



## **Working for and with Adolescents**

### **- Some UNICEF examples**

**February 2002**

**Adolescent Development and Participation Unit**

## TABLE OF CONTENTS

<b>FORWARD</b> .....	<b>ii</b>
<b>CASE DESCRIPTIONS BY REGION</b> .....	<b>iii</b>
<b>POTENTIAL STRATEGIES FOR ADOLESCENT PROGRAMMING</b> .....	<b>iv</b>
<b>UNICEF SUPPORTED PROJECTS WITH AND FOR ADOLESCENTS</b> .....	<b>v</b>
<b>SUMMARY OF LESSONS LEARNT</b> .....	<b>v</b>
<b>CASE DESCRIPTIONS OF PROJECTS WITH AND FOR ADOLESCENTS</b> .....	<b>xi</b>
Youth Rights to Participation and Protection from HIV/AIDS, Angola .....	1
Foundation for Disadvantaged Azeri Children and Youth, Youth Azeri Parcel Service and Child Help Line, Azerbaijan .....	7
‘Kishori Abhijan’ An Initiative for the Empowerment of Adolescent Girls in Bangladesh .....	11
Adolescent Peer Organized Network, Bangladesh .....	13
Adolescent Girls’ Programme of the Centre for Mass Education in Science (CMES), Bangladesh .....	17
Children’s Advisory Committee, Belize .....	23
Participation and Development for the Citizenship for Adolescents, Brazil .....	28
The Children’s Movement for Peace, Colombia .....	34
Pavas Health Clinic, Pavas, Costa Rica .....	42
Working with Adolescent Girls and Boys as Programme Implementers in Community Development, Maharashtra, India .....	47
Children in Conflict with the Law, Iran .....	52
Promoting Opportunities for Adolescents in Jordan .....	57
Youth Participation, Kosovar Refugee Camps in Kukes, Albania .....	62
Safe Spaces Pilot for Meeting Sexual and Social Health Needs of Young People in Crisis, Malawi .....	67
Special Protection Project, Mali .....	72
The Mekong Region STD/HIV/AIDS Project in Cambodia, China, Lao PDR, Myanmar, Thailand and Viet Nam .....	76
Youth Health and Development Programme, Namibia .....	85
“My Future Is My Choice” Life Skills Programme, Namibia .....	91
Water and Environmental Sanitation Programme, Nigeria .....	96
The Girl Child Project, Pakistan .....	99
Children in Need of Special Protection, Philippines .....	104
HIV/AIDS Prevention in Romania .....	113
Project on Street Children in Moscow, Russia .....	121
Children's Workbook on the Convention on the Rights of the Child, Somalia .....	130
Self-documenting Photography Project, Somalia .....	134
Adolescent Friendly Health Services, Uganda .....	137
The Programme on Young People's Health and Development, Ukraine .....	145
Voices of Youth .....	156
Programming for Young People in Zimbabwe .....	160
Template .....	166



---

## Forward

We are pleased to share with you the experiences of our colleagues from 22 UNICEF offices in working for and with adolescents. As you see the experiences are drawn from countries covering all regions. We believe that these experiences offer a fascinating glimpse of the work in the area of adolescent development and participation, which is recognized as a vital crosscutting component of our planned interventions in all the organizational priorities within the MTSP, 2002-2005.

What is interesting in this tapestry of experiences are the common threads that run through many of the case descriptions. The critical importance of the participation of adolescents themselves is a vital element to the success of the interventions. The need to work with families, parents and communities to create a supporting environment through interventions which ensure sustainability and impact is another lesson which is learned. Through these case descriptions the importance of making strategic choices in the identification of appropriate partners also becomes clear.

I would like to acknowledge the contribution of country offices in selecting the case studies and of Nicolette Moodie in compiling them and drafting the summary that precedes the cases. We hope that in your plans for work with adolescents you will find these cases helpful and relevant.

Christine Norton  
Senior Adviser  
Adolescent Development and Participation Unit.



## CASE DESCRIPTIONS BY REGION

### **The Americas and the Caribbean**

**Belize:** Children's Advisory Committee

**Brazil:** Participation and Development for the Citizenship of Adolescents

**Colombia:** The Children's Movement for Peace

**Costa Rica:** Pavas Health Clinic (adolescent pregnancy)

### **Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS)**

**Azerbaijan:** Foundation for Disadvantaged Azeri Children and Youth

**Kosovo:** Youth Participation, Refugee Camps, Kukes, Albania

**Romania:** HIV/AIDS prevention and monitoring

**Russia:** Project on Street Children in Moscow

**Ukraine:** Programme on Young People's Health and Development

### **East Asia and the Pacific**

**Mekong Region:** STDs/HIV/AIDS (multi-country project)

**Philippines:** Young People in Crisis

### **Eastern and Southern Africa**

**Angola:** Youth Rights to Participation and Protection from HIV/AIDS

**Malawi:** Safe Spaces Pilot for Meeting Sexual and Social Health Needs of Young People in Crisis

**Namibia:** Youth Health and Development Programme

**Namibia:** My Future My Choice

**Somalia:** CRC Children's Workbook

**Somalia:** Self-documenting photography project

**Uganda:** Basic Education, Child Care and Adolescent Development (BECCAD), with a particular focus on Adolescent Friendly Health Services (AFHS)

**Zimbabwe:** Programming for Young People

### **Middle East and North Africa**

**Iran:** Children in Conflict with the Law

**Jordan:** Promoting Opportunities for Adolescents in Jordan

### **South Asia**

**Bangladesh:** Kishori Abhijan' An initiative for the empowerment of adolescent girls, with case descriptions of two subprojects:

- Adolescent Girls' Programme of the Centre for Mass Education in Science (CMES)
- Adolescent Peer Organized Network

**India:** Working with Adolescent Girls and Boys as Programme Implementers in Community Development

**Pakistan:** Girl Child Project

### **West and Central Africa**

**Mali:** Special Protection Project

**Nigeria:** WES in schools

### **GLOBAL**

**Voices of Youth**



## POTENTIAL STRATEGIES FOR ADOLESCENT PROGRAMMING

National Planning and Policies	School-based Interventions	Youth-Friendly Health Services	NGOs, Peers and Parents	News and Entertainment Media
<p><b>Belize:</b> Children's Advisory Committee  <b>Iran:</b> Children in Conflict with the Law  <b>Jordan:</b> Promoting Opportunities for Adolescents  <b>Romania:</b> HIV/AIDS prevention and monitoring  <b>Uganda:</b> AFHS  <b>Zimbabwe:</b> Programming for Young People</p>	<p><b>Mekong Region:</b> STDs/HIV/AIDS  <b>Nigeria:</b> WES in schools  <b>Somalia:</b> Self-documenting photography project  <b>Somalia:</b> CRC Children's Workbook  <b>Zimbabwe:</b> Programming for Young People</p>	<p><b>Costa Rica:</b> Pavas Health Clinic  <b>Namibia:</b> Youth Health and Development Programme  <b>Uganda:</b> AFHS  <b>Ukraine:</b> Programme on Young People Health and Development  <b>Russia:</b> Project on Street Children in Moscow</p>	<p><b>Angola:</b> Youth Rights to Participation and Protection from HIV/AIDS  <b>Azerbaijan:</b> Foundation for Disadvantaged Azeri Children and Youth  <b>Bangladesh:</b> Adolescent Peer Organised Network  <b>Bangladesh:</b> CMES adolescent girls programme  <b>Belize:</b> Children's Advisory Committee  <b>Colombia:</b> The Children's Movement for Peace  <b>India:</b> Working with Adolescent Girls and Boys as Programme Implementers in Community Development  <b>Jordan:</b> Promoting Opportunities for Adolescents  <b>Kosovo:</b> Youth Participation, Refugee Camps, Kukes, Albania  <b>Malawi:</b> Safe Spaces Pilot for Young People in Crisis  <b>Mali:</b> Special Protection Project  <b>Mekong Region:</b> STDs/HIV/AIDS  <b>Namibia:</b> My Future, My Choice  <b>Namibia:</b> Youth Health and Development Programme  <b>Pakistan:</b> The Girl Child Project  <b>Russia:</b> Project on Street Children in Moscow  <b>Ukraine:</b> Programme on Young People Health and Development  <b>Voices of Youth</b>  <b>Zimbabwe:</b> Programming for Young People</p>	<p><b>Angola:</b> Youth Rights to Participation and Protection from HIV/AIDS  <b>Brazil:</b> Participation and Development for the Citizenship of Adolescents  <b>Jordan:</b> Promoting Opportunities for Adolescents  <b>Russia:</b> Project on Street Children in Moscow  <b>Ukraine:</b> Programme on Young People Health and Development</p>



---

## UNICEF SUPPORTED PROJECTS WITH AND FOR ADOLESCENTS SUMMARY OF LESSONS LEARNT

UNICEF Headquarter has collaborated with country offices in all regions to collect a set of case descriptions of projects with and for adolescents. Following is a summary of the lessons learnt in these projects. Some of them were raised in several of the case descriptions, others were mentioned only once, but all should be useful to those who are embarking on a project or programme for and with adolescents.

### *Adolescents as a resource*

The case descriptions all show that adolescents are a resource to their communities. In the Philippines for example, a lesson learnt from a programme focusing on major child protection issues found that young people's resilient characteristics and their capacity for participation must be recognized, appreciated and considered in policy and programme development and adjustment. In Brazil's project on participation and development for the citizenship of adolescents, it was found that adolescents have shown that if they are given the opportunity to get organised and to participate in political life, they are creative and motivated and represent a powerful asset. The programme in India on working with adolescents as programme implementers, recognising the tremendous resource that young people represent, has initiated the process of involving young people in the broader community development process, particularly in increasing primary school enrolment.

### *The importance of early action*

Several of the case descriptions noted the importance of implementing specific activities or specific aspects of the project from the outset. These include:

- Development of a detailed strategy for implementing the programme or project at an early stage.
- Greater involvement of young people in the design, development, implementation, assessment and management of the programme from the start was. This is particularly important in the development of life skills materials, such as those of the "My future is my choice" project in Namibia.
- A further lesson learnt from this project is that peer education activities should be set up at the beginning of the programme to ensure their sustainability and a multiplier effect.
- In the context of HIV/AIDS programmes, the importance of advocating and lobbying for Government and political commitment from an early stage.
- Having media materials and activities, as well as monitoring tools in place at the start of the programme.
- Convening familiarity sessions with colleagues everywhere early and often to ensure awareness about how to make best use of the project and avoid missed opportunities at all levels.
- In the refugee camps in Albania during the Kosovo crisis, it was noted that during crisis situations, more than any others, youth participation is more likely to be manipulated. It is therefore important to set protection principles at the start of the project, so that participation can be non-political and can be developed according to the needs of young people to express their common identity.



### ***Entry points***

The project with Kosovar adolescents in Albanian refugee camps also illustrated that in circumstances where no entry point, such as HIV/AIDS or gender discrimination, is immediately perceptible, the risk for error is greater. In such situations learning through trial and error may be the only way to get a project started. In this project, young people's participation itself was used as the entry point.

In the protection project in Mali, child friendly youth (drop-in) centres were found to be crucial in reaching the most vulnerable children, because they provide easy access in the community, have flexible hours and structure, provide outreach on the streets, etc.)

### ***Provision of services***

In the context of HIV/AIDS programmes, it was clear from the programme for young people in Zimbabwe and the “My future is my choice” life skills project in Namibia that information and knowledge alone will not facilitate the adoption of safe sexual behaviours. Services and a conducive environment remain vital. Improved access to services (counselling, testing and condoms) should be addressed at the start of the programme and should include the opportunity for adolescents to participate in programmes. Health services for adolescents should be more selective, more interdisciplinary, friendlier and that better incorporate psychological and social aspects, while promoting gender equality and adolescent rights. This was an important lesson learnt in addressing adolescent pregnancy in Costa Rica.

### ***Enabling environment***

The importance of recognising the role of parents, families and communities is apparent from several projects. Such involvement is crucial to ensuring that initiatives are effective and sustainable. For example, where, as in the protection project in Mali, youth centres are established, there should be greater involvement of children, adolescents, parents and the community in their management. In Namibia, a first step in the creation of an enabling environment (which is particularly important where the aim is achieving risk reduction behaviour change) was ensuring that parents, teachers, local leaders, opinion leaders and service providers are oriented on the activity and asked to support it in their communities. The programme for adolescent girls of the Centre for Mass Education in Bangladesh aims to ensure its sustainability by informing, motivating and actively involving various parts of society so as to convince them to accept responsibility for bringing about the changes envisaged by the programme.

Projects which aim to change entrenched negative societal attitudes towards girls and women, for example the Girl Child Project in Pakistan, and the projects for adolescent girls in Bangladesh, take a lot of careful planning and sensitive handling and must be implemented with active involvement and support of family and community members, including men. Strategies for such projects must be adjusted and adapted periodically in the light of the changing environment and the views of communities, families and girls. Involving parents, families and communities has been crucial to the success of the Girl Child Project in Pakistan, which has found that actions designed to help children and young people at risk are more effective and sustainable if done in the context of families and communities.

A further crucial aspect in creating a supportive, enabling environment for projects with adolescents was the use of a peer-to-peer approach. This was true for example for both the youth



participation project for Kosovar refugees and for the “My future is my choice” life skills project in Namibia. It is also important to carry out integrated, intergenerational activities where adults are not be separated from children, nor boys from girls, older children from younger ones, as is the case in for example the Children’s Movement for Peace in Colombia.

### ***Adolescent Participation***

Most programmes focussed on ensuring sustainability and ownership of interventions through the direct participation of adolescents in their design, development, implementation, assessment and management, including in developing materials. Where a project has promotion of young people as one of its core objectives, as is the case with the Voices of Youth internet project, advocacy with policy makers and better co-ordination of youth participation is needed to ensure that young people’s inputs are incorporated wherever possible.

Efforts must be made to increase the participation of adolescents from minority and other disadvantaged groups. The objective of the foundation for disadvantaged children and youth in Azerbaijan was the integration of disabled young people into the mainstream of society. In the Children’s Movement for Peace in Colombia it was felt that there was a need to ensure greater participation of children from Indian or Afro-Colombian groups. Where gender discrimination is a major problem facing adolescents, for example in India and Bangladesh, involvement of adolescent girls should be emphasised and community awareness on girls’ involvement enhanced.

Attention must also be paid to the quality or nature of participation. In the Ukraine, a Youth Forum was established to offer a chance for young people, government and local administration representatives and youth workers to meet, discuss problems and formulate solutions in a democratic atmosphere. UNICEF found that the Youth Forum was most effective when it was no longer under the control of a state representative, as adolescent participation was not fully understood at the state level and limited time was available to work with the young people. Once the young people were empowered to take control themselves, the result was true participation that was neither forced nor restrictive.

Adolescents should be offered opportunities to express themselves as they wish on what interests them. Adolescent participation should not be manipulated to serve the interests or needs of others. The project with Kosovar young people in Albanian refugee camps found that manipulation of adolescent participation may be a particular risk in crisis situations, when adolescents are particularly vulnerable due to the loss of their regular routine and environment, as well as the recruiting efforts of armed groups. It is therefore important to set protection principles at the start of the project, so that participation can be non-political and can be developed according to the needs of young people to express their common identity. This also implies the need for judgement and flexibility to cancel or redirect interventions if manipulation is a risk, as occurred in the project with Kosovar youth due to strong UCK (Kosovo Liberation Army) presence and recruiting activities. In this project as well as the Colombian Peace Movement, it was felt that the participation of children in the projects provided them with a new and interesting option for action, which dissuades them from enrolling in armed groups.

Ensuring genuine participation of adolescents requires commitment and work on the part of anyone setting up and implementing a project with adolescents. The project with Kosovar young



people found that it required a strong physical presence on the part of UNICEF and its partners, capacity for mobilisation and continuous encouragement, and the ability to provide supply or cash for start-up projects when needed. It is also important to put in place a system to sustain the involvement of young people. In Belize and Ukraine national bodies were set up to ensure this – the Children’s Advisory Committee in Belize and the Youth Forum in Ukraine.

Where new structures for young people are established through a project, these should be incorporated into the community setting, to create both a supportive environment for the young people and opportunities for adolescent participation in projects or decision making. In India, for example, it was found that it was important to link adolescent girls' groups/*mandals* with secondary schools to provide credibility, and a safe and supportive environment for their participation.

### ***Partnerships***

The importance of collaboration with a wide range of partners was identified as crucial to a project's sustainability in several of the projects, for example the child protection project in the Philippines, the HIV prevention project in Romania and the programme on youth health and development in Ukraine. In particular, multi-sectoral, multi-agency, inter-disciplinary partnerships and collaboration with a wide range of government and non-government partners were found necessary in order to bring about a positive and enabling policy environment. In the project with street children in Moscow, Russia, training workshops conducted by international trainers proved to be valuable, enabling the project to benefit from experience gained elsewhere.

Partnerships mentioned went beyond government and NGO partnerships. Independent technical experts, the media, and the private sector were identified as being instrumental to the success of some projects, for example in the safe spaces pilot project in Malawi and the programme on young people’s health and development in Ukraine. Experience in Brazil, Ukraine and elsewhere has shown that the media have proven to be strongly interested in this theme and NGOs are working hard at defining ways and strategies to improve the situation of adolescents. In some countries in the Mekong Delta, partnerships with Buddhist monks through the Sangha Metta project have proven very effective in HIV/AIDS prevention activities.

The project with Kosovar young people emphasised finding and working with a reliable partner, in this case the Albanian Youth Council, who can work and efficiently communicate with young people, to develop and implement the project from the outset. Ideally this should be an existing organisation or organisations that work with children and adolescents.

In some of the projects, for example those in Costa Rica, India, Namibia and Nigeria, special efforts were made to work with schools and teachers, including in projects being carried out by other sectors, including the health sector (Costa Rica) and the water, environment and sanitation sector (Nigeria). In Namibia it was found that a large part of the success of the “My future is my choice” life skills project lay in its peer-to-peer approach, as adolescents feel more comfortable discussing sensitive issues with their peers than with authority figures. As a result, initial attempts to use teachers as facilitators were not successful. It was felt to be important, however, to involve them in supervisory roles.



Most projects emphasised that it is crucial to involve government partners at every stage from planning to implementation, for projects to be sustainable. It is however not always easy to obtain and sustain a sense of ownership and commitment on the part of governments, so this needs to be a priority at the outset of a project. Progress can also be hampered where there is a fear of criticising those in power or where adolescent participation is used as a political tool.

In some projects, capacity building for partners was identified as an important intervention. This can take many forms including maintaining professional training for community workers or training for project proposal writing.

### **Resources**

Mechanisms must be put in place from the outset to ensure financial sustainability. Lack of was often cited as a constraint to full implementation of projects. Government and political commitment did not always translate into resource allocation.

### **Going to scale**

Implementation of projects is often limited to a few adolescents in a limited number of locations. Such projects must be planned for scale, even though implementation may start in a few locations, otherwise the project will remain a pilot without any potential to make a significant impact. Going to scale may require seeking additional funds.

### **Situation Assessment**

It may take much longer than expected to understand the full situation and the complex interpersonal relations. With several projects it was felt that more and detailed information regarding target groups must be obtained. Prior to the start of the juvenile justice project in Iran, for example, a solid situation analysis was conducted, combined with a “comparative study on CRC and internal laws”, both of which provided the necessary insight and knowledge for the project.

### **Monitoring/Evaluation**

Record keeping/reporting mechanisms must be put in place at an early stage to help staff at all levels keep track of how the programme is doing, e.g. are information, life skills education and services reaching the adolescents? In some projects, evaluation data resulted in restructuring of the project, making it more effective. Developing monitoring tools with key stakeholders was found to motivate programme staff not only in doing the actual monitoring but more importantly in improving and accelerating the programme.

### **Gender roles**

Projects in Bangladesh, Costa Rica, Mali, Pakistan and others, focused in depth on Adolescent girls may face limitations due to gender patterns that foster relationships based on domination and submissiveness towards girls and in many contexts the socialisation of girls to be submissive and boys to be assertive and demanding. The role of male adolescents should be reevaluated in terms of their own needs and behaviors, leading to a process of reflection and openness. Strategies need to be differentiated by gender and age. Also, some educational activities are better carried out separately for adolescent girls and boys.



---

### **Peace advocacy/education**

In unstable situations, such as the one in which the project for Kosovar youth was implemented, peace can be a highly political and risky issue. Peace advocates could be seen as playing the games of the one side, and therefore considered as traitors to the other. For this reason, peace advocacy by young people is not recommended in such situations.

### **Documentation**

Good examples should be documented and shared as widely as possible. In India, a lesson learnt from the project that involved adolescents as programme implementers was the importance of introducing an innovative documentation strategy as part of the implementation of the project. This could include equipping young people with simple and innovative skills to enable documentation and simultaneous development of marketable skills through a variety of media - photo/audio/video documentaries, poetry, ethnographies, short stories, etc.



## CASE DESCRIPTIONS OF PROJECTS WITH AND FOR ADOLESCENTS

The remainder of this volume contains the case descriptions in alphabetical order.

**Angola:** Youth Rights to Participation and Protection from HIV/AIDS

**Azerbaijan:** Foundation for Disadvantaged Azeri Children and Youth

**Bangladesh:** Kishori Abhijan' An initiative for the empowerment of adolescent girls, with case descriptions of two subprojects:

- Adolescent Girls' Programme of the Centre for Mass Education in Science (CMES)
- Adolescent Peer Organized Network

**Belize:** Children's Advisory Committee

**Brazil:** Participation and Development for the Citizenship of Adolescents

**Colombia:** The Children's Movement for Peace

**Costa Rica:** Pavas Health Clinic (adolescent pregnancy)

**India:** Working with Adolescent Girls and Boys as Programme Implementers in Community Development

**Iran:** Children in Conflict with the Law

**Jordan:** Promoting Opportunities for Adolescents in Jordan

**Kosovo:** Youth Participation, Refugee Camps, Kukes, Albania

**Malawi:** Safe Spaces Pilot for Meeting Sexual and Social Health Needs of Young People in Crisis

**Mali:** Special Protection Project

**Mekong Region:** STDs/HIV/AIDS (multi-country)

**Namibia:** Youth Health and Development Programme

**Namibia:** My Future My Choice

**Nigeria:** WES in schools

**Pakistan:** Girl Child Project

**Philippines:** Young People in Crisis

**Romania:** HIV/AIDS prevention and monitoring

**Russia:** Project on Street Children in Moscow

**Somalia:** CRC Children's Workbook

**Somalia:** Self-documenting photography project

**Uganda:** Basic Education, Child Care and Adolescent Development (BECCAD), with a particular focus on Adolescent Friendly Health Services (AFHS)

**Ukraine:** Programme on Young People's Health and Development

**Voices of Youth**

**Zimbabwe:** Programming for Young People  
Template



## **Youth Rights to Participation & Protection from HIV/AIDS ANGOLA**

### **Project Name and Location (City/Country):**

Youth Rights to Participation & Protection from HIV/AIDS, Angola, provinces of Luanda, Benguela, Huila and Huambo.

### **Background/Rationale for Project:**

AIDS represents the main threat to the progress of most developing countries in the world and it is the top challenge faced by many countries in Southern Africa. Nine of the twelve countries most affected by HIV/AIDS in the world are found in the Southern Africa region, namely: Botswana; Zimbabwe; Namibia; Zambia; Swaziland; Malawi; Mozambique; South Africa and Lesotho. Angola finds itself in a very advantageous epidemiological situation compared to its neighbouring countries. Prevalence reported in the country is relatively low, although it is rapidly increasing: HIV prevalence among pregnant women in 1999 was 3.4% in Luanda, compared to 1.06% in 1996. Still, one should bear in mind that the present situation in Angola is very similar to that of neighbouring countries only a few years ago – countries that today are devastated by AIDS. A striking example is that of South Africa. 10 years ago, the HIV prevalence rate in South Africa was around 2-3%, lower than current rate in Angola today. But now, in the year 2000, more than 1 in 5 South Africans are infected with the virus.

The lessons learnt from countries that are sadly now at a more advanced stage of general infection serve as the basis for the interventions outlined in this proposal. Angola could limit the damage caused by this epidemic if all stakeholders – including the Government and all actors in the public and private sector - are ready to commit themselves fully to the fight against HIV/AIDS.

In Angola, the HIV pandemic has not yet reached its peak. For precisely this reason, Angola must act now and without delay to stop the dramatically increasing curve of HIV/AIDS infection.

In the last months of 1999, UNICEF Angola started the situation analysis and planning process for its intervention in support of Angola's National Strategic Plan for HIV/AIDS/STDs. Based on UNICEF's global mandate and priorities, as well as on the context of the country, main attention was given to young people as actors, and not only victims, of the epidemics, and to their needs of information, protection and participation.

### **Project Description:**

**Timeframe:** 3 years (October 2000 - October 2002)

**Initiator(s):** UNICEF

**Implementer(s):** UNICEF

**Funding Source(s) and Overall Budget:**

US\$ 4,800,000:



- US\$ 1,500,000 will be available from UNF/UNFIP for a joint project UNFPA/UNICEF for 18 months (for 3 provinces: Luanda, Huila and Benguela)
- US\$ 250,000 for 2001 from UNICEF's general resources
- The rest is still not funded.

**Partner(s)/alliances:** Ministry of Health (National Programme for HIV/AIDS/STDs), Ministry of Youth and Sports, Ministry of Education, Provincial authorities, UNFPA, WHO, local and international NGOs, youth associations and sport clubs.

**Objective(s):**

The project focuses on the rights of Angolan young people to protect themselves against HIV/AIDS and STDs, and to have access to Youth Friendly services. This will contribute to the national goal of reducing the increasing trend of prevalence of HIV and incidence of STDs infection in Angola.

**Overall objective:**

The overall project objective is to ensure that 60% of the targeted youth population in the selected provinces will exercise their rights to survival and health by making informed and responsible decisions on sexual and reproductive health by the end of the project cycle. (The present percentage exercising these rights is to be provided by a baseline research study).

**Specific objectives:**

The specific project objectives listed below are formulated in response to the capacity gaps identified above. By the end of the project cycle, specific objectives are to:

- ensure that 80% of the targeted young people in selected provinces - especially those living in difficult circumstances – will have access to relevant and targeted information about HIV/AIDS, STDs and its prevention through meaningful participation of young people (from the present percentage to be determined by the baseline research study);
- ensure that 60% of the targeted young people in selected areas have an increased ability to refuse unwanted sex and practice safer sex (from the present percentage to be detailed by the baseline research study);
- facilitate the access of 60% of the targeted young people, especially those living in difficult circumstances, to Youth Friendly Health Services where information, counselling and treatment of STDs are available in target project areas; and
- ensure that a network of Angolan young people participates in the design, implementation, monitoring and evaluation of the project's activities in the selected provinces.

**Beneficiaries/participants (number, age group and gender):**

264,000 Angolan male and female young people, aged 10-24, in the provinces of Luanda, Benguela, Huila and Huambo



---

### **Description of Activities:**

- In June 2000, a project officer was recruited to specifically take care of HIV/AIDS, allowing better co-ordination with the Government and other partners, as well as within UNICEF, to guarantee that HIV/AIDS is mainstreamed in all sectors of UNICEF's work.
- In July 2000, a workshop on Human Rights Programming Approach for Community Capacity Development was held in Luanda, with HIV/AIDS as the case-study. The workshop included participation by Government, civil society and young people themselves, and served as the basis for a project proposal, "*Breaking the Conspiracy of Silence: Youth Rights to Participation & Protection from HIV/AIDS*". At the same time, the need to collaborate closely with other institutions working with and for Angolan youth was identified; this drive led to a joint UNICEF-UNFPA project proposal for 2000-2002.
- The workshop was repeated at the provincial level in Huambo in October and the conclusions will form the provincial plan of action for HIV/AIDS prevention for the year 2001.
- As a first and basic step in the project, a participatory research study on the knowledge, attitudes and behavior of young people related to HIV/AIDS and STDs is being carried out in Luanda, Benguela and Huila provinces. The results of the research, which aims at using participatory methods and the direct involvement of young people and their community, will form the basis for the development of a multi-channel communication strategy. At the same time, this is also a first step of collaboration with international and local NGOs working at the community level, in particular *Accao para o Desenvolvimento Rural e Ambiente (ADRA) Nacional*, Development Workshop, Christian Children Fund (CCF), Save the Children-UK, Marie Stopes International. It is hoped that the network created during the research can be maintained as an entry point to young people in communities and as an invaluable partnership in order to look at young people in a more comprehensive way.
- Local people were also trained in qualitative and participatory methods, among which a large number of local youth leaders. This research is presently being conducted and the results will be available by February 2001.
- In the meantime, activities in selected provinces (Huila, Benguela, Huambo and Luanda) are already being carried out. In Huila province, collaboration between UNICEF and the youth NGO Prazedor has been evaluated and reinforced. These young activists, who are predominantly girls, have been carrying out information campaigns and education sessions with their peers in the urban and peri-urban areas of Lubango. Weekly information sessions are held in major markets with identified groups of both young girls and boys, and a "STOP operation" (sensitization activity with car and truck drivers) has been implemented with the collaboration of the local police.
- An information center, where IEC materials are available for consultation and condoms are on sale for a symbolic price, has also been set up by the NGO. Future plans are to equip the center even better, to make it a friendly space for young people to meet and get more information about HIV/AIDS and STDs.
- Radio programmes on HIV/AIDS by young people are broadcast in the province and plans are to expand the use of radio in most of the country. The innovative approach



used here is the direct participation of local young people in the design and actual implementation of the programme. At the same time, radio mini-stories have been produced in Portuguese and Umbundu (one of the predominant local language in the highland region) based on youth stories of life. The first story was broadcast by Radio 2000, Lubango on the occasion of the celebration of 1 December, World AIDS Day.

- As one of the main concerns manifested by young people is the need for the support of care and education givers, pilot training sessions were organized for teachers in Benguela and during the training of TEP (Teacher Emergency Package) trainers. These initial activities will be evaluated before increased interventions in 2001.
- For the celebration of World AIDS Day 2000, UNICEF's main contribution was provincial material production and distribution, including the Epa! civic education booklet on AIDS, and support to NGO youth activities, such as a "marcha" and a "STOP operation" in areas along the beaches in Luanda as well as, or the launching of panels produced by young artists in Benguela province.
- The UN agencies in Angola supported and organized the participation of a multi-sector Angolan delegation to the African Development Forum (ADF), held in Addis Ababa from 3-7 December. The theme of this year's Forum was "AIDS - the greatest development challenge". UNICEF supported the participation of young people and PLWA representatives and the UNICEF Representative accompanied the delegation. Two young people who had also previously attended a youth workshop in preparation of the ADF, organised by UNICEF ESAR also participated in a Youth Pre-Forum in Addis Ababa.
- It is noted that HIV/AIDS and other STDs are worrying not only outside the doors of UNICEF Angola but also within. Therefore, the organization felt the urgent responsibility of informing its own staff about these diseases within the "Caring For Us" project. In this regard, formal and informal sessions have been held, sometimes focusing on specific groups (i.e. women). Much more can and has to be done, but the seeds have been planted.
- The perspective for the year 2001, provided funds are available, are to bring to scale the activities already started this year and to amplify partnership and strategic thinking to provide young people with a more comprehensive response to what they feel they need, as well as to develop a strategy for parent to child transmission and care for children orphaned by HIV/AIDS.
- Future actions will include the promotion of life skills education, mobilizing young people for the provision of outreach services in which a peer group approach will be used, training for parents, teachers, religious and community leaders and others who have a direct and indirect influence on young people's decisions to raise their awareness of the challenges facing young people and to support them in their decisions. In order to create youth friendly health services, selected existing structures will be strengthened and improved, in strict collaboration with UNFPA.
- UNICEF will also be promoting and supporting a strong partnership between different stake-holders and potential allies, in various sectors of society (government, civil society, traditional and religious leaders, youth groups and international & national organisations).
- Project implementation will be constantly monitored throughout the project life cycle. The information from the initial participatory baseline research study will provide



---

UNICEF with baseline data against which it can measure the progress and the impact of the activities planned.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

One of the specific objectives of the project is to ensure that a network of Angolan young people participates in the design, implementation, monitoring and evaluation of the project's activities in the selected provinces. To date:

- Young people have been directly involved in the participatory research study on the knowledge, attitudes and behavior of young people related to HIV/AIDS and STDs.
- Some local youth leaders were among those trained in qualitative and participatory methods.
- Young activists have been carrying out information campaigns and education sessions with their peers, especially in Huila province, after having themselves design the plan of action and the strategies to use (with UNICEF's technical support).
- Local young people have directly participated in the design and actual implementation of radio programmes on HIV/AIDS.

**How has their involvement affected the project?**

The involvement of local young people is not just a means to achieve the project's objectives, but an objective in itself. It would obviously be easier and less time-consuming not to have a consultative and participatory process from the beginning, but the project would lose the important value of giving Angolan young people a voice. Since the project is only in its initial and still immature phase, it is difficult to judge how their involvement really affects the project. One thing is for sure: young people make a difference because they are the ones to determine how the project is moving ahead, what they need more and how they want us to support them to achieve their goals. Young people's participation might mean that it takes longer for the project to be brought to scale, but with no doubt better and more sustainable results.

