOs and young people. The report should build on this present contribution to the Millennium Project and be launched at the Millennium Summit+5.

b) **MDG Youth Campaigns:** A series of nationally-focused youth campaigns should be catalyzed around the world, led largely by young people themselves. The objectives of these campaigns would be to raise awareness about the MDGs, provide space for youth to express their views and share experiences related to MDG issues, enable young people to interact with their national leaders, and facilitate networking between youth groups to crystallize new projects. The campaigns would include several elements including school-based outreach, national conferences, local workshops, media activities including phone-in radio programs and televised debates, essay and expression contests and service days. The campaigns should be coordinated globally, to enable cross-pollination of ideas and activities as well as strong communication of their results to regional and international audiences.

c) **Youth at the Millennium +5 Meeting in 2005:** There should be meaningful participation of young people at the planned Millennium+5 Review Summit in mid-2005. Meaningful participation means mainstreaming young people within the Summit's program, providing space for young speakers in plenary and panel discussions, and travel scholarships to assist the participation of young people from the developing world. It is also suggested that a Workshop for a selected number of Youth Development Leaders focused on practical skills training, using a Peer-Assist and Open Space Model would be valuable, as would an exhibition of youth-led projects, and opportunities for young people to connect directly with world leaders. This should also be linked to the 5-year review of the World Programme of Action for Youth for the year 2000 and beyond.

d) **Global Attention to Youth Employment:** The importance of youth employment is underlined by the fact that of all the issues to which youth are central, yet it is the only place in the MDGs (Goal 8) where youth are specifically referenced. The international community should significantly step up support for and collaboration between major global efforts such as the Youth Employment Network and the Youth Employment Summit Campaign. In development of major youth employment initiatives, the emphasis should be less ownership by the UN and the older generation, and more ownership by local youth and their grassroots networks, as well as local and national level stakeholders. Special attention should be placed on skills training programs for out of school youth, especially in the developing world, including street children, orphans, war-affected children and other marginalized young people.

e) **Youth and Conflict:** Youth-engagement in MDGs is limited by the adversity of conflict around the world. The need for youth-led and/or youth-driven initiatives to resolve armed conflicts around the world is stressed by the fact that war affects young people as soldiers, civilians, family members and students. Investing in the reintegration of youth combatants and the creation of livelihoods for youth in post-conflict areas is especially crucial to prevent the reoccurrence of war. People-centered development will succeed when national policies address conflict as a vital and cross-cutting issue, and devote resources for open dialogue among those afflicted, especially youth and women.

f) **Sustainable Development:** Education around sustainable development should start in local communities, with in-school activities in which students learn about their own area and its environmental challenges, and then make connections with global problems. Engaging students in identifying and implementing ways to make their own schools and homes more sustainable through all forms of education (formal, non-formal and informal) helps instill sustainable development values for life.

g) **Young people as peer educators:** Young people are peer oriented and youth learn much from their friends, especially about issues that adults know little about (such as new technologies), are reluctant to talk about (HIV/AIDS or sex education), or deem to be too political (such as peace education). Peer education should be fostered, with practical skills-based workshops established upon a train-the-trainers model. Peer education can also help overcome temporary skilled teacher shortages or complement regular staff, especially in areas like Information and Communications Technologies, where some students routinely have much more experience than their teachers.

B. Policies: Young People In The MDG Business Plan

a) **National Youth Policies:** Every government should have an up-to-date National Youth Policy or Strategy in place. To assist with the creation and evaluation of such strategies, international benchmarking tools such as a Global Youth Development (or Youth Participation) Index should be developed, showcasing best practices to empower young people in society. A global consortium of donors and consulting companies might provide specific support to countries, while the involvement of young people should be considered key to their development and implementation of such strategies.

b) **Partnerships with cities and local authorities:** Special emphasis should be placed on the involvement of city and local government authorities in engaging and supporting young people to achieve the MDGs at the local level. Priorities for Local Authorities should include the creation of local youth councils to provide input to decision-making, the provision of physical meeting spaces for young people to gather and coordinate projects, support for youth artistic and cultural expression, promotion of sport for development and peace and access to Information and Communications Technologies. The establishment of City-to-City development partnerships with an emphasis on youth should be encouraged.

C. Action: Young People Implementing The MDGs

a) **Youth Financing:** One of the main challenges young people face is a lack of access to finances, whether it be grants or loans, to support the implementation of their projects. Existing grant mechanisms within the UN system should be made more relevant and accessible to young people, through simplified or adapted application processes, the inclusion of young people on the selection committees, and recognition that young people often lack formal structures, such as legally registered organizations through which to carry out their activities. New grant programs should also be established around particular thematic topics, such as renewable energy, ICTs for Development, HIV/AIDS prevention and awareness, and water conservation. Micro-credit programs that empower young people to start businesses should be expanded and married with comprehensive, localized entrepreneurship training.

b) **Activate priority youth projects and best practices:** As a result of the national campaigns, or another competitive or consultative process, each country should identify a suite of "National Priority Youth Projects towards the MDGs". Example projects might include centralized youth employment services in the capitol cities where young people can go to gain skill training and visit job-market (related to Goal 8) or radio programs on the public broadcaster led by youth about HIV/AIDS (related

to Goal 6). Each project would then receive basic support and strong mentorship from local country field offices of relevant UN agencies, NGOs, and, especially, the national government. These projects will also be showcased internationally with the intention of replicating successful implementation strategies.

c) **Mentorship:** Youth led projects, whether they emphasize social or economic development are often hampered by a lack of skills, experience, networks and connections with 'traditional power centers' within a community. Mentorship (including two-way mentorship) needs to become a major priority, as a practical realization of the concept of "Intergenerational Partnership", connecting experienced adults with young economic and social entrepreneurs.

d) **Engaging young people in monitoring:** Young people must be actively involved in the effort to continually monitor and measure work towards attainment of the MDGs. One project might provide university-age students with credit for interviewing other young people in their city and country, and writing up reports and analysis of progress towards the MDGs, including case studies of young people leading change. Another project might engage youth who speak multiple languages to translate MDG progress reports into their local language.

D. Networking And Collaboration: Young People Working Together To Implement The MDGs

a) **Youth Media Network:** Information is critical for development and tangible support should be provided for the thousands of existing, successful youth-media initiatives around the world – including technology tools, training and financial resources. The creation of networks to allow sharing of stories and cross-pollination of reporting would increase audiences and enhance influence and impact. Emphasis might also be placed on education that bridges a youth's experience with youth media with involvement in mainstream independent journalism.

b) **Global online networks:** As the Internet becomes an increasingly important and accessible medium for youth interaction, support should be provided for global spaces that engage young people in dialogue and action around important international issues.

c) **Thematic Coalitions:** Young people coordinate their effort through a myriad of global coalitions, networks and caucuses around critical global issues, international campaigns, and UN processes – from climate change to HIV/AIDS. These networks are important knowledge and action resources and should be mapped and provided at least with basic resources to support their coordination and work plans. Far greater research and evaluation needs to be conducted regarding best practice models for youth engagement in specific global challenges. In particular, these coalitions should have a presence at regional reviews of the MDGs and other significant development meetings, such as the G-8 summit and the African Development Forum in 2005, which has the theme of "Youth Leadership for the 21st Century".

APPENDIX A: MILLENNIUM DEVELOPMENT GOALS

Goal 1: Eradicate extreme poverty and hunger
 Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day
 Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger

Goal 2: Achieve universal primary education
 Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Goal 3: Promote gender equality and empower women
 Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015

Goal 4: Reduce child mortality
 Target 5: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

Goal 5: Improve maternal health
 Target 6: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio

Goal 6: Combat HIV/AIDS, malaria and other diseases
 Target 7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS
 Target 8: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

Goal 7: Ensure environmental sustainability
 Target 9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources
 Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water
 Target 11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers

Goal 8: Develop a Global Partnership for Development
 Target 12: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
 Target 13: Address the Special Needs of the Least Developed Countries
 Target 14: Address the Special Needs of landlocked countries and small island developing States
 Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term
 Target 16: In co-operation with developing countries, develop and implement strategies for decent and productive work for youth
 Target 17: In co-operation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries
 Target 18: In co-operation with the private sector, make available the benefits of new technologies, especially information and communications

Source: United Nations, 2000.

APPENDIX B: MILLENNIUM DEVELOPMENT GOALS PRIORITY COUNTRIES

East Africa	West Africa	South Africa	Latin America	Asia-Pacific	Arab	Developed
Ethiopia* Kenya* Tanzania Uganda Malawi	Burkina Faso Ghana* Nigeria Senegal*	Botswana Mozambique Namibia South Africa Zambia Zimbabwe	Brazil El Salvador Costa Rica Paraguay Uruguay Argentina *Others under consideration*	Bangladesh Cambodia* India Indonesia Mekong Region Nepal Pakistan Philippines	Lebanon Morocco Palestine Tunisia Sudan	Austria Germany Italy Spain UK Portugal Greece Ireland USA
Civil Society Implementing Partner						
Awepon (Kampala)	Ancefa (Dakar)	Mwengo (Harare)	Social Watch (Uruguay)	ActionAid (Bangkok)	Arab NGO network for Development (Beirut)	
MDG Fast Tracked Countries						
Kenya & Ethiopia	Ghana & Senegal		Dominican Republic	Tajikistan	Yemen	
Implementing Partner (civil society organization)						
Awepon (Kampala)	Ancefa (Dakar)	Mwengo (Harare)	Social Watch (Uruguay)	ActionAid (Bangkok)	Arab NGO Network for Development (Beirut)	
* also Millennium Project pilot country for advisory assistance						