**How has their involvement affected them personally?**

Young Angolans directly participating in the project are given the possibility of expressing themselves and their opinions, and are supported in formulating them in terms of objectives and strategies. Some of them, often those with most evident leadership capacity, have been offered the opportunity to be trained, to participate in regional youth networks and to important events (such as the ADF in Addis Ababa).

**What have been the achievements of this project to date?**

The project is still in the very early stages of implementation. In its first months of existence, it has been under-funded. To date, only pilot activities have been carried out, as described above. This is an important step, but it is definitely not enough to have an impact on Angolan young people in general. Nonetheless, the ground has been prepared for the project to go to scale, together with national and local authorities and relevant partners, especially the young people.



---

**Has a formal evaluation been performed? Please elaborate.**

No, the project is in the very early stages of implementation

**What were the main constraints in meeting the project objectives?**

The main constraint of the HIV/AIDS project has been dramatic under-funding in the first 6 months of its life.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

It is still too early in the project to answer these questions.

**What program support tools/resources were developed that can be used/adapted by other country offices?**

- The project being in its early stages, we are still trying to put together a resource kit of existing materials (IEC, life skills, and recent literature) from other country offices with stronger experience. Angola is a lusophone country with very few young people understanding foreign languages, and this represents a limitation in the communication/exchange of tools and resources.
- The project has itself started to produce local materials, such as leaflets (in collaboration with the National AIDS programme) and radio spots and mini-stories, both in Portuguese and in local languages. The results of the participatory research will be the basis of a comprehensive communication strategy, which will include the development of more group-specific materials.

**Youth Perspective:**

An interesting quote from an adolescent involved in the project.

**Source of Information:**

Dr. Luisa Brumana  
HIV/AIDS Project Officer  
UNICEF Angola  
Caixa Postal 2707  
Luanda, Republic of Angola  
Telephone: 244 2 332.348  
Facsimile: 244 2 337.037



## Foundation for Disadvantaged Azeri Children and Youth, Youth Azeri Parcel Service and Child Help Line, AZERBAIJAN

### **Background/Rationale for Project:**

Azerbaijan gained its independence in 1991. Due to the military conflict over Nagorno Karabakh, and the transition to market economy, many people have been displaced around the country, 70% of them being women, children and the elderly. The collapse of the state economy and social welfare system created sudden deprivation of basic support for the majority of institutions caring for disadvantaged children and youth. About 200 children graduate from the orphanages every year. Many of these children do not find a way to cope with the situation and take to a life on the street, selling commodities, washing cars, begging and even stealing.

### **Project Description:**

**Timeframe:** 1997 – Present

**Initiator(s):** UNICEF, Ministry of Education, Ministry of Youth and Sports, SHELL

**Implementer(s):** UNICEF, Ministry of Education, Ministry of Youth and Sports, disabled youth and orphans.

**Funding Source(s) and Overall Budget:** UNICEF, The Netherlands, Oil Consortium (AIOC) Shell, UK Embassy, MOBIL and BP, UN Voluntary Fund on Disability \$429,762.

**Partner(s)/alliances:** Ministries of Labour and Social Welfare, Interior, Communication, international companies and NGOs

### **Objectives:**

- To establish a Foundation for Disadvantaged Azeri Children and Youth (FDACY) for the purpose of bringing together notable actors from the public and private sectors in order to mobilise resources in favour of activities benefiting disadvantaged children and youth, in particular disabled children and youth and orphans.
- To develop a pilot experience consisting of the creation of the following two services providing opportunities for disadvantaged youth to be fully reintegrated into the society as productive entities:
  1. **Youth Azeri Parcel Service (YAPS)** - a parcel delivery service managed by disabled children and youth and operated by orphans:
    - ◆ to provide the growing number of companies in Baku with a needed and reliable service thus filling a gap in the booming business arena;
    - ◆ to re-integrate vulnerable groups like orphans and the disabled into the mainstream of society as productive members;
    - ◆ to generate funds to financially support FDACY's activities and the operation of the Child Help Line.
  2. **Child Help Line (CHL)** - a 24-hour phone service exclusively managed & operated by the disabled:



- ◆ to provide the community at large and particularly children with a counselling service capable of defusing stress and depression;
- ◆ to establish a barometer of distress for the nation and degree of violation of child rights; and
- ◆ to reintegrate disabled persons into society, thus making them contributors to the welfare of the community.

**Beneficiaries/participants:**

Disabled youth and orphans:

- *YAPS* - 35 employees (3 women, 32 men), age 16 – 30
- *CHL* - 8 employees (6 women, 2 men), age 20 - 48

**Description of Activities:**

- Sensitising the authorities about the need to revise existing policies concerning children living in institutions
- Initiating and chairing the negotiations between governmental and non-governmental organisations on mutual establishment of new structures able to implement mechanisms for the reintegration into society of this group for children, and become economically self-sustained in order to provide support to children in institutions
- Designing a conceptual framework and launching YAPS and CHL
- Identifying the potential candidates for YAPS/CHL from various orphanages, institutes and rehabilitation centres
- Training disabled participants and orphans through role-play and commentary, group discussion and psychological gymnastics
- Teaching participants basic behaviour patterns for routine business communication and for extreme cases through role-play.
- Testing of participants by psychologists for definition of their professional efficiency (a specially designed set of 8 tests was used) and emphasising personality features relevant for employment in YAPS/CHL
- Providing monitoring of both YAPS and CHL activities.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Adolescent boys and girls have been involved in the implementation of the project. The basic way of involving them has been their employment by YAPS/CHL.

**How has their involvement affected the project?**

Their involvement has enabled the project to be successful. Their involvement in the management and operation of the project has made it possible to realise one of its main objectives: to re-integrate vulnerable groups into the mainstream of society as productive entities. The young people displayed commendable willingness to acquire new knowledge and skills. Each of them contributed to strengthening the image of the organization vis-a-vis the founders, donors, government, actual and potential clients, mass media.



---

### **How has their involvement affected them personally?**

The participants' self-esteem and attitudes about themselves and others have been enhanced. For example, 8 YAPS employees have entered universities, 3 plan to start their own business, the majority of the couriers have obtained driver licenses, 10 of the young people attended the courses on management of private business, and in English.

### **What have been the achievements of this project to date?**

- **YAPS**
  - ◆ provided job opportunities for more than 35 orphans and disabled youth.
  - ◆ more than 167,000 services rendered;
  - ◆ attained 125 clients by the end of May 1998, the second year
  - ◆ reached the break-even point after 6 months
  - ◆ financially met the recurrent costs of CHL, such as staff salaries, etc.
- **CHL**
  - ◆ provided job opportunities for 8 disabled youths;
  - ◆ handle about 21,000 calls dealing with wide range of problems such as suicide, family problems, depression, loneliness, alcohol & drug abuse and violence;
  - ◆ has become a barometer of the national mental and emotional state of youth
  - ◆ An exportable model of a "social" company has been developed;
  - ◆ Developed self-esteem among all disabled and orphans engaged in both YAPS and CHL activities.

### **Has a formal evaluation been performed? Please elaborate.**

Formal evaluation has not been performed yet.

### **What were the main constraints in meeting the project objectives?**

- Lack of government support in taking on managerial responsibilities;
- Lack of financial mechanisms to operate the company;
- Lack of local managerial capacity to operate a company of approximately 40 individuals and guide it successfully through a rapid growth;
- Lack of local expertise in arranging and managing SOS phone line;
- Lack of monitoring and evaluation mechanisms;

### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Similar initiatives for reintegration of disadvantaged youth into society must be more actively encouraged and promoted at different levels by different actors in society
- The existing limited life perspectives for young people leaving orphanages should be broadened (access to education, job opportunities, provision of accommodation, etc.)
- Must have the Active involvement of government at every stage from planning to implementation
- Project is seen as UNICEF project rather than as UNICEF assisted project
- Lack of government ownership although they have been consulted at the beginning
- Financial mechanisms must be put in place to ensure financial sustainability



- 
- Lack of record keeping/reporting mechanisms resulted with problems in monitoring of the project activities

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

Advocacy for ensuring strong collaboration between private and public sectors to contribute to the protection of those in the most vulnerable categories of society.

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

*"The best part of my job is that now I have a feeling of family."*

**Source of Information:**

Leila Gassanova  
UNICEF Azerbaijan  
c/o United Nations Office  
3, UN 50th Anniversary Street  
Baku 1  
Republic of Azerbaijan  
Tel: (994.12) 923.013 or \*(78.922) 923.013  
Fax: (994.12) 938.278 or \* (78.922) 938.278

\* From within the CEE/CIS region only



## **‘Kishori Abhijan’ An Initiative for the Empowerment of Adolescent Girls in Bangladesh**

The attached two sub-projects detail UNICEF's future involvement with adolescent girls in Bangladesh. These projects aim to empower adolescent girls at three different levels:

- Support will be provided to strengthen the work of two NGOs to undertake innovative programmes with networks of adolescent girl groups in selected rural districts.
- The Ministry of Women and Children Affairs, Government of Bangladesh, will ensure that the communities in which these girls live are sensitised to their needs and rights. Nation-wide exchanges, information and advocacy campaigns will be undertaken to build a more enabling environment for all adolescent girls.
- Finally, the Population Council, a leading research and policy organisation, will enable UNICEF to document key lessons learned from this project by conducting a baseline, midterm and endline survey of project activities to highlight results as well as fill in gaps in information on the status of adolescent girls in Bangladesh.

Project activities will focus on providing (unmarried) adolescent girls with post-literacy training opportunities as well as livelihood and leadership skills (to boost their self-confidence and self-esteem). Peer education sessions will also be organised to highlight, among other issues, early marriage, reproductive health and financial self-reliance. These sessions will be followed by opportunities for internships and entrepreneurship development (savings and credit facilities). UNICEF will liaise closely with UNFPA, whose staff will work with married girls through the youth clubs of the Department of Youth and Family Welfare in order to ensure that all girls receive the same package of benefits.

To ensure a more supportive environment for these girls, the Department of Women Affairs of the Ministry for Women and Children will conduct various sensitisation sessions with elected local government representatives, parents and adolescent boys.

By the end of the three-year project period, UNICEF expects that more than 50,000 girls will have gained a better standing within their families and communities and feel empowered enough (with support from their families and community members) to make informed choices for a better life.

### **Project Description:**

**Time Frame:** October 2000 –31 December 2003 (\*preparatory activities, including baseline survey)

**Initiator(s):** UNICEF

**Implementers:** UNICEF, Ministry of Women and Children Affairs, Government of Bangladesh, BRAC, Centre for Mass Education in Science (CMES), Population Council

**Funding Source and Overall Budget:** United Nations Foundation (US\$2.291 million)



---

**Partner(s)/alliances:** UNFPA

**Source of information:**

Rushnan Murtaza  
Project Officer, Protection Section  
UNICEF Bangladesh  
P.O. Box 58  
Dhaka - 1000  
People's Republic of Bangladesh  
Telephone: 880 2 933.6701 to 933.6710  
Fax: 880 2 933.5641



---

## **Adolescent Peer Organized Network, Bangladesh**

### **Project Name and Location (City/Country):**

Adolescent Peer Organized Network, 6000 Reading Centres across Bangladesh, predominantly in rural areas.

### **Background/Rationale for Project:**

In Bangladesh 23% of the total population is aged between 10 and 19. Over the next decade these adolescents will enter their prime reproductive years. Like other South Asian states, Bangladesh is a conservative country. In addition to conservatism and strong patriarchal structures, Islam, Hinduism and 'traditional understandings' influence rural Bangladesh. Here females suffer from discrimination throughout their life and adolescent girls often suffer the most. Most families invest in male children, neglecting their girl children.

The predominantly traditional and conservative nature of Bangladeshi society demands that young unmarried adolescent girls are modest and at least in theory sheltered from sexuality and reproductive health knowledge. This, combined with low levels of education, creates an environment of misunderstanding regarding reproductive and sexual health. Soon after the onset of menstruation, adolescent girls - particularly in rural areas - are married off, although this practice is changing in some regions. The social taboo regarding menstruation is so high that young adolescent girls and their mothers usually do not share their experiences and knowledge of menstruation. A recent research study carried out both in rural and urban areas of Bangladesh, found that out of 232 girls between the age of 10-14, only 34% knew of menstruation before experiencing it, and as a result it was often experienced with mental trauma.

Adolescent girls suffer due to discrimination and lack of awareness. Keeping this in mind, BRAC Education Program decided to intensify its efforts related to the investment in adolescent girls in December 1998. The programme undertook an initiative known as Adolescent Peer Organized Network (APON) for 6000 Reading Centres. Informal discussions with adolescent girls and their mothers in different places revealed that there was an apparent need to learn about issues that are close to their life. Issues such as menstruation, family planning methods, sexual abuse, acid throwing, divorce and marriage registration, inheritance laws for women, and AIDS were identified.

### **Project Description:**

**Timeframe:** August 2000-June 2004.

**Initiator(s):** BRAC (Bangladesh Rural Advancement Committee)

**Implementer(s):** BRAC's Education Programme

**Partner(s)/alliances:** UNICEF. The project with UNICEF will take place from January 2001 - 31 December 2003 and will support the APON project in selected districts. The amount of UNICEF funding has not yet been finalised.



---

### **Objectives:**

The overall objectives of the project are:

- To raise awareness among adolescent girls regarding health, social and environmental issues.
- To develop adolescent girls as leaders in the community.
- To empower adolescent girls through providing livelihood training and job opportunities.

### **Beneficiaries/participants (number, age group and gender):**

The APON programme reaches out to 150,000 adolescent girls through 6000 Reading Centres. Of these, the project with UNICEF will reach approximately one-third (or 50,000) girls. A reading centre is formed with the graduates of a BEOC (Basic Education for Older Children) school. These centres also encourage girls who were not necessarily BRAC graduates, and other women in the society.

In addition to the direct beneficiaries, other girls in the communities will be benefited by virtue of being friends, cousins and sister-in-laws of those who attend Reading Centres.

### **Description of Activities:**

The primary objective of the reading centres was to provide an opportunity to adolescents to socialize among themselves and to have access to reading. When the APON programme will be implemented in the centres, members will read stories on relevant issues like menstruation and reproductive health, family planning methods, AIDS, STDs, leprosy, inheritance law, marriage registration and other social and environmental issues. They will read the stories through small groups following 4 steps:

- 1) read one or two paragraphs or a page;
- 2) explain in their colloquial language;
- 3) pose small questions from the part read; and
- 4) discuss superstitions if applicable.

Members will come to the reading centres twice a week and each session will have two hours duration. Later they will disseminate their knowledge to other girls in the community.

Girls are trained as Adolescent Leaders by Head Office staff at training centres for five days. During this training they are provided with various skills like animation in reading stories, developing attractive slogans from the stories, assessing competency of peers etc. They in turn train peer educators. Peer educators will facilitate active discussions in the reading centres. The peer educator will be given a certificate after completing 40 sessions in the reading centres. An Adolescent Leader is also a peer educator in her reading centre but not every peer educator is an adolescent leader.

Relevant and innovative training such as training on computers, photography, social forestry, credit and employment opportunities will be provided to the girls according to the demand of that specific area. This will be done in collaboration with BRAC's Rural Development Programme.



---

Concerned staff (Programme Organizers) of the reading centres will be provided orientation on issues related to APON. The purpose is to build rapport with individuals who are outside reading centres but critical in ensuring its operation. Later they will arrange meetings with the community to avoid unwanted consequences.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Adolescent girls have been involved in various stages of the project from situation assessment, planning and implementation. For example, at the initial stage, they were asked whether they are interested in the issues and which format is preferable: poster, leaflet or story. Most of them replied in favour of stories. Their views were taken into consideration and now there are storybooks for reading centres. The stories were field-tested in different reading centres. In the training they are asked about contents of training, sequence, materials and changes are adopted according to their opinions. Adolescent leaders conduct training and select peer educators. They (adolescent leaders) will supervise 15%-25% of reading centres of their teams in a month. In the reading centre, the peer educator and other members are also adolescent girls. Before the livelihood training, their views are obtained and taken into consideration.

**How has their involvement affected the project?**

Based on their involvement at the initial stages, the project was redesigned as a peer educator project with girls as leaders. Earlier it focused on provision of information by teachers to adolescents. But now adolescents are both giving and receiving the knowledge.

**How has their involvement affected them personally?**

The adolescent girls will acquire leadership and management skills through various activities in the programme. They will become more confident. They will receive information on reproductive health, different family planning methods, AIDS, STDs, right to property and other social and environmental issues. The members of the reading centres will be provided with livelihood training and with employment opportunities. In addition, BRAC's Rural Development Programme has decided to provide micro credit to the adolescent girls. They will therefore become self-dependent and empowered.

**What have been the achievements of this project to date?**

This is a new programme. Only the training has been conducted.

- 17 story books on menstruation, changes during adolescence, permanent and temporary methods of family planning, AIDS, STDs, leprosy, arsenic contamination, inheritance law, early marriage, marriage registration and divorce, dowry, child abuse, and child trafficking have been developed. Books on the environment and on disabled babies will be developed very soon.
- 219 girls have been trained as adolescent leaders.
- 300 girls have been developed as peer educators.
- 262 staff have been provided orientation.



- Major impacts can be observed after the programme is implemented. Yet preliminary observations indicate that the initial training results in high confidence and awareness. This could be because, first, the training enables the adolescent girl to travel out of her house and provides an opportunity for her to interact with girls from other districts, and second, the contents and the methodology provide opportunities for the girls to demonstrate and debate. An example is Morjina who was trained as an adolescent leader and expressed her strong desire to disseminate her learning whenever possible. She even mentioned that she is ready to make all types of arguments to resolve any conflict created by the community. It is also expected that the girls who will be provided livelihood training and employment opportunities will be self-reliant and therefore empowered.

**Has a formal evaluation been performed? Please elaborate.**

No formal evaluation has been done yet.

**What were the main constraints in meeting the project objectives?**

We have not had any constraints. We need to see the reaction from the community and whether the girls face problems in running the reading centres

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

This is our first time; the programme has not yet been started. Based on the results, we will learn more in future.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

The materials, training method, story reading process can be adapted

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

None available

**Source of Information:**

Erum Mariam

Programme Coordinator

Education Development Unit

Bangladesh Rural Advancement Committee (BRAC)



---

## **Adolescent Girls' Programme of the Centre for Mass Education in Science (CMES), Bangladesh**

### **Project Name and Location (City/Country):**

Adolescent Girls' Programme of the Centre for Mass Education in Science (CMES), Bangladesh. The project will be implemented in five areas of the country from the following Unit Centres of CMES:

- 1) Satbaria, Chandaish, Chittagong
- 2) Gobratola, Shadar Thana, Chapai-Nawabgonj
- 3) Alinagar, Gomstapur, Chapai-Nawabgonj
- 4) Nayadiyari, Gomstapur, Chapai-Nawabgonj
- 5) Alaipur, Nachol, Chapai-Nawabgonj

### **Background/Rationale for Project:**

Adolescent girls in Bangladesh have always been the most disadvantaged within the disadvantaged groups. The traditional social constraints surrounding growing girls rob them of a healthy and natural adolescence. Child marriage, dangerous pregnancies, and huge responsibilities for domestic work are their usual fate. They are treated as a burden devoid of basic rights, even within their family. Discrimination prevails in every sphere - education, nutrition, health care, freedom of movement. In order to empower the girls to overcome these disadvantages, the Centre for Mass Education in Science (CMES) initiated the Adolescent Girls' Programme (AGP) in 1991. AGP aspires to give the girls an exuberant adolescence – a time to build themselves up.

AGP does this by creating gender awareness and non-stereotyped income generating activities for the girls, while continuing their education. Reproductive health, attainment of rights, leadership in social actions and gender equity feature high in the programme.

The girls are organised into Associations, which meet in weekly Gender sessions. All associations in a Unit come together in monthly Conventions, for day-long activities and action plans. A special credit scheme for the girls facilitates their livelihood activities, including non-stereotyped ones. Girls take up social actions on gender equity and necessary interventions. They build up local networks. Parents, young people, opinion leaders, local government representations, and others are brought into the network.

The present project is an extension of AGP in new areas, where some new strategies will be developed and implemented for rapid expansion of the programme, emphasising the role of peer education.

### **Project Description:**

**Timeframe:** The project will be implemented over a period of three years, beginning January 2001.

**Implementer(s):** The Centre for Mass Education in Science (CMES), a national NGO established in 1978. Human resource development, with particular emphasis on



adolescents and young people, has been its major aspiration, realised through a life-oriented education integrated with technical skills and income generating activities.

**Partner(s)/alliances:** UNICEF and the Government of Bangladesh are the partners in this project. The amount of UNICEF funding has not yet been finalised.

**Objectives:**

- Gender empowerment of adolescent girls in the project area
- Improved livelihood activities for the girls adding to their empowerment
- Attainment of rights for them, in all spheres
- Prevention of child marriage and attainment of gender equity.

**Beneficiaries/participants (number, age group and gender):**

Adolescent girls from disadvantaged rural families. To make the girls' empowerment an effective and sustainable one and also to create a symmetric development for all adolescents, some boys will be included in the programme. The age of all the participants will be between 12 and 20.

Number of girls: 2,250

Number of boys: 1,500

**Description of Activities:**

1. *Enrolment of participants*

An active process of enrolment of disadvantaged adolescent girls (and boys) will be conducted. Various means such as home-to-home surveys, peer education, contact in schools etc. will be adopted. Girls not enrolled in education and schools dropouts will be specially targeted.

2. *Gender Sessions (Peer Education)*

An association of about 30 girls will be formed in a single homestead locality. An association will meet weekly in a convenient place to take up gender and empowerment issues and to plan and review real-life actions. Subjects such as discriminations, rights, health and reproductive health, prevention of early marriage, marriage registration, technical skills, non-stereotyped livelihoods, further education, credit, business, financial self-reliance, leadership etc. come up in the Gender Sessions.

An AGP Teacher facilitates the Gender Session. But this is also a peer-organised activity led by Pioneer Adolescents. The pioneers (leaders) are adolescent girls who are especially successful in their own empowerment and who will undergo leadership training.

3. *Convention of Adolescents*

All the Associations of a Unit will meet once every month in a solidarity Convention lasting the whole day. Here they will take up urgent matters of common concern, which they want to include in a joint action plan. This is also the occasion for exchange of experiences and ideas among the girls, as well as for making merry together.



4. *Social Actions*

Participants will take up social actions involving active interventions in preventing early marriage, dowry, discrimination, etc., in assisting the needy, empowering others, organizing events that promote gender and development, and creating or improving physical facilities for the community. Pioneer Adolescents might provide the leadership in organizing these too.

5. *The Livelihood Activities*

The participants will be involved with business and work to earn a cash income, which will empower them economically and facilitate their further education and development. They will be encouraged to take up non-stereotyped livelihood activities. These would require training in appropriate technology and business. It will also be supported by a credit scheme for those who would need it. There will be other forms of assistance, such as market promotions.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Adolescents have been and will be involved in the project at all stages. The organizers and initial pioneers come from the adolescents who already have the exposure to the AGP. They recruit and enrol other potential participants, organizing groups and Associations. From then on, it is the adolescent themselves who really plan and organize the activities – Gender Sessions, Conventions, social actions, livelihood activities.

**How has their involvement affected the project?**

It has made the project a participatory one, basically peer-organized and self-propagated. In this way, the real-life problems of the disadvantaged adolescent girls can be better addressed.

**How has their involvement affected them personally?**

The goal of the project is the empowerment of adolescents, which is achieved through their own involvement with the various aspects of the project. In fact, it is through their own experience and through their own actions to achieve equity and rights that they become empowered. The project creates the necessary mindset, forum and assistance to this end. But the girls' involvement is the key factor which instil in them a personality of their own, a leadership quality and an aspiration to go forward in life, not submitting to gender discrimination, inequalities and oppression.

**What have been the achievements of this project to date?**

The extension project with UNICEF is a new one to be formally launched in January 2001. The areas have been selected, and some preliminary surveys and training of peer leaders have been undertaken. This project will, however, be an extension of the ongoing mainstream Adolescent Girls Programme (AGP) of CMES, with some new strategies for peer organized activities. The ongoing project itself has achieved significant successes and is a pioneering programme for adolescent girls' empowerment in the country, starting in 1991. It is working in 17 different areas of Bangladesh. Some five thousand girls and more than two thousand boys are participating in the programme. For many the



---

programme has changed their life - preventing early marriage, enabling them to continue education, making it possible for them to pursue a skilled livelihood, often non-stereotyped, and giving them a personality with equal rights. (Ref. recently published case studies in their own description “Adolescent Girls Power”). More than US\$ 481,000 has been disbursed as credit for their livelihood activities, and the loan utilization and repayment status are excellent.

The success is not confined only to the participants. Their examples, social actions and networking have helped create a substantial impact in the whole area where gender equity and attitudes are concerned. Many other girls and boys have been influenced by the programme and have also been empowered.

**Has a formal evaluation been performed? Please elaborate.**

There have been evaluation studies on the impact of the Adolescent Girls’ Programme of CMES. These have tried to measure the level of empowerment created by the programme. Random experimental samples were selected from among the participants of AGP. Control samples were also selected from girls with similar backgrounds, but not affected by AGP. Their exposure to inequity, discrimination, dependence, early marriage, lack of awareness about reproductive health, rights and economic self-reliance etc. are measured through questionnaires, interviews and tests. The findings in the various studies have revealed consistently the positive difference made by AGP in the lives of the target group.

**What were the main constraints in meeting the project objectives?**

The major constraints came in the shape of the mindset of the adolescent girls themselves and their parents. The gender discrimination in the traditional society have been so well-established that the victims often have an insensitiveness to them, and feel helpless about the prospect of a change. The initial barrier in motivating them for change is therefore quite formidable.

The barriers from the conservative and fundamentalist elements in the society are quite expected. But there have been other constraints, which came from the development sector itself. There are subtle form of difficulties and inertias in accepting the adolescents, particularly adolescent girls, as a valid target group for development activities. For example, adolescent girls seemed to be regarded as ill-prepared for reproductive health awareness dispensed by some agencies. Micro-credit organizations exclude them as immature and unreliable – particularly if they are unmarried girls. Banks do not allow them to open accounts, even if they have a valid business to conduct. CMES had to overcome many of these constraints to implement its programme.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

One important lesson has been that the adolescents are the best agents to bring about adolescent empowerment. This led the programme to be made increasingly adolescent led. The present project is planned to take this lesson further.



The sustainability of the programme also demands that the various parts of the society are not only informed about and motivated for the programme, but also are actively involved within it. Therefore the plan is to convince them to accept responsibility for bringing about the changes envisaged by the programme.

The other important lesson learned is that AGP should be a continuous process for an individual, even if changing in mode as an adolescent grows into a young adult. Even marriage should not put an end to the active pursuit of gender empowerment in the line of AGP, including livelihood, leadership and rights.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

- AGP has developed a number of support resources over the years. The most important one is a Resource Book for the facilitators. There have been books, booklets, pamphlets, posters and brochures describing the various aspects of AGP, which are used as learning materials in Gender Sessions. It also has videos and slide shows with similar content. Though some of these materials are in Bangla (and others are in English), they can be quickly translated for use in other countries.
- CMES Publications: Centre for Mass Education in Science, *Adolescent Girls Power* (Dhaka: 2000).

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

My mother married again after my father died. I understand her position. So long, my father was her only shelter, the means of a livelihood. Now she needs another. This is our fate - always depending totally on a man - father, husband, son. My mother's second husband is good as a man. He promised to have me within the family. But I never felt easy with him.

*But all dark days have an end. I met my happy days in the shape of the Teacher of the Basic School in the neighbourhood. She insisted on my getting admitted and convinced my grandmother that I shall still be earning some money. My world changed once I was there because soon I was in the Adolescent Girls' Programme.*

I became a front-rank member of the Alaipur, Chapai Nawabgonj Unit of AGP. I still had to do the household chores, specially my aunt would be quite strict about it. She did not care whether I go to school or not - but thanks to AGP, I cared. I knew it is my future that is at stake.

*AGP has changed my mother too. I have great encouragement in my studies from her. She thinks I should continue my education in whatever way I can. She also wants me to be independent. She does not have any illusion of a happy marriage for me without my own education and financial self-reliance. She has seen enough for that. She wants me to be a complete person with my own personality, as did my fellow participants and teacher in AGP. That is what I want to be.*



---

**Source of Information:**

Dr Muhammad Ibrahim

Executive Director

Centre for Mass Education in Science (CMES)

828, Rd 19 (old), Dhanmondi R/A

Dhaka 1209, Bangladesh

Telephone: 88-02-8111898 (o)

88-017-564665 (mobile)

Fax: 88-02-8013559,

Email: [ibrahim@citechco.net](mailto:ibrahim@citechco.net), [cmes@citechco.net](mailto:cmes@citechco.net)



---

## Children's Advisory Committee, Belize

---

### **Project name and location:**

Children's Advisory Committee, Belize (initially in Belize City, later also in Belmopan)

### **Background/Rationale for Project:**

In Belize, the National Committee for Families and Children (NCFC), responsible for monitoring the implementation of and public education about the Convention on the Rights of the Child (CRC) has been reluctant to promote the participation of children. It has shown apparent unwillingness to include out-of-school children in programmes and activities. The reason given was always that it is "too difficult" (despite the fact that these children are among those whose rights are the most compromised). On a number of occasions, UNICEF requested that children be included on the NCFC, so that their views could be incorporated, but this was deemed to be inappropriate. In Belize most adults still subscribe to the view that children should be "seen and not heard". It was accordingly decided to establish a children's advisory committee, in order to enable children to be involved in the planning of all programs and activities.

### **Project Description:**

**Timeframe:** 1997 - present

**Initiator(s):** UNICEF Belize

**Implementer(s):** UNICEF Belize and initially five students (later 12 students)

**Funding Source(s) and Overall Budget:** General Resources: US\$ 5,000

**Partner(s)/alliances:** Agencies that assisted in the recruitment of disadvantaged children – Special Education Unit, YMCA, YWCA, Princess Royal Hostel, Child Care Centre, National Organisation for the Prevention of Child Abuse (NOPCA)

### **Objective:**

To lead the way in child participation in Belize, in keeping with the spirit of the CRC.

### **Beneficiaries/participants:**

- Initially five children, enrolled in good schools, followed by five others from less advantaged socio-economic backgrounds; ages 10 – 16; 5 male, 5 female. Ages range from 13 to 18 years. The decision was made that those who are older than 18 years can stay on as members if they desire in order to include this group of adolescents previously excluded and with whom we need to work with more closely.
- New membership increased to 12, maintaining an equal male to female ratio. While some members have moved on either because of migration or other personal reasons, there have been new members with the membership remaining at 6 males and 6 females representing children from within and out of the school system. Children also come from three of the six districts of Belize and are from different socio-economic backgrounds. One member represents a newspaper called "Children in Action" which comes under the umbrella of NOPCA.
- 500 children participated in the Summit on Child Abuse



- Children's Election: 80% of all school children between the ages 8 and 18 and over 1000 out-of-school children participated - 19, 812 girls (49.6%) and 20,165 boys (50.4%).

**Description of Activities:**

- Initial meeting of five children with UNICEF and the District Education Officer of Belize City to discuss how the Advisory Committee would work.
- The development of a concept/information paper
- Additional recruitment of five more children to form the Advisory Committee.
- Canvassing of peers by the Advisory Committee to ascertain the major concerns of children.
- Meetings of the Advisory Committee and UNICEF staff with the media to explain what children's rights are about, and to raise public awareness.
- Regular meetings, which generated the proposal of a children's election, where children would vote on their rights. The children's election would be held prior to the general elections, enabling the outcome to be incorporated into the political agenda.
- Joint effort of NGOs and the Advisory Committee to encourage out-of-school children to come and vote.
- Counting the votes and participating in the press conference where the results were read out to the nation.
- Regular Advisory Committee meetings with UNICEF staff to discuss UN reform, UNICEF office relocation, review of the Belize Initial Report, planning UN day celebrations.
- Presentations on the rights of the child by Advisory Committee members on the fiftieth anniversary of the Universal Declaration of Human Rights.
- Advisory Committee attendance at the UNICEF/Government 1998 Annual Review and 1999 MTR meetings and participation in the programme on child rights and children's participation.
- Committee facilitation and involvement in the Children's Summit: "Taking Action to Stamp Out Child Abuse", involving 500 children from around the country.
- Two members of the Committee were invited by UNICEF/Canada to participate in their children's elections in November 1999. They spoke at different schools about the Belize experience including the children's elections, which were held in Belize in 1998. They were also interviewed on national television.
- Two members participated in the Fifth Ministerial Meeting on Children and Social Policy in the Americas which was held in Jamaica 9 to 13 October 2000.
- As a follow up to the 1998 Children's Elections, plans were made for a Children's Forum, which was going to take place on 3 October 2000. This forum was going to take the form of a panel discussion which would include children from high schools and those not in school along with the Prime Minister, the Ministers of Education, Human Development, Health, Housing & Home Affairs, the Attorney General, the leader of the Opposition and NGOs. To give recognition to the importance of children's issues, the forum was to take place in the House of Representatives with the children sitting in the seat of the government and the national leaders sitting on the side of the Opposition. Due to the disaster caused by Hurricane Keith during the



---

period of 30 September to 2 October a decision was taken, after consultation with the Prime Minister, to postpone the forum until the first week of March to celebrate Children's Week.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Adolescents participated in planning, implementation and monitoring. The five initial members were involved in developing a plan of action and a concept/information paper, and in the recruitment of five more members from more disadvantaged socio-economic strata. They also were involved in determining the terms of reference for the Advisory Committee, its role and functions, criteria for selection of members, age range, total number of members, time to serve on the Advisory Committee, when to meet and how often. The Advisory Committee was also involved in monitoring to ensure that politicians kept their pledges to address children's concerns. The members have decided to extend the age range to over 18 years to include those previously excluded and who have important issues affecting them that need to be addressed. It was also decided that members could stay on as long as they wanted and did not have to leave after serving the two-year period previously agreed to.