For more information contact local UN office, or see the Millennium Campaign Website:
www.millenniumcampaign.org

For youth campaigns see:
http://www.takingitglobal.org/themes/mdg/

APPENDIX C: LIST OF OPTIONS FOR ACTION FROM PART II

Goal 1

1.1 Governments should create youth development indexes and trend monitoring schemes that are aligned to the MDGs and PRSPs/CAS. Such studies should include the UNDP 2006 Human Development Report and the 2007 World Development Report of the World Bank devoted to youth development.

1.2 Expand sex-disaggregated and age-based research, both qualitative and quantitative, on youth poverty at both national and regional levels.

1.3 Governments must create mechanisms that ensure young people are involved in the development of Poverty Reduction Strategy Papers (PRSPs) and Country Assistance Strategies (CAS) through National Youth Councils or other forums for youth representation. This will ensure that youth perspectives are heard and that PRSPs are relevant to local concerns. It will also promote widespread participation in their implementation.

1.4 Governments should include young people in the implementation of new projects identified in national development and poverty reduction plans and strategies, as well as support existing youth-led development initiatives.

1.5 Development policies must prioritize the growth of rural areas, which have high percentages of unemployed youth and little public infrastructure, by engaging young people in creating necessary services and infrastructure.

1.6 Governments and the private sector must support agri-based micro-entrepreneurial endeavors of young people and invest in farming technologies that boost agricultural production.

1.7 Government must enact laws that foster the creation of community-driven projects with urban youth living in poverty, support current youth-led entrepreneurial initiatives in urban communities, as well as UN-HABITAT's work in slum development.

1.8 Governments must increase efforts to educate young people in urban communities on responsible sexual lifestyles and reproductive health practices as a public policy measure to effectively manage population growth.

1.9 Widespread support must be extended to the World Bank's Youth and Governance Program, particularly in countries most affected by ongoing corruption. Youth must be further trained in eliminating all types of corruption and whistle-blowing strategies through country-specific youth driven anti-corruption projects.

1.10 Governments must create communication strategies to inform young people on accessing anti-corruption commissions.

Goal 2

2.1 Governments should adopt and promote the concept of peer-led initiatives and encourage young people in schooling to undertake community-based initiatives that encourage school participation.

2.2 Make volunteer tutoring of primary school aged children part of the secondary school curriculum.

2.3 Projects where young people take initiative to enhance education and teach other young people should be showcased and funding made available to replicate them in other communities.

2.4 Ensure young people have the opportunity to contribute to their own curriculum through the creation of student school councils.

Goal 3

3.1 Provide incentives and funding opportunities for NGOs and youth organizations to initiate non-formal education activities targeting girls and women. Where initiatives already exist develop replication strategies and scale up existing initiatives.

3.2 Initiate young women into trainers programs in participation and leadership to enable young women to help their communities.

3.3 Encourage young women's civic participation through holding conferences for young women to address issues of concern, and opening other means of formal political participation, such as seats for young women in political parties or caucuses.

3.4 Governments and civil society in peaceful areas as well as conflict zones should provide support, training and a project incubation service to help young women leaders evaluate the needs of their communities and develop successful projects.

Goal 4

4.1 Establish teen clinics and promote peer-to-peer education on sexual and reproductive health, encouraging young people in the community to take a role in the design and needs assessment required for theses programs.

4.2 Train unemployed youth in community-based health work, prenatal care, emergency obstetric care and family planning and expand these services in a strategic manner in developing countries.

4.3 Support the campaigns of youth in developing countries to make vaccinations for infectious diseases available to all.

4.4 Raise awareness among youth that access to safe water and sanitation is a public health issue, and enable youth to address local public health problems.

Goal 5

5.1 Promote reproductive and sexual health education in rural and urban areas through formal curricula and non-formal activities.

5.2 Encourage peer-to-peer education on sexual health and community-based condom distribution for youth by youth.

5.3 Fund the expansion of existing or establishment of new youth-led, non-formal community education to raise awareness about negative consequences of child marriage and adolescent pregnancy.

5.4 Provide opportunities for youth to speak about their culture, and encourage their voices to be a part of community formation.

5.5 Fund and support youth-led media and awareness campaigns about scientific implications of some cultural practices.

5.6 Support the involvement of young men in preventing gender-based violence through their participation and leadership in trainings and awareness programs.

Goal 6

6.1 Encourage youth-led sexual reproductive health education in secondary schools, and integrate HIV/AIDS education into curriculum as a sustainable way of sharing information about HIV/AIDS.

6.2 Use youth expertise to create innovative and effective strategies for the prevention of HIV/AIDS, TB, Malaria and all diseases.

6.3 Create, mobilize and strengthen teams of young peer educators to visit schools, places of worship, and other structures in their communities.

6.4 Link local youth employment networks to clinics in disease-affected areas.

6.5 Further investigate the role of youth as care givers, and how youth employment strategies can be part of scaling up delivery of medication and care services.

6.6 Resource conferences and existing youth structures as contact points, using them to incorporate youth in national strategies, advise on government policies, and distribute resources.

6.7 Resource existing youth structures and conferences as contact points to incorporate youth in national strategies, including HIV-positive youth, to advise on government health policies and to distribute resources.

6.8 People Living With AIDS (PLWA) associations and other efforts to support those affected by the disease should provide channels for youth-focused services and participation.

Goal 7

7.1 Provide funding so that youth from developing countries can attend and participate in UN environmental processes.

7.2 Fund regional and international youth networks in order to facilitate global cooperation.

7.3 Intergovernmental agencies develop or scale up and replicate initiatives supporting youth participation in policy and programmatic development on environmental sustainability.

7.4 Governments, inter-governmental agencies and youth organizations to develop partnerships for joint environmental initiatives aimed at building capacity in young people at the National level.

7.5 Build and support global networks amongst youth organizations promoting sustainable development.

7.6 Foster partnerships opportunities with youth organizations and international agencies to develop local and national projects.

7.8 Fund a Youth World Water Forum event annually to ensure the continued growth of the YWAT network and thereby the number of young people working for safe water.

7.9 Provide incentives such as grants or micro-finance for youth to work for safe water in their community, and for youth-led clean water projects.

7.10 Establish a fund to support youth led renewable energy enterprises.

7.11 Develop partnerships in areas without access to safe water to train youth to lead community-based water supply projects.

7.12 Governments support training in sustainable consumption towards sustainable lifestyle and follow up initiatives including networks and small grants.

7.13 As part of their commitments to the Decade of Education for Sustainable Development, governments require all universities to begin the transition to becoming sustainable institutions. The first step is to elect a committee comprising students and teachers to develop a strategy through consultation with the university community.

Goal 8

8.1 Build and support opportunities for youth to participate in fair trade movement, and further develop open trading and financial systems that are rules-based, predictable and non-discriminatory.

8.2 Address the issue of youth employment as a fundamental block to poverty eradication and as a powerful mechanism for delivering the MDGs.

8.3 Strengthen and build partnerships between youth, public and private sector, such as the Youth Employment Summit and Youth Employment Network.

8.4 Use micro-finance and skills development initiatives to reduce barriers for youth entrepreneurship.

8.5 Strengthen youth entrepreneurship networks.

8.6 Youth must be empowered as learners, developers, contributors, entrepreneurs and decision-makers on the issue of Information and Communication Technologies. Widespread access in urban and rural areas is critical to facilitating this empowerment.

8.7 Governments should play a facilitatory role in nurturing ICT-related youth enterprise through host-positive policy and investment in ICT infrastructure.

8.8 Support and resource new coalitions and partnerships around ICTs.

8.9 See community cyber cafés and telecenters as means to address multiple development needs, such as business training, and opportunities for education in reproductive and sexual health.