**How has their involvement affected the project?**

The participation of adolescents has impacted the project tremendously, as youth participation is the primary objective of the project. Also, children's concerns are being addressed more accurately by the project as direct input from children is being received. Children's rights are now on the country's political agenda due to the unified voice of the children in the children's vote. The Committee is highly respected and NGOs, the media (radio and TV) constantly request the members to participate in discussions and other events to draw attention to children's issues and the CRC.

**How has their involvement affected them personally?**

The level of enthusiasm and interest in the work they did was great. So much so, that none of the original five core members wanted to leave at the end of their term. They are committed to continue as members of the committee and to participate in public for a whenever required. They have become articulate on children's rights issues and want to make sure that they advocate for positive changes for children by planning and participating in a major event with national leaders at least once a year. They also see their role to include raising awareness of the CRC nationally.

**What have been the achievements of this project to date?**

- The formation of the Advisory Committee with equal membership of girls and boys, along with representation from disadvantaged socio-economic levels is in itself an achievement of the project.
- The children's election on rights, which then led to the inclusion of a number of key children's issues in the winning party's Manifesto.
- Successfully addressing other children's concerns, such as child abuse, which involved:



- ◆ The establishment of two toll-free hotlines for the key agencies dealing with child abuse
- ◆ The creation of new regulations for the mandatory reporting of child abuse
- ◆ A pledge by the police to open a family violence unit within every district
- ◆ Proposal for the review of sentencing for child abuse and the imposition of stiffer penalties, up to life imprisonment for perpetrators
- ◆ Proposals for required training in counselling for teachers
- ◆ Proposals for parent education programs
- *The spreading of the message of child participation through the enthusiastic support of the media for the Children's Advisory Committee.*
- The obvious seriousness with which the events planned by the Committee are taken by national leaders, schools and the NGO community who work on behalf of children. For example, when the primary schools heard the advertisements concerning the Children's Forum planned for 3 October, they called the UNICEF Office to find out why they had not been included to participate.
- The Speaker of the House of Representatives thought that the Forum planned for 3 October was an important event, which warranted her consent for the use of the House.

**Has a formal evaluation been performed?**

No

**What were the main constraints in meeting the project objectives?**

- In Belize most adults still subscribe to the view that children should be "seen and not heard".
- The size of the UNICEF-Belize Office (a total of seven staff) limits its ability in direct implementation of programmes.
- Participation of the disabled member of the Committee, Valerie, (who suffers from a neuro-muscular disease, which causes a speech impediment) was very difficult, resulting in her attendance of only a couple of meetings.
- Getting the out-of-schoolers to participate. The membership could include more. Also getting them to participate in the events. The members of the committee want the out-of-school children to have a voice but they seem to feel intimidated about participation in public fora.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

Whenever UNICEF is directly instrumental in setting up a body such as an NGO or other agency, it is not sustainable. The National Committee for Families and Children (NCFC) was created at UNICEF's behest some years ago as a body to monitor the CRC. Although chaired by a Government Minister it was not truly a government department, neither was it an NGO. It described itself as "an advisory body to government on matters pertaining to families and children". UNICEF paid the salary of the Executive Secretary. The NCFC was hugely successful for four years with a high-powered membership of government, NGO and civil society representatives. For example, the monthly meetings counted on the active presence of the Cabinet Secretary, the First Lady, the Minister and



her Permanent Secretary, the Chief Education Officer and others. However, at the first change of government it is floundering. The new administration does not see it as part of its responsibilities and has removed the Executive Secretary, withdrawn the Chair from the Minister while the new incumbents in the positions of First Lady, Cabinet Secretary, Chief Education Officer, etc feel no obligation to participate.

The NCFC itself, had limitations due to its closeness to government and would not tackle crucial issues such as corporal punishment, child labour or children's elections because the Secretariat was afraid of offending those in power.

UNICEF advocacy for children's rights has to be done from within the system even if it is a slow and painful process. Fast track approaches by setting up parallel bodies may produce short-term gains but do not survive in the longer term.

Despite the small office size (total of seven) the commitment of staff members to the Children's Advisory Committee has ensured its continuity. At least three or four staff members attend the monthly meetings of the committee held on the last Saturday of each month. All arrangements for their participation in events requested by others are done by the operations staff, who ensure that the children's privacy are not encroached upon. In other words, all requests for the children's participation must be channeled through UNICEF to protect possible exploitation of the children. Whenever the children must travel to the designated venue (either in Belize City or Belmopan) for meetings they are always accompanied by a UNICEF staff member.

**What program support tools/resources were developed that can be used/adapted by other country offices?**

None to date.

**Youth Perspective:**

*"The Children's Advisory Committee assists UNICEF to address the issues affecting the children of Belize. The Committee is very effective and provides ideas and perspectives of the Belizean children to UNICEF."*

**Source of Information:**

Miguel Ugalde  
Assistant Representative  
UNICEF-Belize  
Sandra Hall  
UNICEF-Belize  
P. O. Box 392  
Belmopan, Belize  
Central America  
Tel: (501 8) 20.104  
FAX: (501 8) 20.101



## Participation and Development for the Citizenship for Adolescents, Brazil

### **Background/Rationale for Project:**

While Brazil has a Statute for the Rights of the Child and Adolescent, inspired by the United Nations Convention on the Rights of the Child (CRC), there is a lack of clear public policies for adolescents from 12 to 18 years. Brazilian youths are facing serious problems, including increasing violence in schools, high drug consumption, numerous cases of early pregnancy, etc. Adolescents show little interest in politics and have little inclination to get mobilised towards the defence of their rights or towards political militancy. For instance, the number of voters between 16 and 17 years dropped by 43% over the past 10 years.

In this context, UNICEF is developing projects aimed at increasing adolescents' political interest and conscience and which can result in public policies for this part of the population. It is worth mentioning that in Brazil, the media have shown high interest in covering social themes related to adolescence and are, therefore, an important ally.

### **Project Description:**

**Time Frame: 1998-1999**

**Implementor: UNICEF**

**Partner(s)/alliances:** Movement "Parents of students of the Federal District's schools"; Forum Youth XXI, the Council of the Rights of the Child; the Secretary of Education; NGOs; Athos Bulcão Foundation, the Ministry of Education; the Solidarity Community; the News Agency on the Rights of Children (ANDI), UNESCO.

### **Funding Source(s) and Overall Budget (US\$):**

- News agency ANDI,  
Total cost \$ 631.500  
UNICEF contribution \$ 174.000
- Radical journal  
Total cost \$ 160.000  
UNICEF contributed with staff time
- Discussion on the right of the child  
Total cost \$ 184.000  
UNICEF contributed with staff time
- National Festival of youth  
Total cost \$ 580.000  
UNICEF contributed with staff time
- Student associations  
Total cost \$ 95.000  
UNICEF contribution \$ 31.000
- Education towards Peace  
Total Cost \$ 131.000  
UNICEF contribution \$ 21.000
- The Country we Want  
Total cost \$39.000



UNICEF contribution \$ 8.000

- Portuguese Chat  
UNICEF contributed with staff time

**Objectives:**

General objective:

Increase adolescents’ political awareness and conscience and stimulate the creation of specific public policies for adolescents.

Specific objectives:

- Define the UNICEF Brazil strategy for adolescents.
- Incentive for adolescents to get organised and to create student associations.
- Contribute to increasing the media’s interest in themes related to adolescence.
- Contribute to increasing adolescent knowledge of their rights.
- Incentive for adolescents to participate more actively in decisions affecting their life.
- Increase political interest and awareness among adolescents.
- Reduce early pregnancy.

**Beneficiaries:**

<b>Activity</b>	<b>Beneficiaries</b>
News agency ANDI	Journalists all over the country
Radical journal	300.000 adolescents
Two national seminars	40 organisations
Discussion on the right of the child	Thousands of schools
National Festival of youth	6000 adolescents
Student associations	120 students
Education towards Peace	50 organisations, all public schools
The Country We Want	2500 adolescents
Portuguese Chat	25 adolescents
Citizenship for the young student	Public schools
Prevention against early pregnancy	Public schools

**Description of Activities:**

For all activities that are being developed within the framework of this project, we work with two important and indispensable allies. The first one is a news agency (ANDI), which specialises in providing journalists throughout the country with information on childhood and adolescence, and the second one is the Radical Journal for adolescents which is produced by the Athos Bulcão Foundation and distributed in public schools.

These two projects, which are strongly supported by UNICEF, enable us to mobilise both the media and the youth for the implementation of a number of activities:

- Organisation of two national seminars, with the participation of more than 40 organisations that work with adolescents, contributing to the future strategy of UNICEF Brazil regarding youth.



- Preparation of discussions on the rights of the child to be held in Public Schools with the participation of famous personalities. On the Day of the Child, schools were stimulated to discuss child rights with students, representatives from the local education secretaries, artists, etc.
- Organisation of the first National Festival of Youth with more than 6000 adolescents participating. During this event, discussions were held about public policies for adolescents, education, culture, health, violence, drugs, and ecology, among others. Every day adolescents could watch shows with famous musicians, theatre plays or participate in sports activities.
- Creation of student associations (Radical Groups) in public schools in three States of Brazil (the *Distrito Federal*, *Paraná* and *Amapá*) in order to promote a type of organization linked to the current trends in adolescents' way of living, taking into account their main interests.
- Launch of a National Convocation for Education towards Peace. This initiative aims at stimulating both the State Secretaries of Education and the society at large to implement actions for the promotion of Peace in Schools. State commissions are in the process of being organized to tackle the problem within those states where the problem is greater.
- Creation of the letter “The Country We Want”, which synthesizes the expectations, proposals and indignation expressed by 2.500 adolescents through letters, poems, drawings, and music.
- Organization of the first Portuguese Chat, where adolescents from Portugal, Brazil, Mozambique, Angola, Goa (India) and Macao discussed several subjects such as the difficult situation in Timor, the day to day life in each country, their hobbies, the situation of the Indian minorities in Brazil, the music they like.
- Implementation of the project "Citizenship for the Young Student", which promotes a permanent process of discussions on social issues involving schools through the creation of a ballot box, in which students can place problems, information, wishes, hopes, letters and other messages. A commission sorts the contributions by issues and carries out teaching workshops on the most requested issues.
- Prevention of and orientation against early pregnancies through education and communication activities.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- The news agency ANDI is very close to youth, given that several adolescents undergo training with them.
- Adolescents participate actively in the production of the Radical Journal.
- The two seminars were organised with the participation of youth.
- For the discussions on the rights of the child, adolescents were involved in the implementation and evaluation.
- Adolescents participated in all stages of the Festival of Youth. They first proposed such a Festival and participated in its organisation and evaluation.
- The Student Associations are being created by the adolescents, who define what activities they want to develop. The Athos Bulcão Foundation helps them to organise



themselves and offers training seminars on how to create Student Associations and make them work.

- Students are participating in the Convocation for Education towards Peace through Student Associations, which play an active role in the discussions.
- Adolescents participated in all stages of the project to produce the letter, “The Country We Want”.
- The First Portuguese Chat happened thanks to the participation of the adolescents and the co-ordination of the Foundation Athos Bulcão.
- Adolescents participated in the implementation of the project “Citizenship for the Young Student”.
- Prevention and orientation programmes against early pregnancy are run together with adolescents.

### **What influence has their involvement had on the project?**

They played a core role in defining the priorities of each activity as well as in the implementation and the evaluation of the activities. Their involvement is indispensable in order to implement activities that respond to their expectations.

### **How have the adolescent girls and boys involved in the project been affected personally?**

These activities, which are part of an on-going process, contributed to an increase in their self-confidence and their knowledge of specific issues that they are not used to having contact with. We notice that adolescents that participate once in activities which, they believe, will improve their situation, usually continue playing an active role in associations and often take a leading role in the defence of their interests.

### **What have been the achievements of this project to date?**

- The news agency ANDI has been very successful in considerably increasing media interest in themes related to childhood and adolescence. Furthermore, the quality of the coverage has improved, as there is greater focus on how to solve problems and on success stories rather than on the problems. This contributes to changing the culture where adolescents are too often referred to as a problematic part of the population and not as the adults of tomorrow.
- The Radical Journal contributed to motivate adolescents to take a more active role in the defence of their rights and to participate in the other activities of this project
- Two national seminars contributed to the definition of the future strategy of UNICEF for Brazilian youth.
- Thousands of adolescents participated in discussions on the rights of the child in many public schools throughout the country, together with artists, journalists, football players, and writers who had been invited for the event. Many schools organised special events such as games, artistic activities, film projections, and theatre plays on the Brazilian Statute of the Child and the Adolescent. For the first time, this issue was taken to public schools for a systematic discussion through an innovative methodology, with the elaboration of special materials for different age groups.
- The first National Festival of Youth was organised with more than 6000 adolescents from all over the country participating.



- The adolescents interested in creating student associations are starting to participate in training seminars. A study showed that the journal has a high acceptance rate, despite the fact that adolescents spend little time reading.
- The Convocation for Education Towards Peace has been launched and the Secretaries of Education have signed a letter of intent committing themselves to several actions, including support to the creation of student associations, promotion of a broader integration between the community and the school, stimulating discussions about citizenship and ethics and organizing a National Peace Week in October 1999. This movement is promoting awareness about the importance of the participation of the community in reducing violence in schools.
- The letter "The Country We Want" is a programme of action that has been elaborated, published and distributed by the participants.
- The First Portuguese Chat happened with the participation of 25 adolescents from Portugal, Brazil, Mozambique, Angola, Goa (India) and Macao. This was a unique experience of having adolescents from most Portuguese speaking countries sharing ideas, preoccupations and future plans.
- The project "Citizenship for the Young Student" is being implemented and is proving to be an innovative method to mobilise adolescents to take an active role in improving their schools.
- Prevention and orientation activities are being held.

**Has a formal evaluation been performed? Please elaborate.**

- Annual studies carried out by the news agency show that the number of adolescence-related articles in the Brazilian media, including special editions for adolescents, is increasing every year.
- The national seminars attracted a large number of adolescents and significantly contributed to the definition of a strategy for adolescence, including all activities summarised in this report.
- Many schools reported on activities they organised on the Rights of the Child and Adolescent. The events have been evaluated as very positive and enriching.
- An evaluation and a final report have been elaborated by the Forum Juventude XXI, the body responsible for the co-ordination of the event. The participation in the Festival has been above expectations.
- The Student Associations are in the process of being implemented and no evaluation has been done.
- The Convocation for Education towards Peace is being implemented and an evaluation will be made.

**What were the main constraints in meeting the project objectives?**

- The size of the country and the number of adolescents (2.4 million, which corresponds to the entire population of Panama) make it difficult to implement activities that will reach adolescents all over the country.
- The lack of clear public policies for adolescence and the lack of coordination between the different laws, make it difficult to promote a real change in policies for adolescents.



- 
- The lack of experience of Brazilian NGOs in this field and the low priority given to adolescence is a clear constraint for the development of projects in this field.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

Brazil has an advanced law for adolescents, which is not yet applied in public policies. However, everything shows that there is great potential for continuing this on-going process of creation of public policies. Adolescents have shown that, if they are given the opportunity to get organised and to participate in political life, they are creative and motivated and represent a powerful asset. The media have proven to be strongly interested in this theme and NGOs are working hard at defining ways and strategies to improve the situation of adolescents in Brazil.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

- A systematic reflection has been promoted, in order to define strategies on how to work with and for adolescents.
- An important network to link organisations working on this topic has been set up.
- Several innovative experiences have proven to be very successful in getting adolescents organised and could be reapplied in other countries: Seminars for the definition of strategies for adolescents, Youth Festivals, creation of student journals, creation of youth communication agencies etc.

**Youth Perspective:**

*“The Country We Want should offer opportunities for jobs but also for intelligent and peaceful leisure.”*

**Source of Information:**

Florence Bauer  
Communication Officer  
UNICEF Brazil  
Caixa Postal 08584  
70.312-970- Brasilia, DF  
Brazil  
Telephone: 55 61 348.1900  
Fax: 55 61 349.0606



---

## The Children's Movement for Peace, Colombia

---

### **Project Name and Location:**

The Children's Movement for Peace, Colombia (national movement, based in Bogotá)

### **Background/Rationale for Project:**

The civil war in Colombia, in which guerrilla organisations, FARC and ELN, have been fighting authorities for more than 30 years, has resulted in an inconceivable level of violence. At times the murder rate has risen higher than 800 per 100,000. It is estimated that more than half the paramilitaries and about a tenth of the guerrilla forces are younger than 18 years old. About one in every six murder victims is a child. A survey of 180 child guerrillas indicated that one fifth had killed, two thirds had witnessed a killing, one third had watched someone being tortured and more than 80% had been personally close to death.

### **Project Description:**

**Timeframe:** Started in 1996, ongoing.

**Initiator(s):** Several adolescents, including Juan Elias Uribe, then age 14, from Aguachica, and Farliz Calle, then aged 15, female inhabitant of Apartado, daughter of a banana plantation worker, along with other adolescents. Both Aguachica and Apartado are municipalities with very high levels of violence.

**Implementer(s):** Youth groups, UNICEF and the local National Network for Peace (Redepaz)

**Funding Source(s) and Overall Budget:** Two levels of funding, one for umbrella organization of Children's Movement, currently largely through UNICEF (on average US\$100,000 per annum), and the rest of the funding for children's activities in the Movement through partners already working with children, e.g. Scouts, Red Cross, Church, etc. The latter does not necessarily require budget increases for UNICEF so much as a change in working style, more participation, greater focus on conflict resolution etc.

**Partner(s)/alliances:** Scout Federation, Colombian Red Cross, Catholic Church, World Vision, YMCA, Christian Children's Fund, Defense of Children International, Raphael Pombo Foundation, Benposta, Profamilia, Return to Happiness project – funded by European Union, the Church and the Red Cross and UNICEF supported training of hundreds of child counsellors.

### **Objectives:**

- To have the voices of children heard regarding the impact of violence on their lives and what they think should be done, with the broader goal of putting an end to violence and establishing peace in Colombia.
- To promote opportunities for children to be involved in active peace-building, by improving the quality of life in their communities, as an alternative to choosing violence and means of breaking the cycle of violence.



---

### **Beneficiaries/participants:**

Today, over one hundred thousand young people (approximately 40% male, 60% female) are active participants in the peace movement and that number is increasing all the time.

These include:

- 45,000 children and adolescents who work in school Red Cross brigades in many of the most violent municipalities in the country. Through weekly sessions in classrooms across the country they promote conflict resolution, landmine awareness, health, safety and environmental programmes.
- 15,000 girls and boys who participate in peace promotion through the Scout Federation. This includes child-to-child promotion of democracy and citizenship, increasing awareness of the war and its impact on the poor and support for displaced families.
- 10,000 children and adolescents in 35 municipalities who belong to organizations associated with the Peace Network REDEPAZ. Young people in REDEPAZ organize social and cultural events for children including peace carnivals, concerts, art shows and participation in the annual Peace Week.
- 3,000 children and adolescents living in particularly deprived communities that work as peace constructors and promoters in connection with World Vision.
- 2,000 adolescents who have been trained as peer counsellors by the family planning agency PROFAMILIA. By helping teenagers avoid unwanted pregnancy, they are also helping to reduce family violence. Peer counseling also deals directly with issues of relationship violence.
- Over 1,000 adolescents who work as play therapists and counselors for children traumatized by violence through association with the Red Cross, Catholic Church, UNICEF and other organizations.
- Hundreds of children in the Movement for Peace helped to alleviate the distress of thousands more children affected by the devastating earthquake that struck Colombia in January 1999. They helped to construct temporary shelters and, following training, worked as play therapists for children traumatized by the earthquake.

### **Description of Activities:**

- Adolescents in Aguachica, eastern Colombia, became involved in a 1995 municipal referendum on peace, urging children to come out and vote. Juan Elias Uribe, one of the adolescents, was nominated to be Child Mayor of Aguachica for his efforts in peace making.
- Graça Machel visited Apartadó, northwest Colombia, in April 1996, as part of a UN study on Children in Armed Conflict. Student leaders were invited to explain to Ms Machel the repercussions of the violence in their lives and what they wanted to do about it. 5000 students from townships affected by the violence wrote stories, poems, letters, painted pictures and constructed sculptures to demonstrate the impact of violence on their lives. They also drew up the Declaration of the Children of Apartado, a peace request presented to Ms. Machel.
- The Apartado student council researched their nation's constitution and discovered their constitutional right to form a local government of children, which they did. Farliz Calle was elected the first Child Mayor of Apartado. The children's government of Apartado held weekly meetings to discuss what children could do to



help make peace. This concept of children organizing in order to help achieve peace gradually evolved into a "Children's Movement for Peace."

- Juan Elias, Farliz Calle, and 27 other child activists later participated in a three-day national workshop with adults, where children spoke of the impact of violence on their lives and how to promote peace. Discussions on how children could find a stronger voice in local government as they had in Apartado, Aguachica and elsewhere generated the idea of the National Children's Movement of Peace, as well as a special election, called the Children's Mandate, in which children would choose the rights that were of most importance to them.
- A steering committee of adults and an informal council of children were formed to spread information on the purpose of the Movement and the Children's Mandate to hundreds of other organisations. The National Children's Council is the guiding body of the National Children's Movement for Peace.
- Children in hundreds of municipalities set up their own *cabildos* (town meetings) to influence local government policy.
- Organisation of Peace Week – children participated in special concerts, marches and candlelight processions.
- In October 1996, millions of children voted in a special election known as the Children's Mandate for Peace and Rights, in which children chose which of the human rights were most important to them and their communities. They chose the right to peace and the right to life.
- Two Summit meetings with children were held in Bogotá in October 1997 (attended by one hundred children) and October 1998 (attended by two hundred children).
- Two Peace weeks were held during September 1997 and 1998.
- Several workshops for constructors of Peace have been held in areas of conflict.
- Following the October 1998 Children's Assembly, Children's Councils for Peace were formed in many towns. These provide a local focus for the collaboration on peace projects of children from all the supporting organizations, including the Church, the Red Cross, the Scouts, locally based civil society groups, schools and the municipal government. The Councils established in Medellin and Cali became particularly effective and important in mobilizing children to join protests against the surge in kidnappings, which have affected more than 3,000 people this year alone.
- The Children's Assembly was also the springboard for an important collaboration between the Children's Movement for Peace, UNICEF, the Scout Federation and Colombia's High Commissioner for Peace, namely the Hands on Peace (Manos a la Paz) programme. Under this agreement, thousands of children across the country will receive training that will enable them to train other children in peace building through tolerance, reconciliation, cooperation and conflict resolution. The Hands on Peace programme builds on past experience of children working as peace constructors with the Red Cross and World Vision, and multiplies those skills, making them available to a much larger group of children.
- The Children's Movement for Peace is in the process of being established as a legal, non-profit organization that comes under the direction of the Children's Movement for Peace Foundation. The Foundation's Administrative Council consists of three members. One member is a child representing the National Children's Council. A second delegate comes from the Allied Institutions that provide financial and



advisory support to the children. These institutions include the National Peace Network, REDEPAZ, the Scouts of Colombia, the Peace Programme of the Society of Jesus, The Raphael Pombo Foundation, Defense of Children International, Benposta, the YMCA, Profamilia and World Vision. The third delegate on the Administrative Council is elected by the two members already assigned.

- The National Children's Council also has responsibility for developing and presenting project proposals to the Foundation. In practice they do so with support from adults. The relationship between the children and the adults involved has always been highly collaborative.
- According to the articles of the Foundation, UNICEF occupies an overseeing role, to ensure that the Foundation operates according to its established principles and aims. These are to "enable Colombian children to promote their rights, develop their potential and build peace as well as to improve their living conditions."

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

There has been adolescent involvement in all stages of the project with some assistance from adults. The National Children's Council is deeply involved in steering the Children's Mandate. Young people in Apartadó, Aguachica, Medellín, Bogotá and elsewhere are involved in describing the impact of violence on children, drawing up projects and implementing them. This happens through a variety of programmes operated by the partners. For example, hundreds of child counsellors work with the Return to Happiness programme and thousands of children in Red Cross, Scout and Kiwanis children's groups help to train other children to avoid accidents with landmines. A recent advertising campaign encourages all children in the country who are helping to improve the quality of life in their communities to see themselves as members of the Children's Movement for Peace. Peacemaking is very broadly defined. It includes adolescent family planning counsellors who help reduce unwanted pregnancy – a major source of family violence - and adolescents involved in environmental protection, or in establishing community art centres, etc.

**How has their involvement affected the project?**

Adolescent involvement has greatly affected the project, as adolescents have been mainly responsible for its initiation and implementation. The idea of carrying out an adult referendum on peace had been put on hold as it seemed risky, but support of a children's election was possible as it seemed more benign. The Children's Mandate for Peace and Rights generated the transformation of what had been a fragmented and powerless peace movement into a much stronger political force. As a result, a Citizens' Mandate, held a year later, asked Colombians to back the Children's Mandate, condemn atrocities of the war, and make a personal pledge to help peace. Children were involved in urging adults to vote. Over 10 million voted for the Citizens' Mandate, more than double the number that participated in previous presidential elections. Children had finally given adults something worth voting for. The Children's Movement for Peace acted as a catalyst that turned the nation around. The adolescents' efforts and words were/are simple, direct and loaded with experience – and possess special power because they come from children.



---

They have given people courage, helped create large-scale involvement by civil society in the peace movement, and rekindled a unified voice that had been silenced by fear.

### **How has their involvement affected themselves?**

Adolescents' involvement in the Project has opened many doors for them in terms of voicing their opinions on issues that affect their lives and participating in programmes aimed at their wellbeing. All the organizations that backed the Children's Mandate were changed by it. Many adopted more participatory approaches that gave young people more opportunities. Today, young people are more active at the community level, helping to lay a long-term foundation of peace. The Movement has empowered adolescents who were earlier seen only as victims and provided them with alternatives, in particular, the alternative to choose peace.

### **What have been the achievements of this project to date?**

In the area of creating peace in Colombia:

- Main left wing guerrilla factions who have been fighting the authorities for more than 30 years are moving towards peace talks.
- It has taught adults a lesson in democracy: in October 1997, a year after the Children's Mandate, over 10 million Colombians went to the polls and pledged their support for the Citizens' Mandate for Peace, Life and Liberty, partly in support of the results of the children's poll.
- The Citizens' Mandate drew together local government agencies, community, business, labour groups and the media to create mass mobilisation in favour for peace.
- Presidential elections of May/June 1998 turned out to be the least disrupted by the guerrillas in years.
- As a result, the new president, Andres Pastrana (1998) declared peace as the priority of his administration.
- 2.7 million children participating in the Movement were nominated for the Nobel Peace Prize for Peace in 1998 and again in 1999.

In the area of other adolescents concerns:

- Thousands of children were trained as peace constructors.
- With World Vision support, adolescents organized community meetings to discuss how to cope with family violence, encouraging greater communication between parents and children.
- The Catholic Church incorporated child rights into a Novena, a nine-day sequence of prayers and reflections, held in December 1997.
- The Colombian Red Cross launched a new programme for children as peacemakers, based on a cartoon character named Paco, derived from the Spanish words *paz* (peace) and *convivencia* (coexistence). Workshops and discussions are held for children to discover their own answers to intolerance, discrimination, peer pressure and conflict.
- The Movement taught lessons that have value for children living in conflict situations all over the world.
- Young people belonging to the movement have participated in international events - such as the Hague Appeal for Peace, United Nations Economic and Social



Commission (ECOSOC), International Women's Day 2000 (New York) and the Perugia-Assisi World March for Peace - in which they have presented their peace experiences.

- CNN International produced a special programme on the movement, which was transmitted throughout the world.
- The Children's Movement for Peace in Colombia now has its own web site in Spanish. It can be accessed at [www.constructoresdepaz.cjb.net](http://www.constructoresdepaz.cjb.net). More information on the Children' movement for peace can also be found in English on a web site set up by CNN and Turner Learning - [www.turnerlearning.com/cnn/soldiers](http://www.turnerlearning.com/cnn/soldiers)
- In February 2000, the Children's Movement for Peace was awarded the *Gran Cruz de la Orden de la Solidaridad Social* by Queen Sofia of Spain, in recognition of the remarkable contribution of the children towards peace making in their country.

**Has a formal evaluation been performed? Please elaborate.**

There is no evaluation as yet of the attitude changes that have taken place in the children as constructors of peace, but four surveys have been carried out by diverse organizations. These surveys measured the knowledge Colombian children have of their rights and of the Colombian peace process, and indirectly evaluated the movement positively since their results show clearly the children's optimism, their great faith in Colombia and their preference for life rather than war.

**What were the main constraints in meeting the project objectives?**

- Funding – the Children's Mandate for Peace and Rights was only carried out in a third of municipalities because of the shortage of funds. Funding for the umbrella organization (REDEPAZ) of the Children's Movement continues to be limited.
- The current unwillingness of warring factions to make peace. The Children's Movement is seen as a very long running prospect whose goals will not be achieved until there is peace in Colombia. But by sensitising and getting more young people to renounce the war, they hope to make this happen sooner.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

Lessons learned

- Coordination among organizations that work with children makes it easier to involve children and adolescents in a single purpose: peace. Existing Scout groups, Red Cross brigades and social pastorate groups already had solid organization, which strengthened the movement when they joined it.
- The involvement of children as constructors of peace, especially in areas of conflict, provides them with a new and interesting option for action, which dissuades them from enrolling in armed groups.
- The project showed that the implementation of the rights of children to express themselves, organize and participate must be carried out with a perspective of integrality and synergy.
- Allowing children to expand their presence, facilitating their access to the communications media, makes it possible for many more people to hear what they truly think; and allows the children to express their opinions fully and in detail.



### Recommendations

- Never manipulate the children by giving them a prepared text to repeat. Instead, offer them opportunities related to their interests so that they can express themselves as they wish.
- Carry out integrated, intergenerational activities - do not separate adults from children, boys from girls, older children from younger ones. The child-to-child (older to younger) methodology is very positive, but there should be no separation between them.
- Direct participation of the children in developing materials is very important.

### Changes we would make

- We would seek more funds in order to cover not just some municipalities in a crisis-handling strategy but rather the country as a whole.
- We would increase the participation of children from minority groups (Indian, Afro-Colombian, disabled, etc.).

### **What programme support tools/resources were developed that can be used/adapted by other country offices?**

- Project officials have acquired much expertise through their activities with the movement. This can be shared with other countries through personal contact and interaction.
- Games, booklets, videotapes and posters belonging to a participatory methodology with a play orientation have been created. These can be adapted to the characteristics and needs of other countries, as has already been done in Mexico, Spain, Ecuador and Mozambique.
- The most important tool was the transformation of the Convention on the Rights of the Child into a twelve-point ballot (a twelve-right synthesis of the Convention) which can be applied in any political and electoral system.

### **Youth Perspective:**

*“Peace that starts in the heart of a child can cover the whole world”*

- Mayerly Sanchez, then aged 14.

*“I never speak out against any particular group. If I did then I know I could become a target. Once, a journalist tried to trick me into saying things that were dangerous, just to get a story. He would have sacrificed me for that. All the children in the peace movement know that they must be careful about what they say. This is not difficult. When you live with fear, silence is natural. We describe the violence but we do not know who is responsible for these terrible events”*

- Farliz Calle, then aged 17.