APPENDIX D: SELECTED BIBLIOGRAPHY AND YOUTH DECLARATIONS

1. UN Millennium Project Taskforce 1 Interim Report (February 2004), *An Enhanced Strategy for Reducing Poverty by the Year 2015* www.unmillenniumproject.org/documents/tfoneinterim.pdf

2. YES Country Network Report, Third Edition, December 2003
www.yesweb.org/yesnetworks/docs/ycn3.pdf

3. Best Practice Youth Enterprise Models In the Commonwealth Caribbean, paper prepared for the Creating Common Wealth Conference, November 2003
www.thesource.gov.au/creating_common_wealth/daily_updates/images/armstrong.pdf

4. Letter From the Secretary-General to the President of the General Assembly on the Occasion of the Fifty-Sixth Session of the United Nations General Assembly, Agenda Item 29, Follow-Up to the Outcome of the Millennium Summit, including Recommendations of the Secretary-General's High-Level Panel on Youth Employment
www.ilo.org/public/english/employment/strat/yen/publ/unga57res.htm
www.ilo.org/public/english/employment/strat/yen/publ/recomm.htm

=> including Appendix: Decent Work for Young People: A Guide To Action
www.ilo.org/public/english/employment/strat/yen/publ/dwyp.htm

5. Youth Employment Summit Alexandria Declaration, September 2002
www.yesweb.org/alexandria_02/vfa.html

6. Youth Employment Summit Framework for Action, September 2002
www.yesweb.org/alexandria_02/doc/ffa.pdf

7. Global Employment Trends For Youth, August 2004, ILO
www.ilo.org/public/english/employment/strat/global.htm

8. Highly Affected, Rarely Considered, IYP Youth Commission into Globalisation Report, 2003
www.iyp.oxfam.org/campaign/youth_commission_report.asp

APPENDIX E: USEFUL RESOURCES & GUIDELINES RELATING TO (GOAL 8)

(a) The Recommendations of the YEN
www.ilo.org/public/english/employment/strat/yen/publ/recomm.htm

R1: A youth employment dimension integrated into comprehensive employment strategies
R2: Strong institutional support for youth employment policies
R3: Investment in education, training and life-long learning
        A. Adopt national educational and training strategies
        B. Ensure that girls and boys are able to obtain quality education
        C. Improve the accessibility, relevance and effectiveness of secondary and higher education and technical and vocational training
R4: A bridge between the informal and the mainstream economies
R5: The potential of information and communications technologies
R6: New sources of work in the service sector
R7: Entrepreneurship and enterprise development
R8: Access of youth to employment services and support
R9: A Social floor for working youth
R10: Partnership for youth employment
R11: An enabling international environment
R12: The Future of the Youth Employment Network

(b) The YES Framework for Action
www.yesweb.org/alexandria_02/doc/ffa.pdf

Adopted the 4 E's of the UN Secretary General's Youth Employment Network: Employability; Employment Creation; Equity (Equal Opportunity); and Entrepreneurship. YES has, in the year of the World Summit on Sustainable Development, added a fifth E – Environmental Sustainability.

1. Employability = Education for Work, Transition to Work
2. Employment Creation = Government Policy, Private Sector Partnership, Rural Development, Investing in Youth, Employment
3. Equity = Information Communication Technology: Bridging the Digital Divide
4. Entrepreneurship "Building an Entrepreneurial Workforce" = Entrepreneurship in all forms – Economic, Social and Environmental
5. Environmental Sustainability = Youth Employment for Sustainable Development, such as Promoting Renewable Energy

(c) YES Country Network Frameworks and Investment
www.yesweb.org/yesnetworks/index.html

See Case Study in text on YES Country Networks, Goal 8, Target 16

(d) Highly Affected, Rarely Considered: IYP Youth Commission into Globalisation Report
www.iyp.oxfam.org/campaign/youth_commission_report.asp

Highly Affected, Rarely Considered was written by young people who are part of the Oxfam International Youth Parliament network. These young people not only undertook research into the identified issues as part of IYP's Youth Commission but had as their primary resource hundreds of submissions received from young people around the world, discussing what globalization means to them. The report is written by young people as 'agents of change', presenting alternatives to the current processes of globalization.

There are action items and policy recommendations for governments, multilateral institutions, non-government organizations, corporations and individuals. The report provides sophisticated analysis of eleven key areas as well as some examination of six key cross-cutting themes including privatisation, global infrastructure, displacement, representation, education, and activism and human rights. In essence, the report argues that the processes of globalization must be managed from a human rights perspective. The report presents a multilevel response of action to achieve that end.

HARC analyses the issues connected with many of the MDGs as well as conceptualizing forms of change to achieve a human rights approach to globalisation. The cross-cutting theme of global infrastructure considers the rules of the trading and financial system in a critical way and presents alternatives. The action-oriented focus of the report means that it provides you with ways of taking action in relation to these issues on an individual, community, national and global level.

APPENDIX F: BIOGRAPHIES

Task force members

MELANIE ASHTON (Co-coordinator), age 25, has a Bachelor of Science (Honours) in Earth Sciences. Melanie is a Project Manager and consultant for the Australian based firm GHD. She is primarily involved in overseas development assistance projects in the fields of environment, poverty reduction, water supply and institutional strengthening. She provides technical expertise on these projects in environmental training, capacity building, international conventions and sustainability. In 2003 Melanie was an Australian Youth Ambassador for Development and spent four months developing training and institutional strengthening programs in Datong, China. Melanie is an active volunteer and in the last five years has worked on sustainable development initiatives locally, in Australia, and internationally. This includes working extensively with the Earth Charter Initiative and co-founding the Earth Charter Youth Initiative. In 2002, Melanie was an active member of the youth caucus for the UN World Summit on Sustainable Development. At PrepComm IV she represented youth in the negotiation on Type II outcomes. Melanie has recently become the Director of the International Young Professionals Foundation.

CATHERINE KAMPING (Co-coordinator), age 24, is the current Coordinator of the Youth Caucus of the United Nations Commission on Sustainable Development and the Regional Coordinator of Global Youth Action Network for Asia and the Pacific. She also provides Youth Advisory role to the Conference of NGO with Consultative Status with the UN, Youth Employment Summit, and the Education Development Center Equip 3 Youth Trust. At the national level she is the outgoing VP-External Affairs of the SAVE Mother Earth Movement and former Chairperson and Country Coordinator of the Philippine Youth Employment Network. At present, she is taking up Masters in Entrepreneurship and Social Entrepreneurial Development at the Asian Institute of Management and managing a youth led social enterprise that provides trainings, capacity building, educational and outdoor activities for schools and organizations highlighting ecological-tourism. In the last five years she has taken a very active role in youth development and sustainable development advocacies both at the local, national and international level. In 2002, she took an active role and leadership in the processes of the Youth Employment Summit and the UN World Summit on Sustainable Development also presenting the youth caucus final statement. In 2003, she was involved in the Updating of the Philippine Agenda 21 as the only youth representative in the process.

EMILY FREEBURG (Executive Secretary), age 24, currently works for the Lutheran World Federation at the United Nations in New York, where she also serves as chair of the NGO Committee on Youth, of the Conference of NGOs (CONGO) in consultative status with the United Nations. Focusing on young women and the media, she was a "youth-expert observer" to the United Nations Expert Group Meeting on Women and the Media in 2002, and spoke about youth media at the World Summit on Information Society in 2003. She also helped to create the Youth Advisory Committee to CONGO and was the editor of a report, "Best Practices in Poverty Eradication, Case Studies from the Field" by the NGO Committee on Social Development in 2003. Recently focused on the impact of HIV and AIDS on young women, she organized an e-consultation in February 2004 on the different gender impacts of HIV/AIDS on young people and presented the results at the United Nations Commission on the Status of Women. Currently, she helps facilitate an ad hoc international youth caucus on HIV and AIDS. She is also a freelance journalist, often contributing to Wiretap Magazine (wiretapmag.org). She received her Bachelors of Arts (Honors) from the University of Redlands in International Development and Creative Writing in 2002.

RICHARD BARTLETT, age 24, is a finalist in International Relations at the University of Leeds UK and the outgoing President of the United Nations Youth and Student Association of the United Kingdom. He also sits on the Board of Directors for the United Nations Association of the UK and is a trustee for a UK based NGO called International Service, which sends development professionals overseas to work with local partner organisations. He is currently working closely with the British Government to secure three Youth Delegates to attend the General Assembly in October. In the last years, when not studying, he has spent a lot of his time

working on numerous projects in Africa, including Sudan and Uganda amongst others. Richard often speaks at regional and national events on youth participation and youth and the United Nations.

JAMES BRADFIELD MOODY, age 28, is the outgoing president of the International Young Professionals Foundation. He was formerly managing director at Natural Resource Intelligence (NRI), Australia's first publicly listed environmental spatial information company, providing environmental, social, and economic intelligence to assist organizations in monitoring and evaluating natural resources. In the last five years, James has been heavily involved with the United Nations, and was co-facilitator and Australian representative of the forty-strong youth advisory council to the UN Environment Programme (UNEP). He was also a member of the Science and Technology delegation to the UN World Summit on Sustainable Development earlier this year and attended the World Economic Forum as a Global Leader of Tomorrow in 2003. In 2000, James was named Australian Young Professional Engineer of the Year. While holding this title, he promoted the engineering profession and his particular brand of "socially conscious engineering." In 2000, James was also awarded Young Queenslander of the Year and in 2001 was awarded Young Australian of the Year in Science and Technology. He was recently appointed as the new director of Divisional Business Strategy of Land and Water at the Commonwealth Scientific and Industrial Research Organization (CSIRO). James is passionate about the supporting role that young socially conscious businesspeople can play in society and works actively towards communicating these views to the general community.