*“There are many wars in Colombia. There is the war between the armed forces, the guerillas and the paramilitaries but there is another war that takes place on the streets, and another that takes place inside families, when parents mistreat their children. We need to make peace in the home and on the streets as well as among the armed groups.”*

- Mayerly Sanchez, then aged 14 years



---

*“Children have a special gift for convincing people about the truth of what is happening. People never used to care about the war unless they were directly affected by it, but when children talk about pain and sorrow we make adults feel the pain as if it was their own. Children are the seeds of the new Colombia. We are the seeds that will stop the war.”*

- Mayerly Sanchez, then aged 14 years

**Source of Information:**

Clara Marcela Barona, UNICEF Colombia Area Office  
Apartado Aéreo 91649, Santafé de Bogotá  
Colombia, South America  
Telephone: 57 1 635.7066, Facsimile: 57 1 635.7323  
Sara Cameron, 463 First Avenue  
Pelham NY 10803, USA  
Tel (914) 738 7972



---

## Pavas Health Clinic, Pavas, Costa Rica

---

### **Background/Rationale for Project:**

There has been a lack of national policies in Costa Rica geared towards adolescents, despite the fact that this age group comprises seventeen percent of the population. In general, adolescent issues are only brought to light by the mass media when they relate to problems such as violence or adolescents in conflict with the law.

Having a baby at such an early age often interferes with the education of adolescent girls and their possibilities of entering the job market with some kind of training. Yet, nineteen percent of the babies born in Costa Rica have an adolescent mother. This high number of teen pregnancies has many causes, such as lack of proper sex education both within the family and at school, socialization that leads young girls to believe that being a mother is a necessary part of being a “real woman”, and high levels of school dropout of both male and female adolescents. This last factor limits the scope of opportunities and ambitions for adolescent girls.

This project ran from July 1996 to July 1998. In mid-1998, the newly elected Government acknowledged the lack of policies directed towards these issues and started up two programmes, one to promote sex education of adolescents and another to provide services for adolescent mothers.

**Project Description:** Promoting the right to reproductive health for adolescents by aiding them in making wise decisions.

**Timeframe:** July 1996 – July 1998

**Initiator(s):** UNICEF

**Implementer(s):** Pavas Health Clinic

**Funding Source(s) and Overall Budget:** \$38,500 for 2 years; funded by Swiss Development Cooperation

**Partner(s)/alliances:** Govt. Health Sector

### **Objectives:**

- Incorporate the participation of adolescents in the search for alternative solutions to the problem of adolescent pregnancy.
- Provide sex education for adolescents to use as an instrument for empowerment and to become well informed regarding their sexuality and options in life and prevent unwanted adolescent pregnancies.
- Encourage greater awareness in the household and at the community level of the problems faced by pregnant adolescents, thereby creating an adolescent-friendly environment that provides the support all young people need as they grow into adulthood.



- 
- Ensure reasonable level training in prevention and care for teachers, parents, health professionals and community youth leaders, who are all groups that influence adolescents' rights.
  - Create alternative educational and job opportunities for adolescent mothers over the age of fifteen.
  - Provide adolescents with knowledge of media production techniques and the ability to select the best communication method by which to share their ideas with other young people.

### **Beneficiaries/participants:**

#### Direct beneficiaries:

- Two groups of 30 adolescent mothers who were well organised, received information on their rights and were trained as facilitators
- 490 adolescents of both sexes aged 14-16 years and 680 students of both sexes, aged 12-13 years, who received sex education in school
- Adolescents, especially pregnant adolescents, who received attention in the Pavas Clinic
- Around 35 adolescents, who received an education to improve their job opportunities
- Adolescents of both sexes who have participated in the activities carried out by the project (training sessions, dissemination of information, education).

#### Indirect beneficiaries

- Adolescent girls in general, as future active members of the population.
- Pregnant adolescents and potential adolescent mothers
- Adolescent boys and young men
- Families subject to possible break-up or conflict as a result of early pregnancy
- Current and future members of the community
- Health technicians, teachers and general medical staff.

### **Description of Activities:**

- Forums for adolescents in the community to air their views on adolescent pregnancy and suggest solutions.
- Surveys on adolescents' awareness of their reproductive and sexual rights, with adolescent participation.
- Gender workshops focused on sex education and sexual and reproductive rights, allowing adolescents to creatively analyze and discuss stereotyping, sexual roles and the sexual discourses implicit in the messages with an aim to empower them in the fulfilment of these rights.
- Awareness and training workshops on adolescent rights and sexuality for teachers, interdisciplinary team members, health technicians, community youth leaders and household members.
- Co-ordinate the elaboration of courses for pregnant adolescents and/or mothers which will enable them to enhance their job prospects and educational opportunities and teach them how to be facilitators for other adolescents regarding information about sexuality and the prevention of unwanted pregnancies.



- 
- To create a base line of information on the adolescent population in Rincon Grande de Pavas for monitoring and evaluation purposes as well as for feedback for the community, local health centers and organizations.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Adolescents' opinions, feelings and needs regarding information and services are taken very much into consideration when activities are planned. Examples of involvement are:

- Diagnosis was carried out of the adolescents' knowledge and needs for information and education on issues related to sexuality and pregnancy prevention
- Questionnaires were sent to adolescent mothers in the community to define the barriers to their re-entering the educational system in order to develop activities for overcoming them
- Adolescents were trained as facilitators for their peers
- Adolescents were trained in video recording so that they can create short television spots with messages for other adolescents and adults.

**How has their involvement affected the project?**

Adolescent participation is considered essential for the project. Their own experiences and the effects of communication among peers are considered to be important elements in understanding and internalizing the message being sent.

**How has their involvement affected them personally?**

The adolescents, especially the adolescent mothers, have become more aware of their rights and they have learned how to communicate and disseminate what they have learned to other persons. Their self-esteem has increased and they have become aware that they have opportunities in life other than being mothers. This has led some of them to carry out training that increases their job opportunities. Some of the adolescent mothers have furthermore started to deal with their own children in a more adequate way.

**What have been the achievements of this project to date?**

- The clinic has provided a room that serves as the training area and also as a place where adolescents can meet to discuss the problems they face and propose solutions.
- Young mothers also go to the clinic where they learn how to care for their babies and provide support to each other in their new and often difficult situation.
- Young women have been involved in a training process that will improve their job opportunities.
- The group of teen mothers has managed to prevent successive pregnancies for some thirty young women and help them change their values and behaviors with regard to reproductive health. This will help to break the cycle of victimization passed on from one generation to the next because of prejudicial sexual practices.
- The participation of the group of teen mothers in support activities for other adolescents has given the Pavas Clinic an image of openness and interest in adolescents. This facilitates contacts with teenagers and positively affects the quality of services provided to them.



---

**Has a formal evaluation been performed? Please elaborate.**

A systematization of the project was carried out in June 1998.

**What were the main constraints in meeting the project objectives?**

- Limited resources have made it impossible to expand on this experience.
- The absence of the Department of Social Work's activities in the Management Agreement is a weak spot.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Adolescents face limitations to having adequate reproductive health because of gender patterns that foster relationships based on domination and submissiveness, the loss of self-esteem and withdrawal from constructive life projects.
- Poverty creates a variety of obstacles that prevent them from having adequate reproductive health; providing effective care to this group cannot be limited to strictly medical services. Support from social policy fields such as mental health, basic education and vocational education must exist.
- Teen pregnancies are often the result of sexual abuse. Preventing and mitigating this type of violence often means implementing forced and repressive separation of the abusers from the victims.
- Psychological and social support for teen mothers from participatory groups has proved to be an effective resource for preventing a second pregnancy.
- The role of male adolescents has been reevaluated in terms of their own needs and behaviors and their potential to father children. This has led to a process of reflection and openness so that this group could receive specialized care.
- Pregnancy prevention and reproductive health strategies must be differentiated by gender and age. Some educational activities are better carried out separately for young men and women.
- Teens' families or closest support groups are strategic partners for promoting appropriate reproductive health practices.
- To address adolescent health, one must provide services that are more selective, more interdisciplinary, more friendly and better incorporate psychological and social aspects, while promoting gender equality and adolescent rights. Take initiatives in approaching teens, both within and away from the education system.
- The additional costs for a programme would actually help to save money in that even a slight decrease in the current trends in teen pregnancy would reduce the costs involved in prenatal care, birth and subsequent pediatric visits.
- Positive changes in sexual behavior of teens tend to be transmitted from one generation to the next, the profitability of this type of programme is even greater.
- Cooperation with other organizations demonstrates a great deal of potential i.e.
  - ◆ Subsidies for adolescents who receive courses on reproductive health, funding for employee training, technical advisory services on diverse methodologies for addressing reproductive health and work with adolescents and others.



- ◆ Adolescent-related activities carried out by specialized institutions in order to help organize teens in the communities. Such activity could provide a better environment for specific organizations within the field of reproductive health.
- ◆ Coordination efforts with area primary and secondary schools thereby allowing clinic health personnel to carry out medical evaluations and provide advice on reproductive health to the students.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

- The study on the causes on adolescent pregnancy in poor urban areas.
- Written resources:
  - ◆ Paper on promoting the Right to Reproductive Health for Adolescents
  - ◆ Paper on Comprehensive System for the prevention and attendance of Adolescent Pregnancies in poor communities.
  - ◆ Summary of UNICEF supported projects with & for Young People in Costa Rica
  - ◆ Paper on “Towards Compliance With Adolescent Rights to Reproductive Health: Guillermo Monge & Ana Rojas, The Experience of the Pavas Clinic in Costa Rica”

**Youth Perspective:**

“What I liked was that they helped me to take care of myself, showing me that there was no need to get pregnant so young. They taught me about sexuality and how to talk to my parents and not hide anything from them.”

**Source of Information:**

UNICEF Costa Rica  
Apartado Postal 490--1000  
San Jose, Costa Rica  
Central America  
Telephone : 506 296.2034  
Fax: 506 296.2065



## Working with Adolescent Girls and Boys as Programme Implementers in Community Development, Maharashtra, India

### **Project Name and Location (City/Country):**

Primary Education Enhancement Project (PEEP) in Maharashtra, India (Maharashtra-Chandrapur & Yeotmal districts).

### **Background/Rationale for Project:**

PEEP, supported by AusAID, is being implemented in three states in India: Bihar, Delhi and Maharashtra. The goal of the project is to support the Government of India's national program on primary education by generating community initiative for developing and implementing the Education Plan for *educating every child*.

It is estimated that there are 20-50 million working children in India today, and the Government of India estimates that over 90% of children engaging in labour practices are in 12 states – most notably, Maharashtra, Bihar, Andhra Pradesh, Orissa, and Delhi. Although not the sole means – enforcement of primary education has been shown to substantially reduce child labour practices.

Yeotmal and Chandrapur districts in Maharashtra were selected for program implementation using the following criteria:

- Child labour intensive districts,
- Low female literacy,
- Demand from the districts, and
- No other support in the districts.

The distinctive feature of this project, which should be recognised, is the *involvement of young people as key programme implementers*. In the early phases of implementation in Maharashtra, it was realised that the micro-planning process resulted only in generating community shopping lists with very little community initiative. To ensure community involvement and sustainability, the programme implementers initiated the process of involving young people as the key facilitators/agents of change, for stimulating and energising the process, enhancing participation and facilitating community initiative.

### **Project Description:**

**Timeframe:** June 1997 – 31 December, 2000 (project extension has been granted for the next five years 2001-5).

**Initiator(s):** Department of Education – Ministry of Human Resource and Development, Government of India, Maharashtra State Government and UNICEF, India.

**Implementer(s) in Maharashtra:** Chief Executive Officers (Yeotmal & Chandrapur) – PEEP cell at the Collectorate, Nehru Yuvak Kendra (Youth Groups), UNICEF – Mumbai.

**Funding Source(s) and Overall Budget:** AusAID – US\$ 2,777,988 per annum for three states (Maharashtra, Bihar, Delhi).



---

**Partner(s)/alliances:** SCERT (State Council for Educational Research and Training), Local governance structures (*Panchayati Raj* Institutions - *PRI*), Women's Self-help groups, Community members

**Objective(s):**

- To mobilise young people to generate community initiative and increase awareness on the Universalisation of Primary Education - Enhance learning capacity of every child by ensuring learning of socially relevant knowledge and skills.
- To extend the community initiative generated to other development sectors (sanitation, information, access to services, gender equity etc)
- To facilitate partnerships between school and community beyond education.

**Beneficiaries/participants (number, age group and gender):**

- Primary beneficiaries: 300,000 vulnerable children who now have access to primary education.
- Secondary beneficiaries: 5000 rural young people (1500 girls & 3500 boys) between the ages of 14-24, who as the facilitators for universalisation of primary education have mobilised the communities and in the process developed interpersonal skills, critical life-skills and marketable livelihood skills.

**Description of Activities/Process:**

- The project strategy is to work with young people to increase demand for education by mobilising the community and sustaining the demand for education by simultaneously supporting improvement in the quality of teaching-learning processes.
- Each village governance structure (*PRI*) identifies three local young people (2 boys & one girl) as the mobilisers for their village.
- Young people from one village cluster (50 villages) undergo a five-day joint participatory training on microplanning processes and skill building.
- The communities support the training costs (board and lodging) of their respective young people members.
- The trained young people go back to the village and conduct microplanning exercises identifying the key issues relevant to their villages – this training is supported by outside trainers (often young people with experience who serve as resource persons).
- Activities conducted during this period include:
  - ◆ Detailed survey of the village
  - ◆ Village mapping
  - ◆ Resource mapping
  - ◆ Seasonality analysis
  - ◆ *PRI* meetings with participation of women and adolescent girls
  - ◆ Prioritisation of problems
  - ◆ Plans (village education, sanitation etc.) with clear responsibilities and deadlines for achievements developed
- The young people with the village committee monitor implementation and progress of the plan – ensuring 100% enrolment, attendance, retention of students, support for



remedial education, infrastructure improvement – school building, household toilets, soakage pits etc, teacher attendance, community buy-in etc.

- The future directions/priorities of the programmes are to:
  - ◆ increase involvement of adolescent girls;
  - ◆ address identified needs of young people – access to relevant information, services, etc; and
  - ◆ provide adolescent boys and girls with second chance learning opportunities.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Young people have been the key programme implementers. They have been involved in programme planning, implementation, monitoring and the community decision-making process. They have been instrumental in shifting this from a need-based initiative to a rights based programme – generating community awareness and initiative in demanding their rights.
- Very often young people are direct beneficiaries or are perceived as passive target recipients – *this is one of the few programmes which, recognising the tremendous resource that young people represent, has initiated the process of involving young people in the broader community development process.*

**How has their involvement affected the project?**

- Young people have been critical in generating momentum for ensuring project success. Their infectious energy, zeal, idealism has enabled effective community involvement and enhanced participation
- Induction of young people into the Village Committees is seen to revitalise the committees.

**How has their involvement affected young people personally?**

- Provided young people with a sense of purpose, pride and achievement.
- Enabled development of marketable skills.
- Increased young people's involvement in the development of their own communities giving them a sense of ownership.
- Provided adolescent girls with a forum/platform to develop life-skills and to get actively involved in community and self-development.

(As discussed by young people during the informal focus group discussions conducted)

**What have been the achievements of this project to date?**

- 100% enrolment in upper primary schools – focus is now on retention of students and improving quality of education (increasing/emphasising socially relevant education for children).
- Support to children – remedial teaching by young people to assist children lagging in studies.
- Involvement of community members in enhancing quality of education.



- 
- Infrastructure of schools has improved (blackboards in classrooms, adequate rooms, separate toilets for girls, etc).
  - Young people instrumental in improving sanitation/environment of the community (100% soakage pits and household toilets).
  - Mobilised the community towards broader development goals of health care for children, gender equity, sanitation, etc.

**Has a formal evaluation been performed? Please elaborate.**

A formal evaluation will be conducted in 2001. An informal evaluation conducted in April 1999 concluded that:

- The programme has been successful in generating renewed commitment to achieve universal education in primary education.
- The process of implementation (decentralisation and capacity building) could be used as model for strengthening and decentralisation of resource support.
- Adequate focus should be given to primary education for disabled children.

**What were the main constraints in meeting the project objectives?**

- Resistance to the involvement of adolescent girls.
- Focus on income generation-as compared to community development.
- The lag time required for appropriate implementation of participatory processes.
- Administrative constraints, which include frequent transfers of education officials.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Emphasise involvement of adolescent girls – enhancing community awareness on girls involvement
  - ◆ Linking adolescent girls' groups/*mandals* with secondary schools to provide credibility, and a safe and supportive environment.
- Introduce innovative documentation strategy as part of the implementation
  - ◆ Equipping young people with simple and innovative skills to enable documentation and simultaneous development of marketable skills
  - ◆ Photo/audio/video documentaries, poetry, ethnographies, short stories, etc.
- Emphasise/focus on the rights of the children and adolescents.
- Increase access to information to address lack of knowledge on issues of puberty, sexuality, health, etc.
- Project management to be delineated as part of the pre-project activities.

**What program support tools/resources were developed that can be used/adapted by other country offices?**

- A major strength that has emerged from the project is demonstration that effective microplanning is a process for stimulating and facilitating community initiative.
- The process of implementation (decentralisation and capacity building) could be used as model for strengthening and decentralisation of resource support.



---

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

*“This has given me a sense of purpose – I feel proud that I am making my village better. We have 100% soakage pits – we will soon ensure toilets in all households”*

**Source of Information:**

Veera Mendonça  
Youth Coordinator  
UNICEF India  
New Delhi 110 003  
India  
Telephone: 91 11 469.0401  
Fax: 91 11 462.7521

Gopi Menon (State Representative – Maharashtra)

- Reports: Donor reports (30 June 2000), Evaluation report (April 1999).
- Field visits - FGDs, informal interviews (community members, young people, NYK supervisors, UNICEF staff, etc).
- Other documents: Finding Answers - Snapshots of microplanning (PEEP Maharashtra) October, 2000.



---

## Children in Conflict with the Law, Iran

---

### **Project Name and Location (City/Country):**

Children in Conflict with the Law, Iran

### **Background/Rationale for Project:**

Based on the comparative study on CRC and internal laws and also the situation analysis conducted by UNICEF in 1998, the scope of the work that had to be carried out in the field of juvenile justice was very broad and went well beyond some minor law revisions. There was need for the Iranian justice system to develop a National Plan of Action which would involve all the key players (lawmakers, judges, social workers, police, prison staff, academicians). In late 1998, UNICEF supported a comprehensive study of the Iranian justice system, the task of which was to gather information on the situation of children in conflict with the law, children at risk, and the current Iranian penal system/facilities to identify the main problems and the ways to address them. This study highlighted the following main needs:

- A new Juvenile Code
- Exposure to modern trends in the field of Juvenile Justice (diversion, alternatives, etc)
- Re-establishment of juvenile courts
- Specialized juvenile judges
- Trained stakeholders such as social workers, police, prison staff, etc

### **Project Description:**

**Timeframe:** 1999-2004 (initiated during CP cycle 1998-1999 and continuing into current CP 2000-2004)

**Initiator(s):** UNICEF

**Implementer(s):** The Judiciary, Organization of Prisons, police

**Funding Source(s) and Overall Budget:** US \$391,000 (all RR)

**Partner(s)/alliances:** Justice System, NGOs, media, academicians

### **Objective(s):**

- Enhance compatibility of internal laws with the CRC through support to a process of review of laws
- Support establishment of a juvenile justice system:
  - ◆ Development of a Juvenile Code
  - ◆ Establishment of juvenile courts throughout the country
- Strengthen the technical capacity of juvenile judges, social workers, staff of Juvenile Correction centres, police, academicians
- Improve situation of children in conflict with law
- Increase skills of child caregivers with regards to psycho-social development of children incarcerated with their mothers



---

### **Beneficiaries/participants (number, age group and gender):**

The official statistics puts the number of the boys in the correction centres and prisons at 3,000; girls at 300, and children incarcerated with their mothers at 600. These figures exclude the large number of children at risk who are direct beneficiaries of this project. Moreover, within the framework of the new juvenile code the project will address such issues as age of criminal responsibility (currently 9 for girls and 15 for boys), which will have a great impact on all the children and young adults. In a country like Iran, with one of the youngest populations in the world, the number of indirect beneficiaries of this project could rise to about 30 million (half of the total population being under the age of 18).

### **Description of Activities:**

- A study tour to Austria, a country well known for its advanced juvenile justice system, was organized in February 1999. The participants were from different sectors in the justice system, including judges, prosecutors, police, prison and juvenile rehabilitation centre staff, social workers, and academicians. The visit highlighted the need to establish a juvenile justice system in Iran, to run specialized training courses for the key players, and to establish the youth police. A report of the visit was disseminated widely among the judiciary officials throughout the country to raise awareness and to create an accepting environment.
- In line with its objective to introduce the key concepts and disseminate information in the field of juvenile justice, UNICEF translated and distributed a number of documents, including the UN Model Laws on juvenile justice, the three international instruments (Beijing Rules, Riyadh Guidelines, and Juveniles Deprived of Liberty), the Austrian Juvenile Justice Law, Out of Court Settlement in Austria, and Innocenti Digests on "Ombudswork for Children" and "Juvenile Justice."
- To put the development of a Plan of Action for juvenile justice on the agenda of policy and decision makers, UNICEF organized a workshop on juvenile justice in Sion (Switzerland) in June 1999, which involved a number of key officials from different parts of the justice system as well as researchers and academicians. The recommendations that emerged from the workshop highlighted the necessity of establishing juvenile courts, the importance of training, the need to review sentences and sanctions and look at alternatives and the issue of criminal responsibility and age of maturity.
- As a follow up to the Sion workshop, UNICEF succeeded in encouraging the officials to establish the first Juvenile Rehabilitation Centre for girls in the country. With UNICEF's support, the centre opened in October 1999, and by the end of November all the girls under 18 who were previously kept in women's prison in Tehran were transferred to this centre.
- At the request of the Iranian judiciary officials and in close collaboration with them, UNICEF organized the first juvenile justice seminar in Iran in February 2000. The seminar received great publicity and helped sensitize the stakeholders in general. The seminar also helped pave the way and create a more accepting environment among different partners.
- UNICEF also continued its support to the boys' Juvenile Correction and Rehabilitation centre in Tehran by providing equipment for vocational training and



teaching aids. UNICEF also provided musical instruments and supported a pilot "Music therapy" project for the juveniles in the centre to examine the effect of art therapy projects in the improvement of the quality of life of children in detention centres. The project placed special emphasis on improving cooperative skills and respect among the children, and to promote their independence and self-confidence.

- In 1999, UNICEF developed a training module on life skills, which can be used for different target groups including juveniles in conflict with law, unattended children in welfare centres, and street children. This was followed by workshops for training of master trainers from different groups working with children in need of special protection including staff of Juvenile Correction and Rehabilitation Centres (JCRCs) from all over the country.
- UNICEF also conducted two CRC training workshops for staff of the Organization of Prisons and JCRCs, who are in daily contact with children in conflict with law. The training sessions helped increase the participants' knowledge on Child Rights and provided a forum for discussing different ways of improving implementation of the Convention.
- To improve the knowledge and skills of educators attending to children incarcerated with their mothers in child care centres of prisons, UNICEF organized a training on early childhood care and development for caregivers from all over the country. The training, which was conducted by an NGO working on pre-school education, was immensely welcomed by the participants, and UNICEF plans to support this activity further in 2001. UNICEF also helped equip care centres of prisons with educational equipment and teaching aids.
- In November 2000, UNICEF conducted specialized training for more than 90 juvenile judges all throughout the country. The training programme covered CRC, international umbrella principles (Beijing Rules, Riyadh Guidelines, Juveniles Deprived of Liberty), diversion, and the application of these principles in the context of Iran.

How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?

The Country Programme development process involved over 600 stakeholders including government, NGOs, bilateral donors, and children. A listening session with children from Tehran JCRC, as well as Future Search Conferences on "child abuse" and "street children" were set up during programme planning to specifically seek the beneficiaries' views regarding their needs, problems, and priorities. This guided the process and the content for the preparation of the Country Programme including for the Children in Need of Special Protection programme and the children in conflict with the law project.

#### **How has their involvement affected the project?**

The children's views assisted us in focusing on some of their priorities such as vocational training and qualified educators in reform centres.

How has their involvement affected them personally?



Juvenile offenders can now learn a vocation at the reform centre, take a special official exam run by the Ministry of Labour, and get a certificate. This has already helped some of them get a job and have a means of income once they are released.

### **What have been the achievements of this project to date?**

- In 2000 UNICEF managed to gain the support of the powerful Head of the Judiciary to continue and expand activities in this field. This has resulted in setting up a joint technical committee to draft a Juvenile Code by 2001. This is the first joint committee ever set up by the judiciary and a UN agency in Iran.
- As a result of the training sessions held for more than 90 juvenile judges this year, there is now a better understanding of the CRC and other international principles among these judges. The workshops also led to a series of recommendations adopted by the participants, which will be shared with the Head of Justice and the drafting committee. These training sessions also provided a good opportunity to advocate for using alternative sentences even though they are not fully provided for in the current law.
- The Juvenile Courts have been re-established in the country. Last year there was only one juvenile court in Tehran. There are now more than 9 in Tehran, and at least one in each city.
- In summer 2000, a Tehran juvenile judge in a watershed decision for the first time sentenced a young offender to learn a vocation instead of sentencing him to jail. This alternative sanction, although not formally provided by the law, rests on the judge's sole authority. Another 20 similar alternative sentences have been given over the last three months. In addition to learning a vocation, young offenders can also be sentenced to stay at home under the supervision of their parents, or to community work.
- The support given to JCRC in Tehran in terms of educational/vocational equipment has had a strong positive impact on educational/vocational training services in this centre. The centre is now providing vocational courses such as barbering, masonry, carpentry, welding and gardening, and it is hoped that it can set a model for other centres to follow.
- The Government has included establishment of JCRCs in all provinces in its third National Development Plan, as a result of which there will be one such centre established in each province by 2004. This will help ensure complete separation of juvenile offenders from adults.
- The first girls' JCRC was established in Tehran, separating the female juvenile offenders from adult female offenders for the first time.

Has a formal evaluation been performed? Please elaborate.

No formal evaluation has been conducted as this is the start of the CP cycle. Yet, a study on juvenile judges' KAP on "CRC and international instruments" is ongoing.

### **What were the main constraints in meeting the project objectives?**

There have been limitations in the achievement of optimum results due to administrative changes within the government, and particularly the judiciary. The project was also at its



start perceived as dealing with “sensitive” issues. However, the perception has now improved.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Project progress has been very satisfactory so far. It is however too early to draw final conclusions.
- Prior to the start of the project, we conducted a solid SITAN combined to a “comparative study on CRC and internal laws” both of which provided the necessary insight and knowledge for the project.

**What program support tools/resources were developed that can be used/adapted by other country offices?**

- Documentation on the Sion and Vienna workshops (1999) is available in English.
- A number of documents including the UN Model Law on juvenile justice, the three international instruments (Beijing Rules, Riyadh Guidelines, and Juveniles Deprived of Liberty), the Austrian Juvenile Justice Law, Out of Court Settlement in Austria, and Innocenti Digests on "Ombudswork for Children" and "Juvenile Justice" were translated into Farsi and shared with the UNICEF Tajikistan country office.
- We benefited immensely from the technical assistance provided by Austrian Judge Renate Winter and would like to recommend her to other Country Offices.

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

*"Now I'm not labeled and my family and others don't look at me as a criminal."*

- From a juvenile offender in Tehran, whose sentence was to learn a vocation (an alternative sanction).

*"I didn't know that the judge could help me!"*

- From a juvenile offender in Tehran, whose sentence was to stay in the Juvenile Correction and Rehabilitation Center in Tehran only during the weekends for three months so that he wouldn't fall behind school and exams."

**Source of Information:**

Foroogh Foyouzat  
Project Officer, Children in Need of Special Protection  
UNICEF – Tehran  
P.O. Box 19395-1176  
Tehran  
Islamic Republic of Iran  
Telephone: 98 21 222.6961  
Fax: 98 21 222.0295



---

## Promoting Opportunities for Adolescents in Jordan

---

### **Project Name and Location (City/Country):**

Promoting Opportunities for adolescents in Jordan (National project)

### **Background/Rationale for Project:**

The importance of addressing the needs of adolescents in Jordan is widely recognised and many agencies are implementing programmes that target adolescents and youth. However the little available information on the situation of adolescents and youth in the country is fragmented, and most of the programmes that were implemented do not involve youth in planning or these programmes.

In planning for its current programme cycle (1998-2002), UNICEF targeted children up to the age of 18. A project on healthy life skills was developed, specifically targeting the adolescents in the country with healthy life skills messages. UNICEF also sought other resources from the UN Foundation (UNF) to expand on its project and promote opportunities for adolescents, especially girls, in Jordan. When UNICEF received initial funding of US\$100,000 for a planning stage, a very participatory approach was used to develop the project plan.

The main areas of concern in developing the plans for the project were: partnership, ensuring youth participation, and focusing on disparities, especially gender.

### **Project Description:**

**Timeframe:** May 2000 – May 2003

**Initiator(s):** UNICEF

**Implementer(s):** Among others: Ministry of Youth and Sports, Ministry of Social Development, Jordanian Hashemite Fund for Human Development, Princess Basma Women's Resource Center, Department of Statistics

**Funding Source(s) and Overall Budget:** UNF (US\$2,000,000)

**Partner(s)/alliances:** UNFPA, media, youth.

### **Project Objectives:**

This project aims to create public interest and commitment to improve the situation of adolescents and promote opportunities for adolescents, especially girls, in Jordan. To achieve this, the project has three objectives:

- Ensure that the country has an accessible, sustainable national knowledge base on the situation of adolescent and young girls and boys aged 10-24 in Jordan, disaggregated by age, gender, marital status, schooling, geographic location, and employment status.
- Increase the participation of adolescent girls and boys aged 10-24 in public life and in clubs and youth centres by 50% by the year 2002.
- Increase the percentage of young women aged 20-24 actively seeking employment or self-employed in the labour force by 20% by 2002.



---

**Beneficiaries/participants (number, age group and gender):**

Direct beneficiaries of the project include:

- 9000 adolescents and youth (60% girls).
- 6000 development practitioners. (50% women).
- 1000 adolescent girls and young women benefiting from the pilot interventions.

Indirect beneficiaries include:

- All adolescents and youth in the country.
- All decision-makers in the Government and NGO sectors.

**Description of Activities implemented in the planning phase for the project from March 99 to May 2000:**

The following activities were done in the planning phase of the project up until May 2000:

- A steering committee for the planning stage was formed with members from the Ministry of Youth and Sports, leading agencies working with youth, UNFPA and youth representatives themselves. As one of the first steps in the planning and information gathering a desk review and secondary analysis of the available research and studies on adolescents in Jordan was conducted with leading partners. The review identified the information available on the situation of adolescents and the existing gaps in information and in the technical capabilities available.
- In order to give the adolescents and youth a forum to voice their issues and concerns, UNICEF organised a forum for 186 Jordanian youth (96 females and 90 males) aged 12-22 from 20-22 April 1999, to recognise and stress the importance of involving the youth in developing programmes for them.
- 30 youth leaders (half of whom were girls) who were trained just before, facilitated the forum. The forum helped in highlighting key issues affecting adolescents and youth in Jordan. The main issues that were highlighted by the youth in the forum were focused on five themes: social pressures, education opportunities, gender discrimination, employment and livelihoods, and health.
- To complement the information gathered from the youth with the perspective of the decision-makers and development practitioners, UNICEF supported a Future Search conference on adolescents, especially girls, in the Jordanian society from 20-22 June 1999. Participants in the future search conference included all stake-holders working with youth in the country including various governmental and non-governmental organisations, law enacting bodies, media, teachers, academics, community leaders, and representatives from the youth who attended the youth forum.
- It was the first time that the future search methodology was used in Jordan. UNICEF contracted the services of expert facilitators who ran a series of participatory exercises. The exercises started by encouraging the participants to reflect on the past and present as it was related to adolescents' issues in Jordan. Based on this exercise, the participants developed a collective preferred vision of the future for adolescents and youth, that leads to projects and plans of action that can begin at once in the direction of this collective vision.



---

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation? How has their involvement affected the project?**

Youth were involved in all stages of the project: the youth forum was completely managed by the youth and the future search conference was dominated by the youth and their free spirit. At the end of the conference, gently encouraged by the youth, all participants stood up and sang a national song as a show of solidarity between the youth and the stakeholders. UNICEF is currently planning a further youth forum. One of the main aims of the forum is to elect youth representative in the project steering committee thus ensuring the participation of youth in the future strategic planning for the project.

**How has their involvement affect them personally?**

As a result of their experience with UNICEF's activities, the youth have initiated their own activities with other local organisations. They facilitated workshops and conducted surveys with the National Task Force for Children on issues concerning street children. They have also been part of a team in the Arab region, which produced a magazine supported by the research center at Harvard University. The magazine's aim is to create a bridge among the Arab Youth anywhere in the world. The magazine is aimed at encouraging youth to communicate openly and with no barriers.

During the summer, the youth are involved in organising youth activities in summer camps for advantaged and disadvantaged youth.