LUIS A. DAVILA ORTEGA, (age 22), is a strong believer in the power that active youth can have in their communities by becoming engaged, organized and motivated. He is currently the Associate Director for the Global Youth Action Network (GYAN) at its headquarters in New York City. He is responsible for GYAN's programmatic and regional and national engagement, as well as staff management at GYAN HQ. He is also the international co-coordinator for Global Youth Service Day (GYSD), the largest celebration of youth volunteers in the world. He is part of the international team for Students Forum 2000, an initiative created by former Czech President Vaclav Havel. He has also worked with several governments including the regional government of Nuevo Leon in Mexico and the National Assembly of Wales, fostering networking and collaboration among youth organizations. He has spoken at dozens of international events on issues related to youth participation, and has participated in different UN and multilateral policy process targeting sustainable development, reform of international institutions, social entrepreneurship and youth-led development. Luis was born in Venezuela and lived in the Netherlands Antilles for 5 years. He has a BS (Honors) in Diplomacy and International Relations from Seton Hall University (USA), and graduate coursework from the University of Ghent (Belgium), Charles University (Czech Republic) and the University of Bolzano (Italy).

AMIR FARMANESH, age 25, received a B.A. degree in Materials Engineering from the Iran University of Science and Technology (2002) and earned several diplomas - in subjects ranging from economic globalization to project management and Social Entrepreneurship - along the way. He also graduated from Asia-Pacific Leadership Program at the East-West Center in University of Hawaii. Over the past decade, he has worked extensively in both governmental and non-governmental organizations at the local, national, and international levels. Among the highlights of his experience are serving as a advisor to the mayor of Tehran and Director of Mayor Youth Advisory Group; acting as NGO Focal Point in Iran for United Nations International Year of Volunteers 2001; working for the UNEP-ROAP (United Nations Environment Program - Regional Office for Asia and the Pacific) in Bangkok, Thailand; Founding member and Focal Point of UNEP-SAYEN. Mr. Farmanesh has been involved in the United Nations (UNEP – UN-Habitat) Governing Councils and was a member of the United Nations Environment Program (UNEP) Youth Advisory Council. He also provides Youth Advisory role for Managing Board of Conference of NGOs with Consultative Status with the UN. He is currently studying for a Joint Degree in Master of Public Administration and Master of Arts in International Relations in Syracuse University, Maxwell School with a scholarship from the World Bank.

DABESAKI MAC-KIEMENJIMA, age 22, is Director of Development Partnership International in Nigeria. Dabesaki has been involved in several UN processes since 2003. He was a National Focal Point for UNESCO's Youth Space Essay Contest in 2004 and has worked with UNFPA at various times. He helped found Students Without Borders, the international students arm of Teachers Without Borders and coordinated

its activities for two years, including the Save Port Harcourt Zoo Campaign and the Student Leaders IT Conference which both received an international award of recognition from Teachers Without Borders. He helped facilitate the Youth Caucus for the XV International Conference on AIDS held in Bangkok, Thailand where he presented papers and addressed high level meeting of leaders, and is presently a member of the TaskForce of the Global Youth Coalition on HIV/AIDS. Dabesaki is currently undertaking a research work on "The impact of the knowledge of HIV/AIDS on Adolescent Sexual Behaviour." He is the author of the book titled "Our Rocky Years: Adolescence, problems, Causes, effects, prevention". Dabesaki attends Rivers State College of Education where he is in final year studying Educational Psychology, Guidance and Counselling.

SOLANGE MÁRQUEZ ESPINOZA, age 26, has a B.A. in Law and is currently a student of B.A. in Political Science from the Universidad Nacional Autónoma de México (UNAM, National University). She is currently the National Co-coordinator of Rescue Mission: Planet Earth, Mexico (Peace Child International). She worked for three years as a Parliamentary Advisor at the Mexican Senate at the Foreign Affairs Commission, Parliamentarian Practices and Security and is a member of the National Parliamentarian Investigators Network. Now she works as Political and International Adviser. She is the Mexican editor and columnist for One World International, and she writes articles at the Latin American Electoral Observatory. She won the second place at the national contest of Reforma (national newspaper) in the foreign affairs section. She is currently coordinating the creation of the Mexican Youth Alliance for MDGs and starting the Youth and Millennium National Campaign. She currently serves as the Latin-American representative of the Youth Network for Peacebuilding, UNESCO, and as the representative of the Youth Environmental Network of Mexico at the Youth Caucus. Because of her experience, she has been invited multiple times to hold lectures in Mexico and many different countries on topics such as Mexican Political and International Processes, Youth Participation, UN Reform, and MDGs. She has been accepted to study the MA in International Studies at Durham University, UK.

NICK MORAITIS, age 21, is Strategic Development Coordinator at TakingITGlobal. Prior to joining TIG, Nick was Executive Director of Nation1, a New York based, youth-led, non-profit supported by the MIT Media Lab. A member of the Australian National Commission for UNESCO, Nick has twice been a member of the Australian government's delegation to the General Conference of UNESCO and preparatory process of the World Summit on the Information Society, for which he was also facilitator of the Youth Caucus. Nick is also an author ("Cyberscene", Penguin Books, 1999), contributor to major Australian newspapers, and speaker at more than forty events such as ITU TELECOM Asia, the World Summit on Sustainable Development, and the Australian government's National Innovation Summit. In 2002, Nick completed a term on the Advisory Council of the Australian Broadcasting Corporation. He is also currently working on the development of a global youth strategy for Amnesty International.

CAMERON NEIL, age 28, is an entrepreneur and development professional with particular interests and experience in sustainability, youth development, entrepreneurship, venture development and social and eco business. Cameron is owner and Consulting Director of Catenate Pty Ltd, an Australian not-for-profit social innovation consulting company, as well as being Chief Executive Officer of the International Young Professionals Foundation. Throughout 2002 and 2003, he worked in Brisbane to promote and catalyse youth enterprise programs through a platform called YES!BE! with the support of Social Ventures Australia. Cameron serves on the Youth Employment Summit International Youth Leaders for Employment Advisory Group, and is one of the facilitators of the Youth Employment Summit Australian Country Network. In January 2004, Cameron moved to Canberra to take up the role of Development Coordinator of the Fair Trade Association of Australia and New Zealand. In this role, Cameron works with businesses, consumers and advocates to increase provision and consumption of fair trade products in Australian and New Zealand markets for the benefit of third world farmers. Previously, Cameron has spent time in Australia managing youth and community development services, running non-government organizations, and working in education policy research for state government. He maintains an active interest in action research and action learning, global governance, social justice, and socio-cultural animation.

ROBERT SAGUN, age 27, is concurrently President of the Young Volunteers for Sustainable Development (The Philippines) and Policy Coordinator of the UN World Summit on the Information Society (WSIS) Youth Caucus. He is an independent environmental economist and researcher and has worked for a number of research projects commissioned by international development organizations and donor agencies. His expertise revolves around environmental sustainability, poverty reduction strategies, information and communications technologies for development (ICT4D), youth participation in political processes, employment and entrepreneurship, multi-stakeholder partnerships, knowledge management and development financing. He is also an active member of the UN CSD Youth Caucus.

APPENDIX G: REFERENCES

[1] Professor Jeffrey Sachs is a Special Advisor on the MDGs to the Secretary-General of the United Nations.

[2] See also Annex A. A total of eight Millennium Development Goals were agreed to during the United Nations Millennium Summit in September 2000. The Goals constitute an ambitious agenda to significantly improve the human condition by 2015, from halving global poverty and hunger, to protecting the environment, to improving health and sanitation, and tackling illiteracy and discrimination against women. Alongside the Goals, a series of 18 targets and timescales were also drawn up to make it easier to measure progress.

[3] The Millennium Project is an independent advisory body commissioned by the UN Secretary-General to advise the UN on strategies for achieving the MDGs. Professor Jeffrey D. Sachs of Columbia University directs the Project and the research of the Millennium Project is performed by 10 Task Forces.

[4] The consultation was hosted by Global Youth Action Network/Taking IT Global during June 2004 and is available to view at http://groups.takingitglobal.org/mdgconsultation.

[5] "World Youth Report 2003: The Global Situation of Young People", United Nations, Department of Economic and Social Affairs, (New York, 2004) p. 2.

[6] Ibid. p. 55

[7] Ibid. p. 55

[8] M.A.Clemens, C.J.Kenny and T.J.Moss, "The Trouble with the MDGs: Confronting Expectations of Aid and Development Success", CGD Working Paper Number No. 40, (Washington, DC, USA, Center for Global Development, 2004) p. 1.

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[18] http://www.takingitglobal.org/voice/national.html

[19] Parsons, Christine, Obstacles to Youth: Are there barriers for youth NGOs seeking ECOSOC status?, CONGO YAC Research Findings, July 2003.

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