**What have been the achievements of this project to date?**

During this planning phase for the project, between March 99 and May 2000. The following were achieved:

- Supported a desk review and a secondary analysis of the situation of adolescents in Jordan. The review was conducted by the National Centre for Human Resource Development (NCHRD).
- Organised a forum for 186 Jordanian youth (96 females and 90 males) aged (12-22) between 20-22 April 1999. Thirty youth leaders (half of whom were girls) were trained ahead and facilitated the forum. This helped in highlighting key issues affecting adolescents and youth in Jordan.
- Supported a future search conference on the situation on adolescents, especially girls in the Jordanian society from 20-22 June 1999 to complement the ideas developed by the youth in the youth forum and to engage all stakeholders on youth issues.
- Prepared video documentation of the youth forum and the future search conference.
- Finalised the youth training modules designed during the youth forum and adapted them for use with young people with special needs; both modules are now available in Arabic and in English
- Developed guidelines for arranging for youth forums at the country level.
- Gathered more specific information on adolescent and young girls and boys, especially those with special needs and in special circumstances (in this pilot phase, orphans and young offenders)



- Developed and facilitated a workshop for youth and media. The participants included 25 youth (about half girls) and 9 media representatives (TV, radio, satellite, newspapers, magazines, and internet). The workshop resulted in detailed proposals for 8 youth focused media programmes.
- To follow up on this workshop, UNICEF supported a round table discussion with media officials to get their commitment to implementing these or similar programmes, emphasising the importance of full youth participation in developing these programmes
- Held co-ordinating meeting with UNFPA to discuss best approach to managing the two agencies' projects with and for adolescents. Agreed to form a common steering committee for both projects.
- Held first meeting of the steering committee on the 21<sup>st</sup> of June 1999, which introduced both projects and discussed the terms of reference of the committee.

**Has a formal evaluation been performed?**

No formal evaluation yet

**What were the main constraints in meeting the project objectives?**

All these activities have been done in the planning stage for the project implementation. However, these activities will help in avoiding usual constraints related to duplication of efforts or missing on the most effective partnerships.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- The participatory approach that was used ensured that the developed project proposal did not overlap with other proposed projects, for example, by UNFPA.
- The Future Search methodology was a good tool for advocacy and developing individual and collective plans.
- The new project developed as a result of this process will have a very strong impact on the future directions of UNICEF's work and staffing.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

- A facilitation training material for youth in both Arabic and in English (translated and adapted).
- A training material for working with youth with special needs, in both Arabic and in English.
- Guidelines for holding country level youth forums.

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

*“We no longer find it feasible to wait for big changes to take place, rather we feel it’s up to us to make small changes in our lives, this will encourage bigger changes for the youth in the region. We don’t want to wait for anyone”.*

- Ashraf and Inas, two of the youth participants throughout the preparation phase (TV interview)



---

**Source of Information:**

Muna Idris  
UNICEF Jordan Country Office  
P.O. Box 1551  
Amman 11821  
Hashemite Kingdom of Jordan  
Tel: (962 6) 553.9977  
Fax: (962 6) 553.1112



---

## **Youth Participation, Kosovar Refugee Camps in Kukes, Albania**

---

### **Background/Rationale for Project:**

During the crisis in Kosovo in early to mid-1999, hundreds of thousands of ethnic Albanian Kosovars were forced out of their homes into neighboring Macedonia, Albania, and Montenegro. On the way many were victims of or witnesses to atrocities - an estimated ten thousand ethnic Albanians were killed, and hundreds of thousands were forced to leave behind their homes, belongings, jobs, schools, relatives and friends. Ethnic Albanian property was looted systematically, and widespread destruction of ethnic Albanian homes, schools, and institutions was carried out throughout Kosovo by Serbian forces. On the other side of the border, the unknown was waiting for the refugees - a foreign country, temporary shelter in refugee camps or with host families, and dependency on relief assistance managed by others.

Once routine activities such as child care and health services, baby-washing, recreational and non-formal educational activities were restored, a sense of normalcy returned to people's lives, in particular for adults and younger children. However, for the young people, especially those 15 and older, programmes to restore routine practices were more difficult to implement - secondary education is complex and psychological counselling requires a one-on-one approach. Boredom, absence of goals and loss of landmarks and directions - and subsequently self-confidence - are common problems for the young people. The difficulty to define one's own place and role in the crisis is compounded by the way the international assistance is often managed and delivered - refugees are turned into passive recipients of assistance and are disempowered in terms of their economic and social functions. In many cases previous exposure to extreme situations, including witnessing atrocities and separation from relatives, made them psychologically very fragile. In some cases, young people were suddenly asked to assume the role of leader of the whole family (often due to the absence of the father who either was killed or joined the Kosovo Liberation Army (KLA), a.k.a. UCK), while totally unprepared for the task.

The development of these young people has been brutally interrupted - they lost their opportunities to study or work. Yet, in complex crises such as the Kosovo crisis, young people are a formidable resource as they are able to organise themselves, take initiative and turn their high level of energy into efficient and rapid implementation of interventions. Attempts to provide solutions to the crisis are incomplete without youth participation. What was valid for the Kukes situation will all the more be important in the reconstruction phase of Kosovo, when youth will have to play a crucial role in laying the basis for a new, democratic and gender-friendly society.



---

### **Project Description:**

To explore and implement ways to quickly address the needs and rights of adolescents in crisis, encourage their contribution to the solving of the crisis and prepare them for the future – the return to and rebuilding of Kosovo.

**Timeframe:** Mid-May 1999 to early June 1999 (3 weeks, interrupted by the return of the refugees).

**Initiator(s):** UNICEF and The Albanian Youth Council

**Implementer(s):** Kosovar youth, with support from UNICEF and the Albanian Youth Council (AYC)

**Funding Source(s) and Overall Budget:** UNICEF - \$3,430

Supply (sports items): USD 2,300

DSA for AYC volunteers: USD 990

Transportation for the AYC (Tirana-Kukes-Tirana): USD 140

**Partner(s)/alliances:** Albanian Youth Council

### **Objectives:**

- Contribute to providing psychological relief for young people by providing them with opportunities for participation (through sports and cultural activities as well as meaningful contribution to the life of the communities);
- Encourage young people to acquire and develop analytical, organizational and leadership skills that could be used in the immediate situation as well as in preparation for the return to Kosovo;
- Protect and support young people during the crisis by facilitating an organised dialogue between young people and the rest of the community, incl. other refugee groups, camp managers, and international organizations.

### **Beneficiaries/participants (number, age group and gender):**

- 15,000 Kosovar young people, ages 15 – 30.
- Male dominated, but the ratio varied in different camps.

### **Description of Activities:**

There were two levels of activities:

- *Supporting and mobilising youth participation:* Weekly meetings to exchange information on problem analysis and resolution, where progress of camp activities, as well as inter-camp activities were discussed.
- *The activities themselves:* These were decided upon by the young people, and included such activities as organization of sports tournaments and concerts in the camps, cleaning of the camps, integration of new refugees and fund-raising for the poorest families, setting up of camp schools, dissemination of information on landmines, psychosocial/ recreational activities for younger children, and improvement of security in the camps through increased patrolling.



---

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

This was a participatory project in which participation was the entry point. Adolescents were therefore involved in all the above mentioned stages. The specific strategies to ensure participation were:

- *Adoption of a peer-to-peer approach:* UNICEF negotiated a partnership with the Albanian Youth Council whereby Albanian youth volunteers would work with UNICEF to establish Kosovar Youth Councils in each camp.
- *Setting up of a framework for youth participation:* Instead of identifying a project-oriented entry point that was difficult to identify (e.g. STDs and violence were not commonplace in Kukes camps), UNICEF started to work with the youth on a framework that would promote participation as being a way for young people to:
  - develop youth-to-youth projects;
  - contribute meaningfully to improving life of the community; and
  - have their voices heard and their opinions taken into account in all decisions affecting the community living in the camps.
- *Development of an analytical framework for problem resolution:* The Kosovar Youth Councils were encouraged to:
  - assess the problem and identify possible solutions; and
  - identify what resources were available or what could be done, firstly, within the youth group; secondly, with other groups within the camps; thirdly, with camp managers; and fourthly, with the international community.
- Support to priority projects defined by the young people themselves in cooperation with the young people, other groups in the camps, camp managers, and other international organizations.

**How has their involvement affected the project?**

As the whole project was based on youth participation, the involvement of the adolescents was the basis on which it operated. Adolescent participation made the project a success.

**How has their involvement affected themselves?**

- The project enabled young people to gain skills and empower themselves, as no (or very limited) education programmes were covering the age group
- The adolescents organisational and leadership skills experimented with and developed in the Kukes camps situation, could be used and expanded during the Kosovo reconstruction phase, where energy, sense of leadership and organization is needed.
- Their involvement enabled them to regain their self-confidence and be better balanced psychologically, through restoring their functions and ensuring that their lives had meaning and purpose, due to their participation in activities and decisions affecting the reconstruction of the Kosovar society.



---

**What have been the achievements of this project to date?**

The project provided a sense of organization and structured participation for adolescents and enabled them to create constructive avenues to improve the quality of life in the camps. Some of the activities, which were a result of the councils were: organization of sports tournaments and concerts in the camps; cleaning of the camps; integration of new refugees and fund-raising for the poorest families; setting up of camp schools; dissemination of information on landmines; psychosocial/recreational activities for younger children; and improvement of security through increased patrolling. For all these aspects, the Kosovar Youth Councils of each camp felt it was important to exchange experiences on problem analysis and resolution. To this end they held weekly meetings where progress of activities and inter-camp activities discussed.

**Has a formal evaluation been performed? Please elaborate.**

No

**What were the main constraints in meeting the project objectives?**

- The project was based in a transitory location with a fluctuating population.
- Issues of protection and security continually needed to be addressed due to the politically charged environment.
- There was a lack of obvious entry points leaving only the option of starting directly with participation. (Retrospectively seen as an opportunity rather than a constraint.)

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- In circumstances where no entry point is immediately perceptible, the risk for error is greater; trying is the only way to get a project started.
- Finding a reliable partner to develop and implement the project is one of the first steps. It is necessary to find a partner who could work and efficiently communicate with youth.
- Working with young people, especially in situation where they have been deprived of their roles, requires a strong physical presence, capacity for mobilisation and continuous encouragement, and the ability to provide supply or cash for start-up projects when it is needed.
- It is important to incorporate the newly established youth structures into the community setting, to create both a supportive environment for the young people and opportunities for youth participation in projects or decision making.
- In crisis situations, more than any others, youth participation is more likely to be manipulated. It is therefore important to set protection principles at the start of the project, so that participation can be non-political and can be developed according to the needs of young people to express their common identity.
- This also implies the need for judgement and flexibility to cancel or redirect interventions if needed, as was once considered in one of the camps due to strong UCK presence and recruitment activities.
- By the same token, peace being considered as a highly political and risky issue (e.g. peace advocates could be seen as playing the games of the Serbs, and therefore



considered as traitors to their motherland), peace advocacy by youth should be excluded from the field of participation.

- The peer approach was an important aspect of success in the project.
- If this project were to be started over again, the only difference would be to initiate the project much earlier than it had been.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

Paper on Reconstructing Kosovo with the Youths describing in detail strategy and implementation process.

**Youth Perspectives:**

*"The youth have found a new life, they are now very active everywhere."*

-Rajeb

*"We have been completely shocked and traumatised. Now we are living better, trying to engage in sport. Before the Youth Council I was bored. Now everything has changed"*

- Arberie

*"Now with the Youth Council we can all contribute to help each other. We have a say in how the camp is run and are getting more space."*

- Valdetta

*"When the war stops we can continue with our lives and democratisation"*

- Sabat

*"All day long the youth were lazing around, now we have something to do in the camp - a role. One day water flooded the camp and we organised teams to bail out the tents. As soon as possible we want to go to Kosovo - and use the skills we have learnt here - to help Kosovo with our brains."*

- Sareho Zvad and Tzet

**Source of Information:**

Bertrand Bainvel

UNICEF Jerusalem

P.O. Box 25141

Shu'fat Jerusalem

Tel: (972 2) 5830.013

Fax: (972 2) 5830.806



---

## Safe Spaces Pilot for Meeting Sexual and Social Health Needs of Young People in Crisis, Malawi

---

### **Project Name and Location:**

Safe Spaces Pilot for Meeting Sexual and Social Health Needs of Young People in Crisis. Four communities in Malawi involved: Ndirande, Zingwangwa, Bangwe, and Chileka.

### **Background/Rationale for Project:**

In Malawi, 64% of the population of 11 million people is under the age of 24. The country has a national HIV prevalence rate of 6.4% and the rate for adults (15 to 49 years old) is estimated to be 13.2%. AIDS is now the leading cause of death among young people. The National AIDS Control Programme (NACP) estimates that over 620,000 people are already infected with HIV. One quarter of the reported AIDS cases in Malawi is in the 15 to 24 year age group (which means that HIV infection took place during the preceding ten years). In Malawi, all young people are vulnerable to HIV/AIDS, but some groups are more vulnerable than others. These include young people in extreme poverty, young girls, young people who are heads of households or single parents, young people on the street, young people involved in violence/crime and/or substance abuse, and young people who are sexually exploited. The number of female AIDS cases in the 15 to 24 age group is six times higher than the number of male cases in the same age group.

### **Project Description:**

**Time Frame:** January 1998 –June 1999

**Implementor:** UNICEF- Malawi

**Lead Partner:** Youth Arm Youth Organisation - a Youth NGO

**Partner(s)/alliances:** National Youth Council, City of Blantyre, Department of Youth and other Youth NGOs.

**Funding Source(s) and Overall Budget:** US \$ 30,000.00

### **Objectives:**

- To work with young people, the District Youth Technical Subcommittee, the National Youth Council and the UN Theme Group on Youth, and to develop low-cost, sustainable and replicable programming approaches to meet the health and development rights of young people in crisis.
- To enable young people to set up and run their own "Safe Spaces" - low cost multi-purpose youth centres which will provide the information, skills and services needed by young people in crisis to meet their needs and rights.
- To document the process as a step-by-step model project, which will be replicated in Malawi, peer reviewed by the Inter-Regional Programming Group on Young People in Crisis, and disseminated through the Programme Knowledge Network (PKN).



---

### **Beneficiaries/participants:**

Young people aged between 10 and 24 in 4 communities. The communities have a catchment population of young people ranging from 2000-10,000 each. The programme is open to both boys and girls.

### **Description of Activities:**

- A focus group research study (FGD) on the sexual and social health of young people was conducted in partnership with a youth NGO in 1997. It included such issues as substance abuse, levels of sexual exploitation/abuse, their perceptions of services, preferred access points, services and activities to meet their rights/needs.
- Two girls and two boys from a youth NGO, the Youth Arm Youth Organisation (YAO), were selected to play the role of youth animators in order to overcome the gap between the communities and the service providers. A local consultant trained them in peer education and peer animation skills through participatory facilitation techniques for three days.
- A work plan was developed by the youth animators, with sequential steps outlined for mobilising the communities for awareness meetings on the Safe Space initiative.
- Four community meetings have been conducted by the youth animators in the four locations for the centres, to brief the communities on the results of the FGD, and to obtain their input on the operationalization of "Safe Spaces" project.
- Safe Space centres/clubs have been established.
- Mapping of service providers as needed by the Safe Spaces project is done by young people within their own communities in order to identify existing services which they can use within their location.
- Young people use the mapping exercise to assess the quality of services being offered to young people.
- Management training has been provided by AYISE, a Bangwe youth group, to its executive committee, comprising 8 youths.
- Several skills - paper making and recycling, carpentry, welding, art and painting, poultry management skills - were imparted to 100 young people in the four centres. The young people themselves identified the skills they required and have used the acquired skills in their communities.
- 30 young people participated in training for peer education, bookkeeping and proposal writing.

### **How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- The project was managed by youth NGOs and were run by young people
- The FGD, which acted as a need assessment for the project, involved young boys and girls from the selected communities as moderators, and note-takers
- Young people have been incorporated into decision making committees and have been instrumental in mobilising communities to access the Safe Spaces centres' activities
- The Safe Spaces centres are managed by young people



- 
- Youth have been involved in collecting data, mapping of available services for youth, community mobilisation, peer education and outreach activities.
  - Youth animators co-operate with the community (youth, parents, community leaders, NGOs) in providing information on potential influential community figures, potential buildings for the centre, most convenient place for public meeting, mapping local resources, facilities and services, and have undertaken informal surveys. The YAO youth animators are provided with transport and lunch allowances whenever they supervise community activities
  - Youth animators work in pairs comprised of one girl and one boy and each pair is responsible for two centres. Each pair of animators supervise and document activities of the group/centre with a minimum of two visits per centre
  - A committee of young people manages the centres.

#### **How has their involvement affected the project?**

The involvement of young people in the project has helped ensure ownership of the projects. More young people feel that it is their project and that it is trying to meet needs as identified by them. The young people have driven the project's activities.

#### **How has their involvement affected them personally?**

The young people have acquired/developed leadership, management and practical skills through various activities in the programme. They have also strengthened their decision-making skills. Many young people have acquired vocation skills. Peer education training has given the young people information on HIV/AIDS, reproductive health and life skills.

#### **What have been the achievements of this project to date?**

- The focus group research study was conducted among 620 young people between the ages of 13 and 22 in one district, Blantyre, the largest urban centre in the country. The study obtained information on the sexual and social health of young people, including such issues as substance abuse, levels of sexual exploitation/abuse, their perceptions of services, preferred access points, as well as services and activities to meet their rights and needs
- The community meetings have been attended by an estimated 7,000 people with more than half of this number being young people between the ages of 10 and 25. The meetings involved local community leaders, civic leaders, Government officials, religious leaders, parents and youth.
- Mapping exercises have brought out what is required to make services youth friendly. Youth Centres and health centres, run by Government and NGOs working with youth, have been identified as places that can compliment Safe Spaces initiatives
- The City Council has been supportive under "Child friendly Cities" initiative and is currently conducting a community needs assessment for the youth centre. The exercise involves establishment of a community committee comprised of the Member of Parliament, the Community development Committee and members from the Bangwe Youth Group



---

### **Has a formal evaluation been performed?**

Formal evaluation of the project has not yet been done. Activities of the project are still continuing with resources from Youth Participation Project. However, there has been regular monitoring by all stakeholders. The project activities have been documented in the form of video, still photos and narrative reports.

During the MTR process for Malawi, components of the Safe Spaces project was reviewed. Young people found the activities useful and relevant. They cited the youth centres as providing them with an opportunity to exchange information, seek advice on various issues affecting them. Recreation facilities were said to be popular among the youth people.

### **What were the main constraints in meeting the project objectives?**

- Urban planning for most medium- and high density areas have overlooked the importance of providing spaces which young people could use for recreation or access to youth friendly health services. The high demand for "spaces" which the project has created may not be met due to high cost
- Some young people had false expectations i.e. incorporation of activities that could not be accommodated by the project, e.g. small scale business loans

### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Need for increased advocacy for private sector involvement in the provision of support in relation to acquisition or renting of buildings.
- There is a need to undertake a mini- assessment to determine needs of the centres in order to attract more young people, particularly girls.

### **What programme support tools/resources were developed that can be used/adapted by other country offices?**

- Methodology and the initial KAPB survey that was undertaken by the young people including the report
- Video footage (raw) of the process of programme implementation.
- Training packages that were used for Peer Education, Life skills and management training
- Monitoring tools
- Manual for Youth Technical Subcommittees (YTSC) These are District co-ordinating machineries for youth activities. They comprise ten members, two of whom are young people. The manual contains guidelines.

### **Youth Perspective: An interesting quote from an adolescent involved in the project.**

“I never knew how my body works”

- *Female participant during a peer education training.*

“My decision-making skills have really improved”

- *Kwatha Chitanda, one of the youth animators during training of trainers.*



---

*“I am now able to make chairs and benches because of the carpentry training from Zingwangwa Youth Centre”*

**Source of Information:**

Patrick Chakholoma

UNICEF Malawi

P.O. Box 30375, Lilongwe 3, Malawi

Tel: (265) 770.788, Fax: (265) 773.162



---

## Special Protection Project, Mali

---

### **Project Name and Location:**

Special Protection Project, in the cities of Bamako and Mopti, in Mali

### **Background/Rationale for Project:**

Urbanisation has increased rapidly and uncontrolled in the cities of Bamako and Mopti. Many new and unplanned neighbourhoods have sprung up in the outlying areas of both cities. These neighbourhoods have a lower than average school enrolment rate (approximately 15%, with an even lower rate for girls), extremely low female literacy, an inordinately high proportion of female-headed households (up to 70% in the case of Mopti), very low household incomes, and extremely unsanitary living conditions (due to difficulties in waste disposal, non-existence of latrines, and no/little access to potable water). The communities have poor access to basic social services (health, education, water and sanitation), a high number of street children and beggar children, high rates of drug and substance abuse, youth unemployment and vagrancy.

### **Project Description:**

**Time Frame:** Programme cycles: 1993-1997 and 1998-2002

**Executing Agency:** Ministry of Health, Elderly and Solidarity

**Lead Partner:** Regional Directorates for Social Affairs in Bamako and Mopti

**Partner(s)/alliances:** DRHE, DRE, literacy associations such as the *Association des Femmes Éducatrices du Mali* (AFEM; the Association of Women Educators), *ENDA Tiers Monde*, the *Fondation pour l'Enfance* and other community youth associations in peri-urban neighbourhoods.

### **Funding Source(s) and Overall Budget:**

1993-1997 country programme:

Overall budget: \$ 600,000

Funding sources: UNICEF National Committees in Canada and the United Kingdom

1998-2002 programme:

Over-all budget: \$1,700,000.

Funding sources: General Resources and Supplementary Funds (UNICEF Canada National Committee)

### **Objectives:**

- To contribute to the protection and improvement of living conditions of low-income women and children living in particularly difficult circumstances in the peri-urban areas of Bamako and Mopti
- To provide 100% access to basic services (health, education, water and sanitation) for disadvantaged women and children living in the peri-urban areas of Bamako and Mopti
- To strengthen the skills and capacities of 5,000 children and young women in the peri-urban areas of Bamako and Mopti in meeting their basic needs (social re-insertion)



---

**Beneficiaries/participants (number, age group and gender):**

- Boys and girls 7-18 years : in youth centres and community schools
- Young adults 18 – 30 years, boys, youth workers
- Girls 15-18 years, women 18-45 years: literacy and credit
- Access to potable water for the general community

**Description of Activities:**

- Access to, and improved use of basic services: support to local health centres, water provision, outfitting schools, training for community outreach workers in promoting use of basic services
- Strengthening interventions targeting children in especially difficult circumstances: the opening of a drop-in centre and local assistance centres for street kids, training for workers at these centres, support to children with disabilities, support and training (apprenticeships) for street kids, IEC campaigning to raise awareness on the circumstances of street kids.
- Literacy activities for women and girls in literacy centres (groups of 25 women and girls per centre): including IEC campaigning on reproductive health, women and children's rights and small credit programmes.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Young adult members of Community Youth Associations operate as facilitators in the youth centres and are involved in the situation analysis and planning, implementation and monitoring and evaluation.
- Children in the youth centres participate in the organisation of different activities (cultural activities, sports and games, and plays on themes relating to provisions of the Convention for the Rights of the Child - they selected themes on the right to education, to participation, and to protection against exploitation).

**What influence has their involvement had on the project?**

- The community has increased its consciousness of the needs of children.
- Children are more involved in the socio-cultural life of their neighbourhoods.

**How have the adolescent girls and boys involved in the project been affected personally?**

- Increased self-confidence and an enriched social and cultural life.
- Better understanding of health issues (vaccination, reproductive health) and children's rights.
- Improved access to education.

**What have been the achievements of this project to date?**

- More than 200 children have been enrolled in community schools
- 6 Water pumps and wells have been installed in 4 peri-urban neighbourhoods covering more than 150,000 inhabitants



- More than 5,000 women and girls were taught to read and write in 200 literacy community centres
- More than 42 women's associations now have access to credit
- 500 women have been integrated in post-literacy activities: IEC on health issues, hygiene, reproductive health, etc
- 180 community outreach workers have been trained (themes included oral rehydration therapy (ORT), vaccination, and education)
- 25 youth workers have been trained.
- 5 youth centres are operational
- 120 youths have been provided apprenticeship training.
- More than 5000 street children have access to youth community centres.
- More than 250 children with disabilities have been supported/monitored.

**Has a formal evaluation been performed? Please elaborate.**

- A study of literacy activities was undertaken through the Urban Development project (1993-1997): the study evaluated the impact on target groups of the literacy component of the project. The study recommended:
  - ◆ training and retraining the trainees; developing strategies to maintain motivation and introduce follow-up post-literacy activities;
  - ◆ increasing monitoring and evaluation;
  - ◆ expanding the project's strategy to include greater awareness-raising for women, as they play a critical role in the communities;
  - ◆ finding ways of motivating target groups; and
  - ◆ introducing rewards to motivate women in the literacy centres.
- Specific evaluations have been done on the credit schemes in Bamako and Mopti. A quantitative evaluation was undertaken which provided specific recommendations concerning strategies. Overall, the credit programme received a very positive rating. Reimbursement of loans is very high.

**What were the main constraints in meeting the project objectives?**

- Weak social ties/lack of solidarity among people in the neighbourhoods makes community-based initiatives difficult
- Lack of/weak co-ordination of interventions by various actors
- Low level of ownership of activities by local communities
- Insufficient quantitative information on target groups (number and problems of street kids, high incidence of STDs/AIDS, gender issues, etc.)
- Lack of technical and financial resources in the community

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- The intersectoral approach should be maintained.
- *Child-friendly* youth centres (drop-in centres) should be maintained because they provide easy access in the community, have flexible hours and structure, provide outreach on the streets, etc.



- More and detailed information regarding target groups (particularly regarding disadvantaged groups and gender) must be obtained.
- A system must be developed for maintaining professional training for community workers.
- Greater involvement of women, particularly the disadvantaged, in the management of local health centres.
  - Greater involvement of children, parents and the community in the management of youth centres.
  - Need to encourage a community network for community based structures in and among the different neighbourhoods.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

- Baro Nafama ("Helpful Conversations"): a series of illustrated booklets (approx. 20 pages) on themes such as AIDS, female genital mutilation, ORT - used in literacy and post-literacy activities
- Resource organisation: *Enda Tiers Monde*
- Framework for Community Youth Centre underlining their role and strategies.
- Documentary (video and brochure) on the community approach experience is being prepared.

**Youth Perspective:**

*"Since I have been participating in my drop-in centre in my neighbourhood, I can speak more for myself and understand more things about children's rights. Through theatrical activities, I am helping other children to know their rights and to express their ideas. When we present our plays in our neighbourhood, the children are very pleased to see that we are talking about their reality. My father is in favour of my involvement in the centre because for him if I have leisure I will be a better student in school."*

- Fifteen year old girl.

**Source of Information:**

Joanne Doucet  
Project Officer, Protection  
UNICEF- Mali  
Boite Postale 96  
Bamako  
République de Mali  
TEL: (223) 20.44.01  
FAX: (223) 20.41.24



---

## The Mekong Region STD/HIV/AIDS Project in Cambodia, China, Lao PDR, Myanmar, Thailand and Viet Nam

---

### Project Name and Location:

The Mekong region STD/HIV/AIDS project:

- **Thailand:** Nation-wide, focus in the north and northeast of Thailand
- **China:** Yunnan
- **Viet Nam:** Six districts in five provinces; Khanh Hoa in the centre, An Giang and Kien Giang in the south, and Quang Ninh and Lang Son in the north
- **Myanmar:** States and divisions bordering Lao PDR, Thailand, and China
- **Cambodia:** Nation-wide
- **Lao PDR:** Vientiane prefecture and 5 Provinces, in the North, South and Centre of Lao.

### Background/Rationale for Project:

In the Mekong region, the incidence of STD/HIV/AIDS is growing rapidly as economic development and transportation links increase mobility within and between countries and previously isolated rural people and ethnic minorities become vulnerable to exploitation. All six countries urgently need to expand community level efforts in the areas of prevention, reproductive health education, and care for people with and affected by HIV and AIDS. Government officials also need to overcome the social and cultural barriers at every level of society, which prevent frank discussions about sexuality and sexually transmitted diseases. For women, children and youth who suffer multiple disadvantages, tactical skills need to be taught. These include skills to deal effectively with peer pressure, skills to negotiate within sexual activity, and skills to refuse demands from people who take unfair advantage because of age, gender, and social status.

Since the first AIDS case was detected in **Thailand** 1984, the epidemic has spread rapidly and currently more than 900,000 people are infected. In **China** there is no evidence of epidemic HIV transmission anywhere except in one province, but HIV cases are being diagnosed all over the country and STDs are spreading rapidly which is a precondition for the spread of HIV. Although reported cases of HIV infection in **Viet Nam** are few, the World Health Organization (WHO) estimates that the epidemic will expand dramatically unless preventive measures are taken quickly. HIV/AIDS has recently emerged as a major public health problem in **Myanmar** and the number of HIV-infected persons is increasing rapidly. Widespread poverty and years of armed conflict have created conditions in **Cambodia** that are very favourable for HIV transmission. In **Lao PDR** the identified HIV infections are low but cases of STDs are rapidly increasing and recent studies of sexual behaviour strongly suggest an imminent HIV epidemic unless immediate action is taken.

### Project Description:

**Time frame:** A three-year project, started in mid-1996

**Implementor:** UNICEF



**Lead Partners:** National governments, NGOs, Mass Organisations and Community Based Organisations (APICT)

**Partner(s)/alliances:** UNICEF has implemented the Mekong Project in the context of UNAIDS as one of the original six co-sponsoring agencies of UNAIDS. UNICEF has worked closely with the UNAIDS secretariat in Geneva and the UNAIDS Asia-Pacific Inter-country Team.

- **Thailand:** Communicable Disease Control Office, the Provincial Health Office, Provincial social Welfare Office, Ministry of Education, and NGOs such as the Phitsanulok AIDS Foundation, Thai Red Cross and CBOs
- **China:** All China Women's Federation, provincial, prefecture and county HIV/AIDS leading groups, and INGOs
- **Viet Nam:** Various Ministries from the Government: Department of Health and Physical Education of the Ministry of Education and Training for in-school programmes, International NGOs and mass and community organizations such as the Vietnamese Red Cross
- **Myanmar:** Three NGOs and the Ministry of Health
- **Cambodia:** National Aids Programme, the Ministry of Health, the Ministry of Education, Youth and Sports, the Ministry of Social Affairs, Labour and Veterans Affairs and the Secretary of State for Women's Affairs and other relevant ministries and departments, local and international NGOs: Save the Children; the Cambodian Women's Development Organization; and Health Unlimited
- **Lao PDR:** UNAIDS country programme advisor, government agencies, National Committee for the Control of Aids (NCCA), mass organizations such as the Lao Women's Union, Lao Youth Union, the Red Cross, and the central, provincial, and district agencies concerned with education and health.

**Funding Source(s) and Overall Budget:**

The Netherlands government and the Netherlands National Committee for UNICEF to promote sharing of resources and strategies among the six Mekong countries. US\$ 6.1 million (Df. 10 million) for funding period 1996-1999

**Objectives:**

- To reduce the rates of transmission of HIV/AIDS in Mekong countries by focusing on vulnerable groups (women of reproductive age, children and young people, with an emphasis on overlapping populations of rural, ethnic and poor people). Of these, children and young people, women, migrant workers, and commercial sex workers will receive special attention
- To assess and counteract the likely consequences of HIV/AIDS on the health education and wellbeing of the most vulnerable groups in the region
- To build the capacity of government agencies, NGOs, mass organisations, local communities and UNICEF country offices to design, test, implement, monitor and evaluate activities which reduce HIV/AIDS transmission and increase community acceptance and care for women, children and families affected by the illness
- To seek more vigorous promotion of the Convention on the Rights of the child, particularly as it relates to the right to health, and the protection of children and youth from exploitation by prostitution



---

### **Beneficiaries/participants:**

- **Thailand:** the poorest 20 per cent of the population; children, young people, women and hill tribe populations
- **China:** Children and young people in and out of school
- **Viet Nam:** Youth between 10 and 18
- **Myanmar:** 10.4 million people involved. 2 million young people and 2.6 million women of reproductive age
- **Cambodia:** students in primary, secondary, and vocational schools; out-of-school young people; women of reproductive age, and women and children directly affected by HIV/AIDS
- **Lao PDR:** Populations currently and potentially engaged in high-risk activities

### **Description of Activities:**

The activities listed below are a selection of Country Programme Activities relating to Young People, not the totality of activities undertaken by Country Programmes.

#### **Thailand:**

- Catalytic work in formal education to create "Child Friendly Schools". These schools focus on teaching life skills education and other school subjects in a participatory and engaging way.
- Support for Projects like Sangha Metta, which trains monks and novices to be change agents in the communities they serve. Monks conduct retreats for young people to address topics such as HIV/AIDS and drugs in a reflective environment.
- Support for projects that build the capacity of communities to support and care for families affected by HIV/AIDS. Many such families include young people orphaned by AIDS. Such children and young people are often left with few financial resources, limited care and attention from elderly relatives and the traumatic legacy of death and illness, and are therefore in need of special protection and are vulnerable to HIV infection in turn.
  - ◆ UNICEF EAPRO supports an NGO, AIDSNET, which is active in northern and north-eastern Thailand to produce a regular newsletter on AIDS and children (including adolescents). This newsletter contains the latest information from the field on Thai projects for those children and young people most affected by the epidemic.
  - ◆ "The Hope and Help" video and manuals showing Thai people with HIV talking about their lives, has been developed as a community education tool as well as a resource for people living with HIV/AIDS. It is used with school children and out-of-school young people to promote acceptance and understanding of people living with HIV/AIDS.
- HIV/AIDS Integrated into Multi-sectoral Development assists NGOs and CBOs working with the hill tribes to integrate HIV/AIDS activities into their long-standing development programmes. Health Project for Tribal People has developed popular 'soap opera style' videos in tribal languages on topics such as young women entering the sex industry.
- The Small Grant facility provides flexible funding (US\$ 90,000 in 1996) to support NGOs/CBOs which are undertaking community-based HIV/AIDS prevention and care



---

**China:**

- Educating youth about the disease; including Buddhist novices and students from Ethnic High School, teachers college, vocational college and university students,
- Use of mass media to educate the public
- Community level education

**Viet Nam:**

- In-school youth are being addressed through the development of life skills health curriculum for grades 1-12. 500 Teachers were trained in life skills. The introduction of life skills health curriculum for grade five and a civics curriculum for grade eight has been piloted in ten districts. The life skills approach is being used nationally in health education and applied in primary teacher training in sixty-one provinces.
- Provincial and district chapters of the Vietnamese Red Cross have trained teams of youth trainers (150 core trainers), who trained 7,500 young people in communes. A few young people with HIV were invited to attend commune level training. Many of the youth trained are now active in 'health clubs'.

**Myanmar:**

- Developed and introduced new school curriculum, SHAPE (School-based Healthy Living and HIV/AIDS Prevention Education) in primary, middle and high schools in 30 project townships (4,004 primary, middle and secondary schools).
- Members of Myanmar Red Cross Society (MRCS) and the Myanmar Maternal and Child Welfare Association (MMCWA) are trained as facilitators/trainers for peer education to carry out community education activities among women and youth through life skills training promoting healthy sexual behaviours and reproductive health. MRCS had conducted life skills training to youth in 47 townships by the end of 1998.
- A pilot project for social marketing of condoms is being implemented in 12 towns with the involvement of Population Services International, a social marketing agency.

**Cambodia:**

- Training in life skills for the School Health Department, Teacher Training Department, Literacy Programme of Non-Formal Education Department and NGOs working with Out-Of -School-Youth (Cambodian Red Cross, Save the Children UK, Centre for Hope)
- Introduction of HIV/AIDS curriculum and teaching methods into the teacher upgrading project and the national primary and secondary school curriculum
- IEC materials for Youth with Risk behaviour, for example the videos "Snooker" and "A Quiet Place" and a radio serial aimed at youth, "Red Light, Green Light"

**Lao PDR:**

- HIV education for in-school youth
- HIV education for out -of-school youth, especially ethnic minorities

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Most of the projects involving youth use a peer education approach and have involved youth at the implementation stage. However, as more youth are trained as peer educators and acquire experience in implementation, they may be involved in planning as well. In



addition, many projects used a participatory analysis approach that involved youth from the outset. The following examples clarify some of the different ways and stages at which young people have been involved:

**Thailand:**

- School students have been involved in implementing initiatives like the "Teenage Modern Club" in Phitsanulok, which trains peer educators to develop media campaigns and empowers them to conduct outreach to peers.
- Young people affected by HIV, from the NGO projects and self-help groups for people with HIV in the North of Thailand, have participated in specially tailored camps and other activities to encourage sharing of experiences and to address their specific needs. Camp Leaders are generally young NGO staff members who build a "big brother/sister" relationship with young participants.
  - The Sangha Metta Project uses a participatory analysis approach in which the large numbers of novice monks at a temple (aged around 9 or 10 to 16 years of age, numbering from a handful up to a hundred, depending on the temple) are always included. They participate in situational analysis and designing solutions to assist in supporting PLWHA in their communities and in educating communities about HIV/AIDS. Novices, along with other (usually poor) village boys receive their education at the temple school. Young women ordained as Buddhist nuns are also involved in the Sangha Metta Project.
- **Myanmar:** Young people and women are trained as reproductive health and HIV/AIDS community educators to implement education programmes. As a result of this training, youth were able to discuss positive behaviours with family and friends. Most of the trained youth disseminated messages to friends not involved in training.
- **Cambodia:** Young people were closely involved in planning and producing the IEC material, through focus group discussions and testing. Youth are also involved in the Cambodian Red Cross implementation of a Youth Peer Education Programme, which UNICEF assisted by providing lifeskills training.
- **Vietnam:** Youth trainers are now active in 'health clubs'. Activities in health clubs vary; some organise sporting activities and then conduct HIV/AIDS awareness activities and condom demonstrations. One mobile group from Ninh Hoa Youth Union goes to communes to present an hour of slides on STDs, and games and condom demonstrations. (Constraints for such clubs are that in some locations HIV/Activities are linked with the "Social Evils" Campaigns that make it difficult to acknowledge risk behaviours without penalty and mitigate against condom promotion). In Lang Son, a group of young men with HIV have been trained as peer educators.
- **Lao:** Lao Youth Union built capacity in the training of young volunteers to work with young people in villages of ethnic minorities, generally out-of-school-youth, using "Friends tell Friends" methodology, which promotes dialogue, skills acquisition and problem-solving, (not just delivery of one-way messages).
- **China:** Youth have been involved in designing IEC materials, song, dance and story performances, blackboard notices, posters and magazines and in peer education.



### **What influence has their involvement had on the project?**

- Despite the difficulty of generalising over such a range of countries and projects, it is safe to say that, generally, peer education projects have seemed to be more successful when:
  - ◆ a range of young people are consulted and involved (not just the 'good citizen' kids);
  - ◆ they meet young people's social needs as well as educational ones; and
  - ◆ there is scope to discuss sexual activity and drug use in a non-judgemental way.
- IEC materials have been more effective when they incorporate local youth cultural and experience. Some specific examples of the way youth involvement has benefited projects are as follows:
  - ◆ **Cambodia:** Cambodian videos, "Snooker" and "A Quiet Place" are notable for their accurate depiction of youth slang, dress and attitudes, this would not have been possible without the participation of young people in planning, testing and providing feedback on the videos.
  - ◆ **Thailand:**
    - Teenage Modern Club and many other similar clubs, have become a focus in the participating schools for both social and educational activities of the teenagers involved, giving them both communication skills and a supportive social setting which militates against risky behaviour.
    - Young People affected by AIDS: Through young people's sharing of their experiences and participation in camps, NGOs have learnt much more about the needs of young people affected or orphaned by AIDS. Increasingly, these young people are writing, drawing and speaking of their experiences.

### **How have the adolescent girls and boys involved in the project been affected personally?**

#### **Thailand:**

Camps for Young People affected by HIV/AIDS have formed a new friendship network for affected young people. Many of them have spoken of their participation in the camps with enthusiasm, and some have been described as changing from anti-social to social behaviour during the period of the camp.

#### **Vietnam:**

Young men who were HIV positive and received some training, wished to have more training to become peer educators.

#### **Lao:**

Young people have said they feel able to acknowledge and speak publicly about young people engaging in risk behaviour, which was not the case before. They have said that they now understood that they have options with regard to sexual behaviour, one of which is condoms.

#### **China:**

Young people in schools have information on HIV but some are still shy about discussing this with friends.

#### **Myanmar:**

Young people who received life skills training believe that they had become more thoughtful, careful and considerate and had reduced their risk behaviours. In one town



participants stated that visits to commercial sex workers dropped by 50% after training. For some, training was an entry point for further volunteer activity. One young man joined the Red Cross after doing the training.

#### **What have been the achievements of this project to date?**

- Young people have been provided with life skills training and HIV/AIDS through schools and programmes for out-of-school young people throughout the region.
- In **Cambodia**, IEC materials for young people have been very popular and effective with the target group.
- In **Lao**, hilltribe youth have been reached through training and Lao Radio.
- UNICEF has supported projects promoting community acceptance and support of families with HIV/AIDS affected members. These projects directly benefit young people and children whose parents and relatives have HIV/AIDS, through educational scholarships for them and income generation schemes for their carers, as well as through reduction in stigmatisation by communities. The Sangha Metta Buddhist monks and nuns project, 'Hope and Help' video kit and 'Women Against AIDS' project working with children affected by AIDS, in **Thailand**, are examples of projects supported by UNICEF, the lessons from which are being disseminated through the region.
- A 1999 review of the project concluded that the sub-regional approach of the project has been instrumental in strengthening the response to HIV/AIDS/STD prevention and care needs at both country and inter-country levels. The project has helped to build high-level political commitment, contributed to improving service delivery, was able to reach vulnerable groups such as migrant workers and ethnic minorities, and responded to the local situations and needs.

#### **Has a formal evaluation been performed?**

- The Review of the Mekong Subregion STD/HIV/AIDS Project, March 1999
- Participatory Evaluation of Lifeskills and HIV/AIDS Training for Youth and Women, Myanmar Red Cross Society, Myanmar Maternal and Child Welfare Association, UNICEF, June 1998

#### **What were the main constraints in meeting the project objectives?**

- In many countries there is a level of concern by government that acknowledging sexual activity among youth will encourage immorality and promiscuity. In **Vietnam**, the Government has run campaigns condemning "Social Evils", including immorality and promiscuity and drug use etc. This is also a concern for Governments in **China, Lao, and Myanmar**.
- In **Thailand**, conversely, young people's sexual practice is may now be discussed openly. However, the Government is currently pursuing an zero tolerance abstinence policy in regard to drug use, which creates a level of denial about young people who use drugs.



---

### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Following the 1999 review, a regional HIV/AIDS strategy was formulated in collaboration with key partners. The strategy focuses on behavioural change and development, reproductive health, care and support for people living with HIV/AIDS and capacity building. Based on the strategy, phase two of the Mekong HIV/AIDS partnership was formulated for which funding is being negotiated.
- The nexus between education for young people on HIV/AIDS, safe sexual behaviour, safe drug use and "Social Evils" campaigns requires careful attention.
- The location of HIV/AIDS in the context of reproductive health may allow for a more practical approach.
- The next phase of the Mekong project will continue to promote training in life skills for young people, on as wide a scale as possible, but also the integration of HIV/AIDS in Reproductive Health and Sexually Transmitted Infections, and making such services appealing and accessible to youth.
- Care and support for children and young people affected by AIDS will be a greater priority for the future, as **Thailand** is now estimating that numbers of orphans will increase to 225,000 by the year 2005. Other countries may see similar trends emerging. The social and emotional problems for children orphaned by AIDS could emerge as major problems for them in adolescence, (when the generation gap between them and their elderly carers may be most apparent and when they may not be able to continue studies due to fall in family income). These problems may make this group of adolescents more prone to risk-taking, more vulnerable to HIV and could pose a social problem for their communities, unless the needs of this 'army of orphans' are anticipated and met.

### **What programme support tools/resources were developed that can be used/adapted by other country offices?**

- Many of the life skills training materials, curricula and IEC materials can be exchanged and adapted for use in other countries.
- The Sangha Metta Buddhist monks and nuns project, 'Hope and Help' video kit and 'Women Against AIDS' project working with children affected by AIDS, in **Thailand** are examples of projects supported by UNICEF, the lessons from which are being disseminated through the region.
- Sangha Metta has visited and trained monks in Yunnan, in **Lao**, in **Cambodia** and **Myanmar**. Further networking and training is envisaged for the region. "Sangha Metta" has an impact on entire communities, but retreats and workshops run for young people are an important part of their work. In addition, "Sangha Metta" involves the many adolescents who have been ordained as novices within temples in situation analysis, and support for PLWHA.
- "Hope and Help" videos have now been produced in **Thailand**, **Lao** and **Vietnam**. One is in production in **China**. All show people with HIV, of different ages, talking about life with HIV. Accompanying manuals have been produced in Thai and English and are being prepared for **Lao**, **Vietnam** and **China**. The manuals contain games and activities suitable for youth groups and school students.



---

### **Youth Perspective:**

*"We can help our friends by talking about preventative measures and proper use of condoms"*<sup>1</sup>

*"Talking about sex is widely accepted by the younger generation but most of the parents do not like it. They think it can promote promiscuous behaviour among us."*<sup>2</sup>

- Trained Youth, Myanmar

*"I've drawn a picture about the conservation of nature. The trees are in the forest at the foothills behind my house. I don't know what kind of trees they are but all their leaves are yellow. I like to look at them. I'm not sure if it is because when I noticed the trees they were dying or whether they were just changing their leaves. I wonder why the tree leaves become yellow when they are going to die? It is the same colour as the yellow rose which people with AIDS use as their symbol. I haven't got an answer to the question of why they are yellow. I live with my mum, stepfather and younger brother. My dad died a long time from a gas explosion in the factory where he worked. My mum got infected with AIDS from my dad. She got married again and my stepfather doesn't mind about her illness. He hasn't got AIDS. Mum teaches me not to be bad. I went to see the movie "Bad Kids" (Dek Sephle). It was good fun and tells you not to do like they do in the movie."*

- 'Korn' 12 years, boy, participant in 'Children's Picture Project', Northern Thailand<sup>3</sup>

*"AIDS is an evil demon killing great numbers of people; both those who go to prostitutes and drug addicts. It's like they're immersed in darkness being blown along by a terrible storm attempting to spin them into the vortex of death. AIDS is the hand of a demon dragging people off to hell. Everyone is being harmed by this demon without even realising what is happening. I don't want AIDS. My father and little brother died of AIDS. Now I live with my mum and grandfather. My mother's health is good. She sells dok mai jan funeral offerings. ... Up to now our neighbours have been understanding. When I go to school, I don't face any problems. I intend to do well at school. I'd like to be a doctor."*

- "Rin" 13, boy, participant in 'Children's Picture Project', Northern Thailand

### **Source of Information:**

Robert Benoun, HIV/AIDS Officer

Prue Borthwick

Assistant Project Officer, HIV/AIDS, UNICEF

Office of the Regional Director for East Asia and Pacific

P.O. Box 2-154, Bangkok 10200, Thailand

Tel: (66 2) 280.5931, Fax: (66 2) 280.3563

---

<sup>1</sup> Participatory Evaluation of Lifeskills and HIV/AIDS Training for Youth and Women, Myanmar Red Cross Society, Myanmar Maternal and Child Welfare Association, UNICEF, June 1998

<sup>2</sup> Ibid

<sup>3</sup> Dream Diary, AIDSNet 1999



---

## Youth Health and Development Programme, Namibia

---

### **Project Name and Location:**

Youth Health and Development Programme (YHDP), a national programme in Namibia. The Life Skills Education project was piloted in two regions in 1996. In 1997-98 it was expanded to all of Namibia's regions

### **Background/Rationale for Project:**

Many of the issues facing young people in Namibia today are a direct result of cultural practices, which prohibit them from asserting rights guaranteed under the Namibian constitution and the Convention of the Rights of the Child (CRC). Research data indicate that HIV/AIDS is now the leading cause of death in Namibia and the World Health Organisation (WHO) estimates that there may be over 150,000 Namibians living with HIV/AIDS. The epidemic is escalating at an alarming rate - currently the Ministry of Health and Social Services (MOHSS) estimates 40 new infections per day with as many as 14 occurring among children. Projections indicate that the number of people with HIV could rise to over 400,000 by the year 2000 (out of a population of approximately 1.7 million). There are very high rates of sexual intercourse among adolescents, further complicated by very low contraceptive rates. Although the country has good mass media infrastructure, there is still a low level of knowledge about HIV transmission and other risk factors among young people. Poverty, especially in the north, is wide spread and feeds the 'sugar daddy' phenomenon. There are poor communication skills among educators (and other professionals) interacting with adolescents, lack of adolescent-friendly health facilities and limited recognition of the special risks faced by girls. Health strategies for in- and out-of-school youth have been limited in scale, often inappropriate and in many regions non-existent. There is social marketing of condoms in only three of fourteen regions.

### **Project Description:**

**Time Frame:** 1997-2001, life skills education started in 1996

**Implementors:** Young people, NGO partners, government staff at regional and sub-regional levels from Directorate of Youth Development, Ministry of Basic Education, Sports & Culture, Ministry of Health and Social Services, Ministry of Local and Regional Government, religious organizations, private sector.

**Funding Source(s) and Overall Budget:** Funding for the programme is provided by the Embassy of Sweden, German National Committee for UNICEF, Irish AID and UNICEF General Resources

**Lead Partner/ Partner(s)/alliances:** Ministry of Basic Education, Directorate of Youth Development and by Ministry of Health and Social Services, Ministry of Foreign Affairs, Information and Broadcasting, the National Youth Council, The Namibian National Students Association, the University of Namibia, Polytechnical Institute, University of Maryland and UNICEF Namibia



---

### **Objectives:**

#### **YPHD Goals:**

- Strengthen young peoples' reproductive health knowledge
- Strengthen interpersonal communication, negotiation, and critical thinking skill for risk reduction behaviour
- Create a supportive environment for young people's risk reduction choices
- Reach young people in- and out-of-school with life skills training

#### **Programme Objectives:**

- To significantly reduce the number of young people engaging in high-risk behaviour, particularly behaviours which lead to HIV, STDs, teenage pregnancies, and alcohol and drug abuse
- To reach 80% of young people between the ages of 15 and 18 (approximately 110,000) over five years with life skills training and supportive interventions

### **Beneficiaries/participants:**

- Young people, aged 14-21 for life skills education through a participatory 10 session, 20 hour course called "My Future is My Choice" (MFMC).
- 7500 trained in 1997, 21,000 in 1998, 28,500 in 1999, and 36,000 in 2000.
- Close to 50% females.
- Close to 75% in-school.
- There are in 1999, there were 611 young people who were facilitating the life skills education courses, who are supervised by 48 young people. In 2000, there are 447 facilitators.
- 30 more young people are managing the implementation of life skills activities through 14 regional/sub-regional youth health & development programme coordinating committees.
- Each MFMC graduate prepares a peer education "action plan" to reach at least 10 friends and/or become a member of an AIDS/drama/role play/debating club.

### **Description of Activities:**

*Project One - Life Skills Education (For further information, please refer to the case description on "My Future is My Choice")*

- KAPB research done to support the development of life skills training materials - My Future is My Choice (MFMC) extra curricular life skills training materials for 15 to 18 years olds. Longitudinal study done on the impact of the intervention. MFMC training manual revised in 1998 and reviewed by the National Institute for Educational Development based on changes suggested by implementers and users. New monitoring and evaluation (M&E) and reporting system developed. New training of facilitators manual developed in early 1999, based on a 10 day training course; old facilitators refreshed and new facilitators trained on the revised manual in early 1999. Implementation of MFMC done in mixed groups of 15 and 16 year olds, and 17 and 18 year olds.
- 9 regional and 4 sub-regional multi-sectoral YHDP committees established in 1998 to manage project activities. Project funds decentralised to the committees in 1999. Each committee has a sub-committee to manage project funds and a sub-committee to



supervise M&E and training activities. Young people equal and often the most active members of the committees.

- New core team of Trainers established in 1999 to replace the regional level Master Trainers to improve training quality. Master Trainers now doing facilitator supervision and providing on-site facilitation training support for facilitators.
- Life skills training for young people (75% in school and 25% out of school) ongoing with just over 90,000 young people having undertaken MFMC by the end of 2000.
- Monitoring and evaluation system set-up, including pre- and post-test participant knowledge questionnaires, individual training session evaluation forms, randomly administered attitude questionnaires done at implementation sites twice a year, assessment of adolescent friendly health services by young people, data collection on activities of youth clubs.
- Study tour to review the operations of youth run NGOs and anti-AIDS clubs in Malawi undertaken by one person from the Ministry of Youth & Sports (MYS), a person from the National Youth Council and two youth representatives.
- Study tour undertaken by two people from the MOHSS to Zambia, to review the involvement of young people in the delivery of youth health services.
- 65,000 MFMC participant workbooks(introduced in 1999), 65,000 MFMC badges, 150,000 MFMC paper peak caps, 80,000 MFMC information booklets for parents, and 95,000 MFMC T-shirts produced and distributed.
- Analysis of polices and service delivery
- Improvement of service delivery (health, social services and recreational) plus the distribution of information to partners on "good" practices.

#### *Project Two - Information and Communication*

- A national HIV/AIDS Media Campaign multi-sectoral Task Force established to co-ordinate the "Take Control" campaign.
- Over 500,000 small media materials developed, including 16 posters, a young people's guide to safe sex booklet and a flyer for young people on alcohol and risk behaviour. 36 radio adverts and 34 TV advertisements currently in use. Two fifteen-minute documentaries on HIV positive young people completed and 3 more in production, including 12 TV spots.
- Joint UNAIDS and UNICEF initiative aimed at creating an enabling environment through increased acceptance and demand for condoms, combined with improved access to adolescent friendly health services, launched in the last quarter of 1999 and UNFPA provide 2.8 million male condoms to the youth sector in 2000.
- Youth for Youth activities linked to MFMC:
  - ◆ Support to youth AIDS Awareness Clubs
  - ◆ Support to community drama/role plays
  - ◆ Support to community projects
  - ◆ Development of peer education, peer animation and peer counselling training materials
  - ◆ Monitoring and evaluation - linked to activities



---

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Young people were involved in the development of the MFMC training materials in 1996 and in the revision of the training and M&E materials in 1998-1999.
- Young people, as volunteers, are members of the YHDP regional and sub-regional committees. They implement and supervise the MFMC training activities. They are also members of the Media Campaign Task Force.
- Young people ran a pilot radio programme, "Straight Talk", through Katatura Community radio. It is now replicated on the Ovambo Radio Service.
- Through the National Youth Council, young people are producing a bi-monthly "Open Talk" newspaper insert on young peoples sexual health.
- Young people, under each YHDP committee have undertaken AFS assessments of their local health units and negotiated access as peer educators to a number of units.

**What influence has their involvement had on the project?**

- Young people are providing the day to day management of the activities at regional and sub-regional levels. Their partnership in the implementation and monitoring of the activities has allowed the programme to go to scale.
- The 1999 Mid-Term Review had a working group of young people who recommended various ways in which they could be more active partners in the YHDP as well as volunteer to assist in UNICEF-Government of Namibia country programme of co-operation.
- There has been a shift in the perspective of service providers regarding the role of young people in the delivery of services. The involvement of young people is now viewed as part of the solution. Some ministries are still having some difficulty working with young people as partners in their programmes, but this is slowly changing.

**How has their involvement affected them personally?**

- The just under 700 young people who work as volunteers in the programme have been learning new skills. Many of these have used their experience to find paid employment.
- The over 90,000 young people who have completed MFMC have gained knowledge on sexual health and improved inter-personal communication skills. Around 30% have remained active as peer educators doing drama, role plays, debates, counselling and other activities through AIDS awareness clubs.

**What have been the achievements of this project to date?**

- 9 regional committees and 4 sub-regional committees have been established. Each committee has set up mechanisms for receiving and managing project funds.
- Each committee is responsible for the monitoring and evaluation of the YHDP activities with the data recorded and analysed prior to being sent to the national YHDP Steering Committee
- A pilot radio programme, "Straight Talk", was developed and is run by young people through Katatura Community radio and then expanded to the Ovambo Redio Service.



---

An "Open Talk" newspaper insert and "Youth Mind" magazine being produced by young people under the National Youth Council.

- Young people involved in the development of training materials and the implementation and monitoring of MFMC.
- The capacity of young people has been developed to act as full partners in the YHDP.

**Has a formal evaluation been performed? Please elaborate.**

In 1996 MFMC was developed and piloted in two regions. A longitudinal KAPB study was conducted following a control and intervention group of young people. The study demonstrated that young people who had undergone MFMC were delaying sex for a long period and those who were sexually active were using condoms. In 1999, knowledge and attitude data have been collected to be compared with the 1996 data. A longitudinal study to compare HIV prevalence and KAP among young people, who have undergone MFMC and those who have not, is under discussion for 2001.

**What were the main constraints in meeting the project objectives?**

- Limited funding for projects two (this situation improved in 1999 and funding for 2000 for both project one and two was secured from SIDA and the German Committee for UNICEF. Funding for 24,000 MFMC participants has been secured from SIDA for 2001.
- The programme planned to have an extra-curricular life skills intervention for young people 10 to 14 years old. The mid-term review recommended supporting implementation by teachers of the UNFPA population education materials in schools and to support peer education through AIDS awareness clubs. The MFMC training materials will be revised to be used with the 13 and 14 year age group. This will depend on the funding situation.
- Strong regional level commitment to MFMC activity receiving mixed support from some national level partners
- Uneven commitment by principals and teachers to MFMC activities
- Bottlenecks in the distribution of support materials for parents and young people
- Limited access to condoms and other youth friendly services

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Evaluation data have led to the restructuring of the life skills sessions, making them more participatory and interactive.
- The National Revision Workshop made some changes in the ordering of the sessions to make them more logical. More focus was placed on participation and the opportunity to practice new skills. Most of the "let's listen" activities were revised to "let's talk" activities. Some problematic activities were deleted from the sessions and additional background information for facilitators was added to the text.
- MFMC now has a final session on peer education and additional information for young people on how to do participatory research among their peers and in their communities on HIV/AIDS. There are also guidelines on how to set-up and run AIDS awareness clubs and on drama and role-play. These peer education activities should have been set-up at the beginning of the programme to motivate and mobilise



---

MFMC graduates to sustain peer education activities and ensure a multiplier effect from the MFMC activity.

- The small media and mass media materials and activities should have been in place at the start of the programme.
- Young people should have been more involved in the development, implementation, assessment and management of the programme from the start.
- Improved access to services (counselling, testing and condoms) should have been addresses at the start of the programme.

**What program support tools/resources were developed that can be used/adapted by other country offices?**

The MFMC facilitator training manual, the MFMC facilitator manual, the MFMC Participant Workbook, the MFMC Information for Parents Booklet, the M&E tools, the YHDP Committee Working Notes, the Project Financial Management Guidelines, the AIDS Awareness Activities for Club Working Notes.

**Youth Perspective:**

*"Besides learning about sex, we want to know how to make our relations work as well".*

- Ester R. 17 years old, MFMC graduate, Windhoek, 1998.

**Source of Information:**

Rick Olson  
Project Officer HIV/AIDS  
UNICEF Namibia  
P.O. Box 25531/1706  
Windhoek, Namibia  
Tel: 264-61-229220  
Fax: 264-61-224413



---

## **“My Future Is My Choice” Life Skills Programme, Namibia**

---

### **Project name and Location:**

Life Skills Education Project - “My Future Is My Choice” (MFMC), under the Youth Health and Development Programme. Joint Government of the Republic of Namibia and UNICEF Programme. National in scale.

### **Background/Rationale for Project:**

HIV is a very serious threat to young people in Namibia. Namibia has HIV prevalence rates among adults 15 to 49 years of age of just under 20%. This is a very serious problem for a country of only 1.7 million people. To counter this situation, MFMC was designed to reach young people, through young people, with sexual health information as well as strengthen young peoples' communication, negotiation and decision making skills so that they are able to make safe choices related to their sexual health and associated risk behaviours.

### **Project Description:**

Component of a five-year co-operation programme between the Government of Namibia and UNICEF, entitled the Youth Health and Development Programme (YHDP). For more information on the YHDP, please refer to the case description on it.

**Timeframe:** 1997 - 2001

**Initiator(s):** Government of Namibia and UNICEF

**Implementer(s):** Key line Ministries (i.e. Ministry of Basic Education, Sports & Culture, Directorate of Youth Development ), UNICEF, and multi-sectoral Regional YHDP Committees

**Funding Source(s) and Overall Budget:** Funding provided by the Government of Sweden, German National Committee for UNICEF, UNICEF NY, University of Maryland - School of Medicine, and the Irish Government.

**Partner(s)/alliances:** Directorate of Youth Development, Ministry of Health and Social Services, Ministry of Basic Education, Sports and Culture, National Youth Council, NGO's and religious organisations, such as the Catholic Church.

### **Objectives:**

- To provide young people who are not having sexual intercourse with the skills to delay sexual intercourse.
- To prevent young people from becoming infected with HIV.
- To provide young people with facts about sexual health, pregnancy, STDs, and HIV/AIDS
- To improve the decision-making skills of young people
- To improve the communication between boys and girls, between friends, between young people and their parents and their community.
- To provide young people with the information and skills required to face peer pressure around the use of non-prescription drugs and alcohol



- To provide young people with the skills they require to make well informed choices about their sexual behaviour.

### **Beneficiaries/participants:**

- 1997: 7,500 youth trained.
- 1998: 21,000 youth trained.
- 1999: 28,500 trained
- 2000: 36,000 (final data not yet in)
- 2001 funding available at this time for 32,000 participants
- Training facilitated by recent secondary school graduates to mixed groups of up to 22 participants – mostly between the ages of 15 – 18 with some aged 19 and 20 who want to be a part of the programme.
- Approximately equal numbers of males and females.

### **Description of Activities:**

Sessions are divided into different activities. They are:

- *Let's play:* Games to teach skills in a fun way or to make people relax
- *Let's do:* Activities to practice what they have learned and/or small group work
- *Let's talk:* Questions and discussion time. Discussing and asking questions is very important for young people as this helps them to think critically.
- *Closing circle:* A relaxing exercise and/or closing discussion on each question

### **How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Initially, in 1995 and 1996, research was done with 600 young people from the Omusati and Caprivi regions, which helped in the initiation of the programme.
- Young people were involved in the review and revision of the training material in 1998.
- In 1999, over 600 young people around the country were facilitating the life skills training. In 2000, the number is 447, as part of the quality control process, where less facilitators do more MFMC courses.
- Another 60 young people are involved in the supervision and monitoring of the implementation of the life skills programme. They also undertake attitude and knowledge surveys in the areas where the activity is implemented.
- Young people are members of the regional and sub-regional committees, which manage the YHDP.
- Each region also sends young people to the annual programme review and planning meetings.
- Starting in 1999, young people were involved in the assessment of their access to sexual and reproductive health services at their local facilities. Over 180 facilities were assessed. This process led to the formation, in 2000, of a national Working Group on Adolescent Friendly Health Service (AFHS), chaired by the Ministry of Health. This national working group has developed criteria for making facilities adolescent friendly, including certification guidelines. UNICEF, under the committee,



is developing with young people and stakeholders a peer counsellor training manual and will piloting peer counselling in one region in 2001, to operationalize the process for the AFHS committee to expand and replicate.

### **How has their involvement affected the project?**

Without young people acting as volunteers, the programme would not be running as well as it is. Under each of the regional and sub-regional committees, it is young people who provide the day to day management and supervision of the life skills programme. It is young people who implement the training, distribute the materials and condoms, make arrangements with the schools for the programme to operate, make arrangements with the clinic to improve access, provide follow-up to the graduates and their AIDS Awareness clubs, etc. Young people, as peer educators, have been very successful in being able to discuss sensitive sexual health issues. Young people have the interest and the energy. They only require their capacity as peer educators and project managers/implementers to be developed.

### **How has their involvement affected themselves?**

Changing sexual practices takes some time and collecting accurate data on sexual practices is not very easy. The longitudinal study conducted in 1996 indicated sustained risk reduction behaviours. From the new data collection tools, implemented since 1999, the majority of MFMC graduates (i.e. young people who have completed 20 hours of life skills training) have indicated in their “Action Plans” that they want to be peer educators and that they want to be active in HIV prevention in their communities. Just over 30% seem to sustain their peer education commitment. For young people who go through MFMC there is a positive change in attitude towards condom use and attitudes about sexual communication among peers and in relationships. Young people who are implementing and managing MFMC have learned new skills and have improved their existing skills in communication and activity management.

### **What have been the achievements of this project to date?**

- Over 90,000 young people have completed 20 hours of participatory peer facilitated life skills education
- Widespread distribution IEC materials to young people and to community members
- The decentralisation of the programme management to all 13 regions.
- Improved inter-sectoral collaboration and the active participation of the young people and private sector and NGOs in programme implementation.
- Improved access to adolescent friendly health services and condoms

### **Has a formal evaluation been performed?**

A 12-month longitudinal study was conducted in two regions comparing control and MFMC intervention groups. The 1999 programme introduced two evaluation tools, which are a pre and post-test for MFMC participants and a bi-annual attitude survey which is done at each intervention site (school and/or community). Twice a year a sampling of this data from the 13 regions is analysed by the National YHDP Steering Committee and feedback to the regions.



---

### **What were the main constraints in meeting the project objectives?**

- There is the ongoing struggle of obtaining adequate financial resources.
- The decentralisation and development of the capacity of partners to manage the activity is ongoing, with every region facing and addressing similar and specific constraints.
- The development of the training and support materials and the printing and distribution of the materials took much longer than anticipated.
- Sustaining the volunteers.
- Maintaining access to schools.
- Sustaining the Post MFMC peer education activities.

### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- MFMC has been shown to be effective in reducing risk behaviour. The involvement of young people in the implementation and monitoring of activity has been a key to the success of the programme. The programme should have involved young people in the initial design of the programme. This was done in 1998, but should have been done from the start. There should have been a system to sustain the involvement of young people who had completed MFMC in peer education and HIV awareness activities (drama, etc). This was added to the programme in 1999. There is a need to ensure that there are parallel activities in place to support improving access to services (ie. condoms) for young people. This was started in 1999.
- Another important lesson is to create an enabling environment for risk reduction behaviour change. This can be started by ensuring that parents, teachers, local leaders, opinion leaders and service providers are oriented on the activity and asked to support it in their communities.
- Teachers were identified at first to facilitate the life skills training. This was not very successful, but they are important allies and have been re-integrated into the activity in a supervisory role.
- It is important to get the right incentives for the volunteers. The activity started with a rather high, by local standards, fee being paid to trainers and facilitators. Many young people were motivated to volunteer based on the financial incentive. Better supervision has weeded out many of these volunteers. New activities and reporting requirements have also been developed as criteria for young people to receive the same amount of fee. This problem could have been avoided if the project, when it started, looked at the incentives being provided by other programmes.

### **What program support tools/resources were developed that can be used/adapted by other country offices?**

A MFMC Training Guideline, The MFMC Facilitator Manuals, The MFMC Participants' Workbook, the MFMC Parents' Information Booklet, Project Management Working Notes for the YHDP Committees, Managing Project Funds Guideline for YHDP Committees, and an HIV/AIDS Awareness Activities for Clubs - Working Notes manual.



---

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

*“A youth, for the youth, by the youth programme with the support of the community, government and all the partners.”*

- Paul Peters, Youth Coordinator

**Source of Information:**

Rick Olson, Project Officer - YHDP

UNICEF Namibia, P.O. Box 25531/1706

Windhoek, Namibia

Tel: 264-61-229220

Fax: 264-61-224413



---

## Water and Environmental Sanitation Programme, Nigeria

---

### **Project Name and Location:**

Water and Environmental Sanitation Programme in Adamawa, Bauchi, and Taraba States, Nigeria

### **Background/Rationale for Project:**

In Nigeria's Adamawa, Bauchi and Taraba states, inadequate access to safe and convenient means of excreta disposal and water supply is an important factor in low enrolment and attendance of school age children, in particular girls. Spot checks of the primary schools in the north east region showed that over 70% lacked access to safe sanitary excreta disposal and water supply facilities, very few schools had access to community open wells. At the few schools that had some facilities, these were found to be grossly inadequate and unsafe. In some schools only a pit latrine was being used by over 100 pupils – both boys and girls. As a result, the children used the open field for defecation. This situation, coupled with the cultural restraints that require privacy for girls are the reasons parents often give for withdrawing their girls from school. In general, indiscriminate excreta disposal in the open constitutes a serious health hazard, especially due to the unhygienic practices of food vendors around the schools whom the students patronize.

### **Project Description:**

Strategies focused on the delivery of services through sustainable approaches, building partnerships with communities, and establishing regular pathways to reach communities at the grassroots level, coordination of activities, cost-sharing with beneficiaries and implementing agencies, and concentration on highly populated centres.

**Timeframe:** December 1996 – March 1997

**Initiator(s):** UNICEF/State Governments

**Implementer(s):** Communities, Parent Teacher Associations, State Rural Water and Sanitation Agencies.

**Funding Source(s) and Overall Budget:** UNICEF, Communities and State Government - \$50,000

**Partner(s)/alliances:** State Governments and Communities.

### **Objectives:**

- Reduce the incidence of unsafe disposal and oral-faecal contamination among school children through the provision of toilets and potable water sources.
- Minimise sharing toilets between boys and girls thereby increasing the girls' attendance in school
- Consolidate the gains of the project to promote inter-sectoral linkage among all programme components using water and sanitation as entry points.
- Increase awareness about environmental sanitation and benefits of safe excreta disposal leading to transformation in behaviour of household



---

**Beneficiaries/participants:**

77,000 people, mainly school children, aged 6-15, especially girl children. Other beneficiaries are members of the respective communities.

**Description of Activities:**

- Mobilization and advocacy activities were carried out with the different State governments and their education authorities on the importance of WES in schools and the learning environment for children.
- Meetings to discuss and reach agreements in each State
- Signing of the implementation document between the different State governments and UNICEF
- Selection of ten schools in each state (total 30) to be assisted based on need
- The creation of the Memorandum of Understanding, a guiding document of conduct in which the schedule for financial transaction, monitoring and other conditions are specified.
- Construction of double/single compartment latrines for boys and girls with a hand washing basin and drilling of a bore-well fitted with a suitable hand-pump.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

They were involved in implementation by helping with fetching of water for construction work. They also monitor the use of the facilities provided by keeping them and the surroundings clean.

**How has their involvement affected the project?**

It ensures effective use of the facilities provided.

**How has their involvement affected themselves?**

It provides them with the desired privacy, conducive atmosphere for learning and reduces the incidence of diarrhoea cases.

**What have been the achievements of this project to date?**

- The installation of 76 ventilated Improved Pit latrines to serve a population of 30,000.
- Provision of 29 boreholes with hand-pumps in 29 primary schools.
- Significant environmental improvement of the schools, which are cleaner, more hygienic practices among the students and less complaints of diarrhoea.
- Easy access to good drinking water
- Girls have privacy and do not have to return home to use the toilet.
- Increase in school attendance especially by girls.

**Has a formal evaluation been performed?**

A formal evaluation of the project has not yet been conducted.

**What were the main constraints in meeting the project objectives?**

- A very large number of schools and pupils needed WES facilities.



- The facilities provided are overused due to the large population per facility.
- Most schools are within or in close proximity to the communities who lack these facilities in their own homes and therefore use the latrines installed in schools.
- Lack of funds for rapid expansion of facilities to other schools in need
- Lack of institutionalization of environmental sanitation and hygiene promotion in the school curriculum

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Child friendly environmental sanitation and water facilities in village schools serve as models for community improvement. They also provide opportunity for PTAs and communities to make inputs into activities involving the welfare of their children and improvement of the school environment. The opportunity can be used to create awareness and commitment to sanitation development by the communities and school authorities.
- The WES in Schools project provided an excellent opportunity for actualizing the intersectoral linkage between programmes (WES, Education, Nutrition and Health)
- Community involvement in the WES in schools project provided opportunity for mobilizing them for household latrines and water security.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

Inter-sectoral and integrated approach in using the school to involve communities in planning and management of water and sanitation facilities.

**Youth Perspective:**

*'Now with latrines in our school, we do not go to use the bush. Again the girls do not get embarrassed as they have privacy'*

**Source of Information:**

WES in Schools: The Nigerian Experience

**Authors:**

Mohammed Kamfut

Project Officer, WES

UNICEF Bauchi Zonal Office

P.M.B. 038, Bauchi, Federal Republic of Nigeria

Tel: 234 77 543.573

Fax: 234 77 5425.05; Dr. Comfort Olayiwole

Project Officer, Sanitation, WES Section

UNICEF Lagos

P.O. Box 1282, Lagos, Federal Republic of Nigeria

Tel: 234 1 269.0276 to 269.0280

Fax: 234 1 269.0726

Z.O. Agberemi

Sanitation Consultant, UNICEF Lagos



---

## The Girl Child Project, Pakistan

---

### **Project Name and Location (City/Country):**

The Girl Child Project, selected rural areas and urban slums throughout Pakistan.

### **Background/Rationale for Project:**

In Pakistan, where females suffer from discrimination throughout the life cycle, adolescent girls often suffer the worst. Already considered as young women, they are often confined to the four walls of the home without any opportunities for education, knowledge, skills or even simply the company of other young girls.

Facing discrimination from the time of birth, more girl children die compared to boys, before reaching the age of 5 years. Fewer girls are enrolled in schools compared to boys and more girls drop out before completing five years of education. Of those girls who complete primary education, the majority cannot dream of secondary or higher education. Skills training and income generation opportunities for girls are almost non-existent. Most families invest in the future of male children while for girls marriage is seen as the ultimate future, for which they must wait and prepare themselves.

Due to lack of opportunities, there are few females in rural areas or urban slums who break out of the stereotyped roles to which girls and women have been relegated. As a result they continue to be seen as having lesser abilities than males and are given a lower status in the family and community. This further perpetuates the vicious cycle of discrimination and preference for sons. The Girl Child Project was launched to address the problems faced by adolescent girls in selected rural areas and urban slums throughout Pakistan.

### **Project Description:**

**Timeframe:** Pilot phase 1991 in 10 locations; 1996- 1998: 180 locations; current phase 1999 – 2001: target 500 locations

**Initiator(s):** UNICEF/ Family Planning Association of Pakistan

**Implementer(s):** Family Planning Association of Pakistan

**Funding Source(s) and Overall Budget:** OR (Swiss Agency for Development Cooperation - SDC) – Average annual budget 1999-2001 – US \$ 300,000

**Partner(s)/alliances:** Poverty Alleviation Programme for access to credit

### **Objectives:**

Overall objectives of the Project Cooperation Agreement 1999-2001:

- Raise awareness in selected communities on the situation of children, girls and young women and its implication on the well being and development of families and communities
- Empower girls and young women to serve as role models and participate as agents of change within their families and communities



---

**Beneficiaries/participants (number, age group and gender):**

- The Girl Child Project reaches out to girls between 12 - 18 years in low income families.
- The locations are mainly rural and urban slums.
- By 1999, this project had been initiated in almost 180 locations. During the next two years the project locations will be increased to 500, reaching out to more than 25,000 girls.
- In addition to the direct beneficiaries, at least twice this number of other girls in the communities will benefit by virtue of being siblings of those who participate in the project.

**Description of Activities:**

- At each location, community male and female groups (separately) are first invited to participate in a discussion on the situation of children, girls and women with a focus on its impact on families and community
- At the end of the meeting, male-female contact groups are formed to provide support and guidance to the girls who participate in the project
- The community members are asked to identify 50 girls (according to set criteria) to participate in the programme.
- All the selected girls are provided an orientation on rights of children and girls, adolescent health and hygiene and leadership training.
- Girls are then given a choice for further training for establishing Home Schools or giving First Aid to their families and community members.
- Income generation skills are also being offered as a choice. Needs-based income generation skills training will be provided to these girls.
- Community contact groups maintain regular contacts with the girls to facilitate their conducting follow-up activities such as health education, first aid or setting up home schools.
- Girls participating in the project share information with other girls in the community to spread the knowledge.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

After the pilot phase (10 locations - 1991) all the subsequent phases have been designed with the active participation and in the light of the views of girls. Situation assessment, analysis and planning at each location are done with male and female community groups in which girls and boys also participate.

Implementation is done with the active participation of the girls. At each stage the views of the girls are taken into account for selecting training packages (Home schools, First Aid or skills training) according to their own interest. At the end of each year, selected girls who participated in the project are brought together to review the progress and suggest improvements in implementation methodologies and processes. The activities for the following year are finalized in the light of views expressed by girls.



---

### **How has their involvement affected the project?**

The active participation of girls and communities in this project gives us the confidence that the activities are based on the needs of the beneficiaries. It also means that there is increased acceptance and ownership of the initiative – which in its turn results in better impact and ultimately leads to behaviour changes.

### **How has their involvement affected them personally?**

The girls and communities have increased confidence in the project implementation team and in themselves. They see it as their initiative and not something that is imposed by outsiders. Girls learn to listen to the views of others and understand the significance of participation. Families and communities observe participation of girls in decision making for the project activities and start attaching greater importance to the views of girls.

### **What have been the achievements of this project to date?**

- Through the project it has been possible to reach out to secluded adolescent girls in order to empower them through awareness, knowledge and skills. The participating girls become role models in their communities.
- The project demonstrates that given equal opportunities and with encouragement and support, girls can also contribute towards betterment of their families and communities.
- The response to this programme has been very positive, both in terms of the increased confidence of the girls in their own abilities to make a difference, as well as the enthusiastic support of community members in the project areas.
- Even more significant is the demand from adjoining communities for initiation of the project in their villages so that the girls in their communities could also participate.
- An interesting aspect of the project is the increasing demand from girls and community members for initiating a similar project for the boys of the communities. 'Our girls have benefited so much, we feel that our boys should also benefit from this approach', say community elders.
- The biggest change however is evident in the attitude of communities and family members towards the participating girls. " I am proud to say that I am Humaira's brother," says the brother of a participant girl child. In another community another brother proudly looks on while his sister Rehana talks to a team of visitors. "Before participating in this project she did not even know how to express her thoughts clearly - now look at how well she can talk"
- Girls like Humaira and Rehana are breaking through centuries-old practices of discrimination to earn the respect and admiration of their brothers, fathers and others. They are the role models for other girls in the community - they will be the agents of change for improving the status of girls and women in their communities.

### **Has a formal evaluation been performed? Please elaborate.**

After the pilot phase in the early 1990's, an informal evaluation was done by the implementing agency. Subsequently the approach was revised in 1996. In 1999, the Swiss Agency for Development Cooperation (SDC) engaged a consultant to review the project in terms of sustainability (new criteria developed by SDC). The consultant



prepared a detailed report on both the sustainability and other aspects of the project. The study has not yet been released as it is in the process of being finalized. However following are draft conclusions in terms of sustainability criteria selected by SDC:

- Socially embodied: Considerable support and acceptance of the project within communities. Most visible impact on the girls is their enhanced communication skills, and increased levels of self-esteem and self confidence.
- Economic viability: One time expenditure at each location – little or no recurring expenditure.
- Environmental soundness: Although not part of the UNICEF funded activities, the implementing partner added information on environmental issues, which has led to heightened awareness amongst girls and community members.
- Institutional independence: The NGO has considerable capacity to implement the project. More attention must be given to improved monitoring, decentralization and documentation of experiences and processes.
- Frame-conditions: Overall the project falls in line with the government policies for women's advancement

In addition the consultant has noted that on analysing project input versus output, the project can be deemed successful, as it is a highly efficient project achieving considerable leverage.

#### **What were the main constraints in meeting the project objectives?**

- Difficulty for implementation partner in being able to project resource needs, development, production and supply of material and acquiring adequate number of well trained facilitators for the community-based processes.
- Ensuring uniform and high-quality processes is difficult.
- Ensuring adequate number of well-trained, technically qualified trainers' availability to meet the needs of all locations is difficult.
- When you find good trainers, convincing them to go out to villages and urban slums for weeklong stays is even more difficult.

#### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Projects for attitudinal change towards girls and women must be implemented with the active involvement and support of family and community members, including men and boys.
- Participation of communities and families in assessing the situation, selection of girls for participation in the project and frequent contact with project activities, promotes confidence and reduces fears and suspicion.
- Support and guidance from facilitators should be continued for some time after completion of training and capacity building activities. This would help in resolving initial problems.
- Projects which aim to change centuries' old societal attitudes towards girls and women take a lot of careful planning and sensitive handling.
- Strategies for such projects must be adjusted and adapted periodically in the light of the changing environment and the views of communities, families and girls.



- 
- Implementation of such projects is often limited to a few hundred girls in 10-20 locations. Such projects must be planned for scale, even through implementation may start in a few location otherwise the project will remain a pilot without any potential to make a significant impact.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

- Community participation processes (ensuring support of men for project on empowerment of girls and women)
- Orientation package and methodology (child rights, women's rights, adolescent health and leadership skills, home schools and facts for life and first aid).

**Youth Perspective: An interesting quote from an adolescent involved in the project.**

*" Girl child project has changed my life – I now have the confidence to speak out and express my views in front of 500 people including the Chief Executive of the country"*

- One of the six girls representing the project who spoke about the project and how it has changed their lives at a ceremony to mark the International Women's Day in Islamabad on 8 March 2000

**Source of Information:**

Raana Syed  
Communication Officer  
UNICEF Pakistan – Islamabad  
P.O. Box 1063  
Islamabad, Pakistan  
Tel: 92 51 2279.165 to 2279.174 (PABX Lines)  
Fax: 92 51 2279.164



---

## Children in Need of Special Protection, Philippines

---

### **Project Name and Location:**

Children in need of special protection (street children, working children, sexually abused and exploited children, children in situations of armed conflict, etc.), Philippines

### **Background/Rationale for Project:**

The situation of the growing numbers of impoverished, fragmented and dysfunctional Filipino families is aggravated by prevailing conditions of poverty, unbalanced socio-economic development, and social inequality. This has brought about an increasing number of children and young people who are trapped in situations of disadvantage requiring special protection measures. These are street children, working children, sexually abused and exploited children, and children in situation of armed conflict, among others. While their exact numbers are not yet exactly known (estimates show about 220,000 street children in 65 major cities; about 60,000 sexually exploited children; and 2.8 million working children) the present magnitude of the problem requires immediate and long-term interventions to address the unique needs and circumstances of these children. Thus, since 1987, advocacy and programming activities for and on behalf of children in need of special protection (CNSP) - before 1996 called children in especially difficult circumstances (CEDC) - have been integrated into the country programme of co-operation for children between the Government of the Philippines (GOP) and UNICEF.

Earlier efforts were directed at street children as an integral part of the urban basic services programme (starting in 1987). As of 1989, these were followed by initiatives for and on behalf of working children, sexually abused and exploited children, and children caught in situations of armed conflict. Initially implemented as separate or fragmented CEDC or CNSP projects, these were rationalised into an integrated child protection programme in 1996. This shift from fragmented CNSP/CEDC projects to an integrated child protection programme is given further push under the current or fifth country programme for children (CPC V) covering the period 1999-2003.

As the key strategy for CPC V is to catalyse a *child-friendly movement* – creating child-friendly families, communities and institutions as viable mechanisms for translating into action the Convention on the Rights of the Child (CRC), building networks and responsive systems for child protection at various levels is a priority action over the next five years.

### **Project Description:**

**Time Frame:** The current child protection programme is an integral component of CPC V covering the period 1999-2003.

**Implementor:** Implementors are key government agencies such as the Department of Social Welfare and Development (DSWD), Department of Education, Culture and Sports



(DECS), Department of Health (DOH), Department of Labour and Employment (DOLE), Department of Interior and Local Government (DILG), Department of Justice (DOJ), local government units (LGU) in 20 provinces and five cities, the Philippine National Police (PNP), the Child Rights Center of the Commission on Human Rights (CRC-CHR), as well as networks of non-government organisations such as CHILDDHOPE, the National Council of Social Development (NCSD), and ECPAT, among others.

**Lead Partner:** The Council for the Welfare of Children, a government inter-agency council for children, is the lead and co-ordinating agency. The Council, chaired by the Secretary of Social Welfare and Development, is the major policy-making body on children's rights and wellbeing and is responsible for monitoring and reporting on the child-friendly movement and the CRC.

**Partner(s)/alliances:** The Government of Philippines, NGOs, National Youth Commission, International Youth Foundation (IYF), International Save the Children Alliance (ISCA), Children and Youth Foundation of the Philippines (CYFP), World Bank, Religious Communities.

**Funding Source(s) and Overall Budget:** The CNSP programme is funded under CPC V. Regular resources amount to US\$1,584,000 and other resources to be raised amount to US\$10,810,000 over a five-year period. For other resources, current and interested donors include the following: the Governments of Australia, Norway, and the Netherlands; the Japan National Committee for UNICEF and Rissho Kosei Kai, German National Committee, Spanish National Committee, and the UK Committee for UNICEF.

**Objectives:**

The CNSP programme will address major child protection issues existing in the Philippines today including exploitative and hazardous child labour, sexual abuse and commercial sexual exploitation, armed conflict and other forms of organised violence, child abuse, neglect and abandonment, substance abuse, and HIV/AIDS. Drawing lessons from past country programmes for children, major strategies and interventions will range from preventive actions and early interventions to rescue, psychosocial recovery and social reintegration services. Building and strengthening multi-level child protection systems at barangay (village), city, municipal, provincial, regional and national levels will be intensified in order to ensure provision and sustainability of preventive measures as well as rescue, recovery and reintegration services for children and young people in crisis and therefore in need of special protection.

Specifically, the child protection programme aims to contribute to the achievement of the following national goals and objectives on child protection:

- Immediate protection and rescue of children from prostitution, pornography and sexual abuse as well as substance abuse;
- Full enforcement of laws banning children from exploitative and hazardous labour and immediate removal from the most intolerable and unacceptable forms of child labour;



- Prevention of children from becoming street and working children and protection of those at risk;
- Improved system of early detection of impairments and interventions for children with disabilities;
- Provision of education and livelihood services as well as psychosocial recovery and social reintegration assistance for CNSP;
- Establishment of a comprehensive system of justice for children through law reform, law enforcement and training of the five pillars of justice - law enforcers, prosecutors, public defenders, judges, correction officials, social workers;
- Development of education policies and programmes that address the needs and circumstances of CNSP;
- Development of institutional mechanisms for child protection at various levels and for monitoring compliance with the CRC particularly at the barangay (village) level;
- Expansion of partnerships and alliances with mass media, NGOs, religious groups, private sector, labour groups, academics, professional associations and people's organisations around child protection concerns.

### **Beneficiaries/participants:**

Direct beneficiaries/participants include:

- More than 100,000 street children in 32 cities;
- Approximately 300,000 working children in 40 provinces;
- 32,000 children displaced due to armed conflict;
- More than 7,000 children in conflict with the law; as well as
- Hundreds of thousands of youth out of school and at risk, particularly those from the communities of indigenous peoples.

The families of these children also gain from the programme interventions. Other beneficiaries include frontline workers, service providers, community volunteers and LGU implementors who gain new knowledge, competencies and skills through the CNSP programme.

### **Description of Activities:**

The activities that are described below have evolved from past country programmes and will build on key lessons learned particularly during CPC III and CPC IV. The activities are organised according to the major strategies and interventions that cut across various groupings of children and young people in crisis and in need of special protection.

### **Preventive actions and early interventions**

These include activities in the following areas:

- responsible and effective parenting and family life education;
- relevant education and vocational skills training for CNSP;
- livelihood, micro-credit and employment assistance for older CNSP and their parents;
- youth health and development promotion using life skills education as preventive measures against substance abuse, early sex, teenage pregnancies, STDs and HIV/AIDS; and
- community-wide CRC education and awareness-raising.



---

### Rescue, psychosocial recovery and social reintegration.

Core activities include:

- organising and strengthening rescue and surveillance mechanisms for child victims of abuse, exploitation and violence;
- training of social workers, psychologists, community volunteers, parents and other care givers on counselling and psychosocial interventions;
- developing community-based programme on psychosocial care; and
- advocacy for alternative family arrangements for children deprived of their family environment such as adoption, and foster care, among others.

### Building networks and responsive systems for child protection

Towards the expansion and sustainability of the above interventions – preventive actions and early interventions as well as rescue, psychosocial recovery and social reintegration services – a multi-level child protection system is being developed. At the barangay or community level, existing barangay councils for the protection of children (BCPC) will be strengthened and new ones will be organised in priority barangays in 20 provinces and five cities covered under CPC V. The BCPC will be supported by the local councils for the protection of children (LCPC) at the municipal, city, and provincial levels. In turn, the LCPCs link with the existing regional and national Councils for the Welfare of Children (CWC) will be strengthened.

The multi-level system will be the vehicle for the following activities:

- master listing of children at risk at community level;
- surveillance, monitoring and rescue;
- provision of direct services;
- training and capacity building;
- improving database and monitoring system on CNSP; and
- building partnerships and alliances for child protection.

### Comprehensive legal protection and justice system for children

Strengthening legal protection and justice for children will cover both children as victims of abuse, exploitation and violence and children who are in conflict with the law. A comprehensive reform of the system of administration of juvenile justice in the country was one of the major recommendations of the Committee on the Rights of the Child.

Core activities towards the reform of the justice system for children include:

- law review and law reform to make national laws and local ordinances consistent with the CRC (Articles 37, 39 and 40) and the other UN standards on juvenile justice (Beijing Rules, Riyadh Guidelines, JDL Rules);
- training of the different pillars of the justice system on CRC and juvenile justice standards;
- formulation of a new set of judicial rules and procedures appropriate and sensitive to the psychosocial make-up of the child;
- developing a child justice manual; and



- strengthening the barangay justice system and tapping its potential in developing community-based prevention and diversion programmes for children in conflict with the law.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- The Medium Term Youth Development Plan (MTYDP) 1999/2004 has been prepared through a very consultative process and with strong participation of youth.
- The World Bank and the International Youth Foundation together with Children and Youth Foundation of the Philippines have put up a consortium of corporations to support programme initiatives for out-of-school youth. The emphasis is on strengthening entrepreneurship skills and vocational training on science, education and technology for young people.
- Participation of children and youth in the Social Reform Agenda Council and the National Anti-Poverty Commission. The children and youth representatives in the National Anti-Poverty Commission are responsible for co-ordinating and facilitating participation of the child and youth sector in formulating a national development plan for children.
- Street children, working children and other children, including youth out of school, have had community-level assemblies and national congresses where they discussed issues affecting them, including family life, sex, violence, legal protection, education, and health. They made recommendations on how these issues could be addressed by themselves, their families, the school, the church, the local government, national government, and NGOs.
- Child and youth participation in the development process has been institutionalised through the creation of local councils for the protection of children (LCPC) at city, municipal and provincial levels and the *Sangguniang Kabataan* (youth council) in every barangay as provided for in the Local Government Code of 1991. The National Youth Commission serves as the technical secretariat for the Sangguniang Kabataan.

**What influence has their involvement had on the project?**

Through the participation of children and young people, essential features of project strategies and interventions were made more sensitive and appropriate to the unique needs and circumstances of children and young people in crisis. For example:

- Learning modules and materials used in alternative education programmes and youth health and development promotion activities were developed and produced in the national language or in language the children and young people understand (e.g. Pilipino);
- The project has strengthened the aspect of child and youth participation in the various stages of the community development cycle – from situation analysis to planning, implementation, monitoring and evaluation – having seen the inherent capacities and abilities of the children and young people themselves, a concrete manifestation of the principle of recognising that *young people are a key resource*;



- 
- Adults involved in the project have become more sensitive to the rights of children and have increasingly recognised the resilience and inherent capacities of children and young people at risk despite the difficult circumstances they find themselves in.

**How have the adolescent girls and boys involved in the project been affected personally?**

The children and young people involved in the projects have gained more self-confidence and more positive self-image. Those with traumatic experiences have found support from peers who are able to empathise with their adverse and difficult circumstances. Their involvement has convinced them further of their inherent capacities, talents and skills, which they can contribute to their mutual growth and development. Their resilient character – capacity to survive difficult circumstances, recover and grow from adversities and negative experiences – provides inspiration and hope for a brighter future.

**What have been the achievements of this project to date?**

- Integration of CEDC country programme interventions in line with UNICEF child protection policies and organisation of a Child Protection Section. This allowed more consistent focus on children and young people at risk in the framework of the child protection concerns of the CRC. The integration will also facilitate the co-ordination and integration of child protection activities in the counterparts - government and NGOs
- Systematic efforts have been undertaken to assist the formulation of an educational policy for out- of- school young people. A draft policy has been prepared to define alternative approaches to education of young drop outs as well as to facilitate school/community responses to ensure access and permanency of children in schools
- The National Youth Council, created in 1994, prepared a situation analysis of youth, which focuses on the political, economic, social and physical environment of youth in the country. It highlights macroeconomic variables, income and employment, access to services, increasing psychological stress as well as problems and challenges confronting youth in school, out of school, working youth, and especially youth in indigenous cultural communities; youth with disabilities; youth in situations of conflict, youth who are victims of disasters, youth offenders, delinquents, drug addicted youth and street children
- A situation analysis was prepared for the Medium Term Youth Development Plan (MTYDP) 1999/2004. The National Youth Commission is entrusted by law with the preparation of the plan every three years, which should become part of the Philippine National Development Plan. The plan has been prepared through a very consultative process and with strong participation of young people, NGOs and government agencies
- The media have played a significant role in disseminating key information about youth in need of special protection. Child labour and sexual abuse cases are significantly highlighted in media as well as the changing role of the traditional family, its protective environment and its effects on children and young people
- Several meetings have been held on adolescent health and development policies and school- and community-based campaigns against drugs have been conducted countrywide



- 
- Institutional mechanisms have been developed such as the National Youth Commission, the Youth Councils (Sangguniang Kabataan), and specific sections in various Government Departments
  - A new unit has been established under the Maternal and Child Health Division of the Department of Health to deal with the adolescent health and development
  - The Departments of Education, Social Welfare and Development, and Labour have specific sections to respond to sectoral tasks related to young people
  - The Social Reform Agenda Policies established to co-ordinate poverty alleviation efforts, have defined the Youth Sector as a priority group
  - Participation of youth in the Social Reform Agenda Council which has specific programmes to address challenges faced by young people
  - Consultations with various groups including young people, before the formulation of the Medium term Youth Development Plan

**Has a formal evaluation been performed? Please elaborate.**

As part of CPC programme evaluation, CNSP projects were assessed in terms of strategies and interventions that are relevant and responsive to the unique needs and circumstances of children and young people at risk.

The more meaningful interventions as far as the children and young people themselves are concerned include:

- education and vocational skills training;
- life skills education;
- opportunities for leadership development, participation in decision-making and building their self-esteem;
- sports, recreational and cultural activities; and
- support for their own organisation and self-initiated activities.

The assessment also showed that the key strategies and interventions – from preventive actions to early interventions, to rescue, psychosocial recovery and social reintegration – cut across the various categories of CNSP and therefore provided a basis for an integrated child protection programme, instead of implementing separate and fragmented CNSP projects.

**What were the main constraints in meeting the project objectives?**

- The magnitude of the programme demands stronger efforts and significant amount of resources and more support by concrete political will.
- Even though institutional mechanisms exist in the Government and NGOs, they are weak, poorly funded and insufficient given existing challenges
- There are significant number of partners and the mechanisms of co-ordination are still to become more operational
- National Policies must be adopted and national, sectoral and inter sectoral institutional mechanisms need to be streamlined to ensure adequate technical assistance, standards, and guidelines to the local Government units, which in the end are responsible for the provision of services



- Weak information systems for young people at risk. Research activities are still insufficient and the quality and timelines of research need improvement
- The National Youth Commission must be strengthened to provide the leadership role that has been mandated to it by law. Its regional structure needs to be expanded to ensure technical support and exercise the oversight function of the services provided by the local Government units
- Government structures exist in the provinces and municipalities but they are weak

#### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- There is a need to increase recognition and appreciation of children's and young people's resilient characteristics and their capacity for participation and consider these in policy and programme development and adjustment.
- Involve more fully their parents, families and communities. Actions designed to help children and young people at risk are more effective and sustainable if done in the context of families and communities.
- Family-based and community-based actions should be supported by socially responsive policies at city, municipal, provincial, regional and national government levels. Multi-sectoral, multi-agency partnerships and collaboration are necessary to bring about a positive and enabling policy environment.
- Document good examples and share them as widely as possible.

#### **What programme support tools/resources were developed that can be used/adapted by other country offices?**

The Youth Councils (Sangguniang Kabataan) with their extended network in all villages, offer excellent perspectives for solid programme interventions. With elective youth representatives in each barangay (over 400,000 in the country), the possibility to organise sustainable youth action programmes is unique. The organisational structure of the Youth Councils through municipal associations and provincial, regional and national federations, is an important asset

#### **Youth Perspective:**

*"Persevere!"*

*"Never lose hope."*

*"Don't let go of your dreams."*

*"Keep studying in order to break out of poverty."*

*"Do not think negatively; there is always time to change."*

*"Work hard to release yourself from poverty and an oppressive family situation."*

*"It is time to put back the pieces. With the help of other people and God, we can do it. First, we have to accept the world as it is, and then move on. If we don't take action, who else will?"*

The above quotations (translated from Pilipino) are from street children trained as junior street educators. They have offered these as pieces of advice to other street children in order to encourage them to transform their lives despite their situation of disadvantage. Stories of 25 street children as testimonies of their resiliency were published in a book



---

entitled: *Resiliency: Stories Found in Philippine Streets*, written by Dr. Cornelio Banaag for the National Project on Street Children.

**Source of Information:**

Leopoldo M. Moselina  
Chief, Child Protection Section  
UNICEF Manila  
P.O. Box 1076  
Makati Central Post Office  
1250 Makati City  
Philippines 1200  
Telephone: 63 2 892.0611 through 25 (Trunk Lines)  
Fax: 63 2 892.8126



---

## HIV/AIDS Prevention in Romania

---

### **Project Name and Location:**

HIV/AIDS Prevention in Romania

### **Background/Rationale for Project:**

Romania accounts for approximately 80% of the paediatric HIV/AIDS cases in Europe. By December 1999, 8,945 AIDS cases had been reported in Romania, almost 90% of them being children, and approximately 4,000 additional cases of HIV infection. However, during the past two years there has been a 59% increase in numbers of AIDS cases in adults. While there are no reliable data on the number of HIV infected people, specialists from the Colentina Hospital for Infectious Diseases - one of Romania's main hospitals for AIDS treatment - estimate that there may be as many as 45,000 HIV cases, of which quite a low percentage are children. Youth and adolescents are particularly vulnerable. Recent data indicate a rapid increase in the number of adults and young people infected through heterosexual transmission.

### **Project Description:**

**Timeframe:** Started in 1998 – December 1999, possible extension of grant from CIDA for a Phase II project mid- 2001 to mid-2004, \$100,000 from the German National Committee for UNICEF for 2001-2002.

**Implementer(s):** UNICEF along with governmental partners and NGOs.

**Lead Partner:** UNICEF Romania and UNAIDS with support from Canadian International Development Agency (CIDA).

**Partner(s)/alliances:** Ministry of Health, Ministry of Education, Ministry of Justice, Ministry of Interior, Ministry of Defence, Ministry of Labour and Social Protection, Ministry of Youth and Sports, Asociatia Romania Anti-SIDA (ARAS), Societatea de Educatie Contraceptiva si Sexuala (SECS), Tineri Pentru Tineri (Youth for Youth) and Aura Foundation, Population Services International (PSI).

**Funding Source(s) and Overall Budget:** Funded by CIDA with one million Canadian dollars for 1998-1999.

### **Objectives:**

- To strengthen the co-ordination and effectiveness of the national response to HIV/AIDS through the development and implementation of a National AIDS Strategy (Phase I)
- To expand, strengthen, and improve the effectiveness of the regional, national and local response to HIV/AIDS (Phase II).
- To improve and protect the health of adolescents and youth, and reduce the incidence of HIV and other sexually-transmitted infections (STIs) among Romanians (aged 15 - 25) by empowering them to make informed decisions and to act on these decisions.
- To create a supportive environment for youth health and development activities.
- To reduce the impact of HIV/AIDS on children and families affected by HIV/AIDS.



- To strengthen national HIV/AIDS data collection, analyse and dissemination to support strategic planning.

#### Overall strategies:

- To expand the national response for HIV/AIDS and STDs through developing a multi-sectoral National AIDS Strategy based on a thorough situational analysis and response review
- To raise the awareness of community leaders, educators, health staff, governmental staff, and social workers concerning the basic facts of HIV/AIDS, to enable them to better inform the public and to build a supportive environment for HIV/AIDS and reproductive health programmes targeting young people
- To develop and implement national communication activities, based on sound audience research, to support individual behaviour change and the maintenance of positive behaviour, and to develop a positive social norm for safe-sex among adolescents and youth by:
  - ◆ Providing adolescents and youth with accurate knowledge about HIV/AIDS transmission and safe sexual practices with a focus on peer education activities;
  - ◆ Providing adolescents and youth with the life-skills necessary to practice safe sexual behaviour and to protect their health;
  - ◆ Encouraging positive behavioural norms amongst the peer groups of youth and adolescents, which support the form of safe sexual behaviour chosen by the individual (abstinence, fidelity and protected sex);
  - ◆ Ensuring that the resources that support behavioural change options, HIV/STDs and pregnancy testing, and additional counselling, are accessible to adolescents and youth; and
  - ◆ Increasing the awareness of leaders, health staff, educators and other opinion leaders to create a supportive and informed environment for all HIV/AIDS programmes.

#### Beneficiaries/participants:

- 530 adolescents in residential institutions participated in IEC activities.
- Over 8,000 young people attended a concert for HIV/AIDS entitled “There is Room for Everybody: The Same Rights, the Same Responsibilities”.
- It is believed that hundreds of thousands of young people were reached with messages through the mass media.
- Approximately 15,000 young people were reached with in-school activities.

#### Description of Activities:

- Research was conducted to assess the health risks of intravenous drug users.
- A total of 69 people were trained to be trainers for the HIV/AIDS Awareness raising course through a national level training, 619 people trained all together.
- 14 staff members of children’s institutions were trained in reproductive health and a “Facilitators Manual” was developed on Family Life for use with institutionalised adolescents.



- 1,300 copies of the “1996 Young Adult Reproductive Health Survey Report” was translated and distributed; a national conference to review it resulted in a list of recommendations for policy makers and for local implementation.
- Towards developing an Adolescent Health Resource Book on Sexual and Reproductive Health, the Society for Contraceptive and Sexual Education (SECS) developed questionnaires for adolescents and health educators (government and non-governmental institutions), in order to collect data on the perceived information needs of young people.
- Nine high schools in three cities (Bucharest, Cluj and Sibiu) were identified to work on developing the health education manual with Youth-for-Youth staff as well as a Ministry of Education consultant.
- Through a highly participatory process involving 8 ministries and key NGOs, a National HIV/AIDS Situation Analysis and Response Review was conducted over a period of a year and a half and, based on this, a National Intersectoral HIV/AIDS Strategy was finalised and adopted.
- The project hired a local consultant to review the existing legislation as related to HIV/AIDS. Issues arising from the report will be integrated into the National Strategic Plan and for follow-up in Phase II of the project. The final report was completed at the end of 1999.
- *The project supported an NGO named RICIR (Romanian Information Center) for the first time with a project entitled "Resource Mobilization Campaign for the HIV/AIDS Network". The objective of the project was to increase information sharing between NGOs working on HIV/AIDS and to support an NGO Fair, which was to bring NGOs together with potential corporate sponsors.*
- UNICEF supported the NGO ARAS, which organised a first ever "Mega-concert" which involved 29 top Romanian bands contributing their time free of charge to an evening concert for the purpose of raising the awareness of young people about HIV/AIDS. The theme of the concert was “There is Room for Everybody: The Same Rights, the Same Responsibilities”. The project was extremely ambitious with an element of risk as nothing like it had ever been organised before. A team of ARAS volunteers distributed announcement posters and help to coordinate the event itself. Over 8,000 young people attended and another 2,000 were unable to get into the concert hall. The event was used as part of a condom social marketing project organised by Population Services International (PSI) and ARAS, and all participants were given a pamphlet. The nominal entrance fee was in fact to buy a condom which was used as the entrance ticket. For many young people this was the first time they had bought a condom, or had held one probably. At the beginning of each band's performance, they shared with the audience a specific message about HIV/AIDS. The event was televised live, and a recording of it was repeatedly broadcast nationally by "Atomic TV", which is the Romanian "MTV". For the TV, additional interviews were held with the pop stars to discuss youth health issues. In follow-up, numerous magazines carried articles on the event. Some positive elements of the event:
  - *it demonstrated positive risk taking behavior of an NGO.*  
*There was no assurance of the event's success, but ARAS took a chance and organized it;*



- *it was supported by the private sector which is important to involve in the national response to HIV/AIDS;*
- *it was structured so that youth had to buy a condom (positive behavior) and gave them a chance to see what one looked like, if it was new for them;*
- *it used well-known pop stars to deliver messages - they modeled discussing health issues with peers (encouraging such discussion is an important step in the adoption or maintenance of safe health behavior by people); and*
- *National TV was used to spread the messages.*
- In 1997, UNICEF supported PSI and ARAS to conduct a qualitative study entitled "*Sexual and Reproductive Health Behaviour Among Romanian Adolescents: An Exploratory Narrative Research Analysis*". The narrative research study used a methodology of "listening to youth" which involved gathering twenty-two young people aged 17-24, representing all regions of Romania, for five days in a workshop setting to collectively share and discuss their insights into the values, behaviours and social conditions affecting the sexual and reproductive behavior of young men and women. The research helped increase understanding of the social issues surrounding youth and adolescent health in Romania. UNICEF further supported a follow-up national survey to quantify major findings from the narrative research and to further explore key issues related to social norm for safe sexual behaviour. The final report is available and entitled "*Dating in the '90s - Romanian Youth Narrative survey 1998*".
- The project worked with PSI in conducting a national campaign targeting young people. More specifically, the project developed a series of interactive videos based on the PSI narrative research also supported by UNICEF, which is being used as discussion starters by the PSI mobile communication unit. When visiting different localities, the communication team trains local NGOs in peer education activities and in this way also strengthen the capacity of these groups to continue work afterwards
- UNICEF supported the NGO ARAS in developing four youth drama troupes in a project entitled "HIV/AIDS Peer Drama Pilot Project" which aims to sensitise schooling communities (children, parents, teachers) to educate teenagers, and to assess the efficiency of this educational method in reaching and involving young people. The drama troupes (100% formed by teenagers) offer four plays presenting social scenario involving: love, risks, protection, harmful decisions, and lack of communication. The interaction between the actors and the audience explores the possible options in dealing with the presented situations. The dramatic performances are primarily designed to model behaviours, which lead to the prevention of HIV/AIDS. The programme combined with a peer education model will hopefully make a powerful educational tool in influence behaviour change or supporting positive behaviours.
- UNICEF supported a training in epidemiological analysis of HIV/AIDS data with the Ministry of Health in June 2000 which was conducted by technical experts from Health Canada. The training involved analysing over ten years of raw HIV and AIDS data, and marked a new milestone in the national effort to address HIV/AIDS as this was the first analysis ever made based on full access to both the HIV and the AIDS data. The Ministry of Health is continuing to develop the final Data Analysis report,



which is being printed by UNICEF for national dissemination. Some outcomes from this data analysis and training exercise are:

- ◆ Political sensitivities about what the data could have revealed have been overcome, paving the way for regular data analysis;
- ◆ The Ministry of Health is again considering simplifying the data collection form to improve the quality of the data;
- ◆ For the first time the Ministry of Health is planning to disseminate HIV/AIDS data widely;
- ◆ It is now meaningful to discuss possible sentinel surveillance (there was no point in collecting additional data if the existing data was not analysed).
- ◆ Ministry of Health persons received basic training in data analysis and presentation.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Young people planned and managed the "Mega-concert" .
- Young people were involved in every stage of a narrative study in which they identified the typical social situations in the development of a relationship between hypothetical couples.
- 530 adolescents participated in 6 sessions as part of the ongoing family education programme organised by AURA: 430 boys and 100 girls aged 11-17 in institutions participated.
- Two workshops were held with young people to discuss openly a variety of topics, to identify their main questions and to solicit their ideas about what should be included in the adolescent health resource book.
- Focus group research was conducted with young people with the information to be used in refining pamphlets and in developing a peer-education manual.
- A previously used pamphlet was tested by ARAS with 46 young people to identify how it should be improved before being re-printed.

**What influence has their involvement had on the project?**

- They were able to attract other young people to help in peer education and HIV/AIDS related activities.
- They participated in peer education activities.
- They helped to design IEC messages and materials.
- They identified common questions that youth have about sexuality and reproductive health and reviewed and improved the answers that are to be included in a book.

**How have the adolescent girls and boys involved in the project been affected personally?**

Increased awareness, confidence, knowledge on health, and improved communication skills.



---

### **What have been the achievements of this project to date?**

- The mechanism and steps of the development of a national strategy plan were agreed upon by the Ministries and groups involved.
- New ministries have become actively involved in the strategic planning process.
- A Situational Analysis and Response Review Committee was formed and meets regularly.
- The experience in strategic planning in Romania is being used by UNAIDS Geneva as an example in the region.
- A dialogue between Ministries on issues related to HIV/AIDS was initiated.
- Strong technical links have been established with Canada through the Canadian Public Health Association (CPHA) Consultants visiting Romania and through a study visit to Canada.

Has a formal evaluation been performed? Please elaborate.

- The Strategic Planning Process is being evaluation against its the process objectives:
  - ◆ To increase the number of organisations and individuals involved in the process ("to expand the response").
  - ◆ To increase organisational and individual commitment of those involved in the strategic planning process to develop and support activities to address HIV/AIDS (to build a basis of support for the final strategic plan).
  - ◆ To expand the response to HIV/AIDS beyond the health sector by helping those involved to see that HIV/AIDS is not simply a health issue.
  - ◆ To develop a better and common understanding of the issues and factors influencing the epidemic.
  - ◆ To clarify the activities and positions of organisations and individuals involved in the national response to HIV/AIDS
  - ◆ To develop ownership of the strategic plan
- The national impact of all efforts are being monitored by national studies that have been conducted:
  - ◆ *"1996 Young Adult Reproductive Health Survey Report"*
  - ◆ *"Dating in the '90s - Romanian Youth Narrative survey 1998"*
  - ◆ *"1999 National Reproductive Health Survey Report"*

### **What were the main constraints in meeting the project objectives?**

- The project has to be highly sensitive to differing views and interpersonal tensions in the Ministry of Health, as well as the constantly changing environment within the Ministry of Health due to high turnover of senior officials
- Presumably due to the rivalries within the Ministry of Health, they did not appoint any representatives to the Situational Analysis and Response Review Committee. UNICEF and UNAIDS therefore requested two people from the Ministry of Health to participate
- The project has had to be sensitive to the fact that in broadening the response to involve other ministries and NGOs, the National AIDS Commission (Ministry of Health) may feel as though they are losing their authority



- 
- Different opinions of the most effective way to control HIV have made the discussions on the approach take longer than was envisioned at the beginning of the project
  - In the strategic planning process the project has shown that there are widely differing ideas on what should be done, and conflicting ideas on priorities
  - Representatives from the gay community or commercial sex workers are not expressly represented in the process given the legal situation in the country. Furthermore, there are no people with AIDS on the Situational Analysis and Response Review Committee and women are not as well represented as they should in order having women's issues properly addressed
  - The Ministry of Health is experiencing a severe financial crisis and those who are involved in politics or who are political appointees are further distracted.
  - The AURA project conducting family education activities with the institutionalised children experienced great misunderstanding on the part of the institution staff about the aims and objectives of the project
  - Project staff have had difficulties not being seen as a threat to the AURA staff by virtue of "knowing too much" and being too close to the children

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- The approach of working with a wide variety of partners within the government and the NGO community has proven effective both in expanding the national response and also in giving balance to the project during times of rapid political change.
- The strategy of involving senior officials on the Situational and Response Review Committee to oversee a process in which the fieldwork was performed by contracted national consultants worked effectively to keep ministries involved without burdening them.
- Had there been more time, and perhaps more favourable social conditions, it would have been ideal to have had more people from the various sectors involved - commercial sex workers, the gay community, and corporations.
- Working with a wide range of government and non-government partners can lead to a wider range of opportunities being identified for potential follow-up
- It took much longer than expected to understand the full situation and the complex interpersonal relations.
- It was extremely important to have objective outsiders involved in the process, such as the CPHA consultants, who were seen by everyone as being impartial experts. Their importance increased as the project progressed and as the strength of differing views became more apparent. The fact that CPHA sent such highly qualified people was certainly an advantage and resulted in their recommendations carrying more weight.
- The support of the Canadian Embassy was extremely important to the success of the project.
- UNICEF staff initially spent considerable time with AURA in preparing their project proposal, which was seen as part of the capacity building process. Other NGOs mostly wrote their own proposals after consultation with UNICEF.



---

**What program support tools/resources were developed that can be used/adapted by other country offices?**

The AURA project is highly relevant for Romania and perhaps the most challenging project that is being supported. The training materials and lessons learned could also be used in other countries in the region.

**Youth Perspective:**

*"Romanian adolescents are educated, smart and enthusiastic. It is not hard to motivate them to care about their sexual health when you speak their language and you show them you care about their values. That is what we are trying to do"*

- Adolescent working with a UNICEF supported PSI project

**Source of Information:**

Timothy Schaffter  
Programme Officer  
UNICEF Romania  
Str. Olari No. 23  
Sector 2 - 70317  
Bucharest, Romania  
Telephone: 40 1 252.1751  
Fax: 40 1 252.5750



---

## **Project on Street Children in Moscow, Russia**

---

### **Background/Rationale for Project:**

The move to a market economy, and the breakdown in traditional social protection structures, family pressures, and social disruption that have accompanied it, has had a particularly adverse effect on the health and well being of Russia's young people. There is a growing predicament of drug abuse, STDs and HIV/AIDS, suicide and crime among children and young people. Street children are increasingly in evidence in major urban centres throughout the Russian Federation. Total estimates of street children range from 40,000-150,000 in the city of Moscow alone.

The lack of agreement about definitions and characteristics of children living on the street has contributed to this wide variation. In addition, the identification of 'street children' has often served as a catch-all for various issues faced by young people, including homelessness, poverty, unemployment, lack of educational and recreational activities, and high risk behaviour such as drug use and unprotected sexual activity.

In accordance with data published by the Moscow City Centre "Street Children" (one of the divisions of the Moscow City Government working with street children and families at risk), out of the total number of street children (or child migrants), 82-86% left their families because of violence (including sexual violence), alcoholism and drug use by their parents; 8-9% are without parental care due to accidents in their families (including death of parents); 5-6 % left special state institutions (internats, orphanages, initial professional schools, etc.); 4-5% left their families on their way to Moscow from different regions of Russia and from abroad; about 0.5% have committed crime and are trying to avoid being sentenced by the court; and more than 44% are from incomplete families.

More than 40% of the total number of children delivered by the Moscow police to the City Centre for Temporary Isolation of Adolescents who have Committed Delinquencies are 8-13 years old, more than 25% are 14-15 years old, and more than 20% are 16-17 years old. 6-8% of street children are younger than 7. The number of girls among street children and adolescents is increasing – from 25% in 1997 to almost 30% in 1999 (evidently into prostitution). A third of street children are drug users.

The social safety net, which existed under Soviet rule, with kindergartens, free education and health care, and full scheduling of children's time after school hours, no longer exists and many workers have become unemployed. Poverty breeds family distress, which in Russia often expresses itself in domestic violence associated with alcohol abuse. Children tend to flee such homes. Migrant children from former Soviet republics are not allowed to attend school because of the lack of proper city residence permits and may end up on the street. A 1998 study conducted in Moscow and St. Petersburg found alcohol abuse, intravenous drug use, glue inhalation, and high-risk sexual behaviour to be widespread among street children. The study also found that they face obstacles in accessing health



care and that they perceive threats to their independence in making contact with authorities. City governments and several NGOs in Moscow and St. Petersburg have already started projects for supporting and rehabilitating street children, but these programmes still fall far short of need.

**Project Description:**

**Timeframe:** 1997 - present

**Implementer(s):** UNICEF Moscow

**Lead Partner:** Moscow City Government

**Partner(s)/alliances:**

**Government Departments:** Government of the Moscow City, Committee for Family and Youth Problems of the Moscow City Government, Committee for Education of the Moscow City Government, Prefectura of South-West Administrative Okrug, Ministry of Health of the Moscow Central District; Health Department of South-West Administrative Okrug of Moscow, Department of Education of the Moscow Central District; Ministry of Internal Affairs, local Moscow district administrations.

**Government Agencies:** Moscow City Centre “Street Children”, Department Institute of Childhood; National Institute of the Family; National Research Centre for Preventive Medicine/Russian Academy of Educational Development; Moscow State Social University; Gagarinsky Inter-District Court; Prosecutor's office.

**International training and review organisations:** International Society for Mobile Youth Work (ISMO), Centre for Social Action of De Montford University; Liverpool University; College de Maisonneuve; individual consultants.

**NGOs and Institutions:** CSI (Christian Solidarity International); EquiLibre; NAN (No to Alcohol and Narcotics); Perspektiva; Public Centre for Legal and Judicial Reform; Orphanage #19; Basement Theatre, International non-governmental organisation “Union for Social Protection of Children”, Municipal Centre “Ivanovskoye” – East Administrative Okrug of the Moscow City, Shelter “Doroga k Domu” – South-West Administrative Okrug of the Moscow City, Inter-District Centre for socialization of children at risk “Street Children – Akademicheskij”(Moscow), Moscow City Social Centre of the Committee for Family and Youth Problems, Moscow City Drug Abuse Prevention and Rehabilitation Centre for Children and Adolescents, Inter-District Centre “Street Children” – Zelenograd , Inter-District Centre “Alternativa”

**Media Organisations:** AIDS Infoshare, BBC/MPM; Hera, Internews; League of Minor Press; and YounPress.

**UN Agencies:** UNESCO; UNAIDS; UNDP; and others.

**Funding Source(s) and Overall Budget:**

German Committee for UNICEF – USD 350,000 in 1998-2001



---

## **Objectives:**

### **Prevention:**

- Identify partners and facilitate development of a shared vision of achievable responses to the issues of street children
- Define the notion of street children, establish its scope in terms of the street children's life conditions (family ties, living quarters, substance abuse, wishes for improvement, etc) and quantify the problem
- Promote social support to at-risk families
- Support the Moscow City Government in its efforts to make more active inter-ministerial cooperation in the field of preventative and rehabilitation work with children at risk and support to street children
- Support the Moscow City Government in coordination efforts of the Moscow City GOs and NGOs in relation to prevention of family breakdown, the increase in number of street children, as well as in drug use and criminality by children and young people, through information exchange between governmental and non-governmental organisations through computer technologies.

### **Protection:**

- Facilitate the development and replication of successful models, procedures and practices that ensure the protection of children's rights, i.e. social support to children in crisis or at risk, juvenile justice procedures, practices of alternative care for true and social orphans
- Facilitate the development of systems ensuring the direct participation of street children in decision-making and provide them with life skills and information on high risk behaviours

### **Beneficiaries/participants (number, age group and gender):**

The beneficiaries of the project include, but are not limited to the following:

- Outreach workers have regular contact with 1,500 children, with 200 high-risk children being identified and monitored specifically.
- Training sessions for outreach workers have trained, *inter alia*, 20 at risk children as peer educators.
- 100 young leaders will be trained during 2001 as volunteer outreach workers.
- One hundred and eighty school children from six Moscow City and Region schools, who were identified as underprivileged, were trained in such topics as civil rights of young people in a democratic society, conflict resolution and personal safety.
- A group of 50-60 young people met and developed a pilot recreation programme. Alongside this, Healthy Lifestyles Education programmes were piloted at two schools, an experimental college and disadvantaged inner urban school.
- 25 youth police officers from various regions of the Russian Federation were trained on methods of dealing with youth offenders.
- Approximately 40 mediations with youth offenders have been conducted.
- About 150 policy makers at City and municipal levels, deputies of the Moscow City Duma, practitioners from government bodies and NGOs working with street children will share experiences and views on ways of solving the problem of street children.



- 100 specialists of municipalities (upravy and prefectury) working on prevention of the phenomena of street children, child and juvenile drug use and delinquency prevention, HIV/AIDS prevention. Secretaries of the department of internal affairs commissions on prevention of juvenile delinquency will be trained in 2001 to become active users of the Moscow City Database on Children at Risk.
- About 100 practitioners from social services centres, shelters and municipalities were trained in rehabilitation work with street children and children at-risk during 2000.

### **Description of Activities:**

#### **Data Collection:**

- In response to the severe lack of reputable statistics and data on street children, UNICEF supported research by a multi-disciplinary team in the South-West Administrative District (SWAD) of Moscow into the prevalence and characteristics of street children. The assessment found that 20,000 is a reasonable estimate of the total number of street children in Moscow. Additional studies continue to be carried out through some of the programmes established in response to this data, for example a 1998 questionnaire of 52 street children.
- A UNICEF-supported rapid assessment of the main tendencies in teens' life styles by the Ministry of Labour and Social Development concluded that the family should be the key target of social service development. Additional studies have been done by the Institute of Childhood and the National Institute of the Family.
- UNICEF is supporting Moscow City Government in establishing a model information/resource centre in South-West Okrug of Moscow, to provide government bodies, NGOs, as well as policy and decision makers with information on at-risk families, legislative, methodological, statistical and other reference information, and in training specialists as active users of the centre.

#### **Policies, programmes and coordination for children in crisis or at risk:**

- Through the NAN "Children of the Street" programme, which operates in 5 neighbourhoods in Moscow's South-West Administrative District, ten young people (ages 19-26) have been trained and spend nights on the street with street children. They aim to build a relationship of trust and understanding with the children.
- The work of the outreach workers is reinforced by social workers that work with families in their homes, reinforcing the family structure and offering advice to parents on how to appropriately cope with the difficulties they are facing
- Training of outreach workers has been supported and expanded through a three week training programme by the Centre for Social Action of De Montford University, focusing on peer-to-peer approaches and outreach/detached street work. Participants included 20 at-risk children, potential new outreach street workers as well as decision-makers from government committees and people from various projects, clubs and teaching institutions, working with children from various backgrounds (to varying degrees "at risk"). Additional series of training workshops are planned will be conducted by the International Society for Mobile Youth Work (ISMO – Germany) in Moscow (as well as in St. Petersburg and Smolensk).



- 
- The Moscow State Social University has developed an outreach work curriculum for future social workers. A number of publications have been prepared/translated to support the curriculum.
  - Training of school children in civil rights of young people in a democratic society, conflict resolution and personal safety, prevention of drug addiction, HIV, and other STDs.
  - In 2001 the series of roundtable discussions and the City Conference “Development of the rehabilitation Space for Children and Adolescents at Risk” will be conducted aimed at creating more active inter-ministerial and inter-sectoral cooperation in the field of preventative and rehabilitation work with children and families at-risk and street children, with participation of at least 250 policy makers at City and municipal levels, deputies of the Moscow City Duma, practitioners from government bodies and NGOs working for and with street children.

#### Youth Friendly Social and Health Services:

- UNICEF has supported a needs assessment in order to foster the development of the concept and models of safe spaces, and the promotion of healthy lifestyles. As a result, a "safe spaces" mapping exercise was carried out with young people in inner Moscow to identify danger areas and safety zones.
- A multi-disciplinary preventative social council was established in one district of Moscow, to focus on developing social welfare services that promote healthy lifestyles and respond to the needs of young people.
- A group of 50-60 young people met and developed a pilot recreation programme, called the Social Academy, where young people could be supported to develop social action projects. Two parallel initiatives were undertaken: Healthy Lifestyles Education programmes have been piloted, and official approval is being sought for a "Youth Friendly Clinic".
- It is envisaged that over time the "safe spaces" will be linked to the creation of a complex of services tailored for youth, including "youth friendly sites", "friendly clinics", "friendly police stations" and "friendly media".
- In 2000 UNICEF provided City Centre “Street Children”, City Social Shelter, Inter-District Centre “Street Children” – Zelenograd , Inter-District Centre “Alternativa” and the Shelter “Doroga k Domu” with 5 minibuses to strengthen their outreach activities, activities for socialisation and rehabilitation of street children and dissemination of information packages.
- UNICEF is supporting the Moscow City Government in the creation of the newly established Inter-District Centre for socialisation of children at-risk, “Street Children – Akademicheskii”, in order to support its activities on the socialisation of street children, prevention of child criminality, development of healthy life styles. UNICEF is also supporting the activities of the newly established City Drug Abuse Prevention and Rehabilitation Centre for Children and Adolescents in relation to prevention of child drug and alcohol abuse, and rehabilitation and socialisation of young drug users. The children’s shelter “Way Home” (“Doroga k Domu”) and the City Social Center will be supported with rehabilitation equipment and furniture.



- 
- UNICEF supports the Moscow City Government in the development and implementation of the “Compensatory education module” for out-of school children and in printing and dissemination of methodological and information materials.

#### Children and young people in conflict with the law:

- As a pilot project, UNICEF, in partnership with EquiLibre, sponsored the training of two judges of the Gagrinsky Inter-District Court of the Moscow SWAD, as well as two prosecutors, one lawyer and a number of law students, on international standards of juvenile justice and on French practice.
- UNICEF supported a study that established that recent Russian legislation concerning minors is generally in conformity with international human rights principles. One large gap that was identified was that of specialised jurisdiction for minors.
- The State Committee on Youth is drafting a law regulating the general principles of justice for children. A memorandum of understanding is presently being discussed that will regulate the interaction between the Committee, UNICEF and UNDP, which has shown interest in funding institutional reform in the area of juvenile justice. The juvenile justice project has the support of the President of the Council of Judges of the Russian Federation and positive cooperation has been established with the Judicial Department under the Supreme Court.
- 25 youth police officers were trained in Canadian methods of dealing with youth offenders, and ten representatives of the Ministry of Internal Affairs, mainly youth police heads, participated in a two week study trip to Canada, including training on strategic approaches to problem resolution.
- After early difficulties with the Prosecutor's Office, a mediation project with youth offenders, which includes training and lobbying activities, has been approved. 40 mediations have taken place and a brochure on restorative justice has been published. The mediation process involves the recognition of guilt and internalising of responsibility on the part of the offender, which immensely decreases the incidence of recidivism.
- UNICEF Moscow has prepared a pocket brochure containing all international juvenile justice documents and has distributed it among youth police inspectors in the Russian Federation, as well as Kiev and Minsk. Only 100 of the initial 25, 000 copies remain, as it has proven to be very popular with UNICEF partners. The Innocenti Digest on Juvenile Justice has also been translated and disseminated and UNICEF has supported the publication of a NAN brochure on juvenile justice.

#### Information, public awareness, and coordination:

- Partnerships were established with key media agencies at the outset
- A training programme was developed for journalists about youth and social issues.
- An award was instituted in 1998 for high quality reporting on the effect of HIV/AIDS on young people.
- Information centres have been developed, which, together with the publications produced, have increased the profile of issues faced by street children, and the quality of the information available.



---

De-institutionalizing of children in crisis or at risk:

- UNICEF provided support in analyzing the existing situation and developing a multi-sectoral approach to comprehensive resolution of the problem, focusing on prevention.
- UNICEF worked closely with Christian Solidarity International in developing a model for replication, on the development of foster parenting, adapting methodology to the local context and supporting the training of social workers. This model is being adapted and extended to other areas of the Russian Federation, and is also being used to train and support foster families for children in crisis, and provide family support to avoid abandonment.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Questionnaire of 52 street children conducted
- Street outreach social workers (10 young people aged 9 to 26) trained
- 20 at-risk children underwent training in peer- to-peer approaches
- One hundred and eighty under-privileged school children were trained in civil rights, conflict resolution and personal safety.
- A pilot recreation programme, called the Social Academy, was developed by a group of 50-60 interested young people.
- 40 juvenile offenders involved in mediations

**What influence has their involvement had on the project?**

**During 2001 about 100 street children leaders will be trained as volunteer outreach workers. And the results of their training and first steps of their work with peers will be a part of the end-year assessment (representatives of these leaders will be invited to participate in the roundtable discussions between the Moscow Government and UNICEF).**

**How have the adolescent girls and boys involved in the project been affected personally?**

See above.

**What have been the achievements of this project to date?**

- The research study on Street Children was a first attempt to establish baseline data on the contributing factors and circumstances of street children in Moscow (Report of Research Group on Street Children, NAN-Equilibre, Moscow, 1997)
- The street outreach project reaches 1,500 children on a regular basis, in particular 200 high-risk children.
- Three week training held for outreach workers
- One hundred and eighty underprivileged school children trained in civil rights, conflict resolution and personal safety.
- Needs assessment carried out to foster the development of the concept and models of safe spaces, and the promotion of healthy lifestyles.



- Judges, prosecutors, lawyers, court social workers and law students trained in international standards of juvenile justice and on French practice.
- Youth police officers trained in Canadian methods of dealing with youth offenders and ten representatives of the Ministry of Internal Affairs, including 7 heads of oblast youth police, participated in two week study trip to Canada.
- Forty mediations with youth offenders have been conducted.
- The establishment of partnership with a number of media: AIDS InfoShare; BBC/MPM; Hera; Internews; League of Minor Press, YounPress and others
- UNICEF instituted an award which was given in recognition of a journalist's report on young people and HIV/AIDS and a training programme was developed for journalists about youth and social issues.

**Has a formal evaluation been performed? Please elaborate.**

Not yet

**What were the main constraints in meeting the project objectives?**

- *Establishment phase of the UNICEF office in Moscow:* During the initial period of project development the UNICEF Moscow office was being established, with new staff who were inexperienced with UNICEF programmes, procedures and practices.
- *Difficulties in quantification of the phenomenon of street children in Moscow:* A number of factors, including the size of the city and the transience of street children, combine to make clear analysis of street children difficult.
- *Complexity and multi-faceted nature of the problem:* The variety of contributing factors, issues and risks associated with street children often complicate responses and lead to stakeholders lacking common focus.
- *Insufficient local knowledge and understanding of youth health issues:* Although the knowledge base and attitudes of Government officials and social work educators and practitioners have improved significantly, it will take time for them to absorb, adapt and apply this information.
- *Limited safe spaces pilot initiatives:* While a variety of models were developed there was only limited implementation of safe spaces pilot programmes in Moscow.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

When the UNICEF Moscow Office was created in 1997 a whole set of existing positive experiences of government bodies and NGOs in the capital of Russia had already been established by the City Government and there was a clear understanding by the Government that all existing experiences and services (provided by the shelters, social-rehabilitation centres, etc.) have to be integrated into the City policy in the interest of street children and other groups of at-risk children.

UNICEF started to support government efforts on the municipal level. In 2000 UNICEF cooperation with Moscow was at the level of the City Government (UNICEF-Moscow City Government Agreement for 2000-2001). At the end of 2001 the results of the cooperation at this level will be assessed by both sides.



---

Training workshops conducted with participation of international trainers (De-Montfort Centre for Social Actions, ISMO), have shown that international experience in the field of street children is very important for Russia, although a lot of practical experience has already been developed by Russian practitioners and researchers. It will be valuable to ensure the sharing of experiences and dissemination of best practices accumulated in transition countries like Russia.

**What program support tools/resources were developed that can be used/adapted by other country offices?**

- From the bottom to the top – from cooperation with particular government bodies and NGOs to Cooperation on the City level.
- Experience in developing “Rehabilitation Space” for street children can be shared with others as an example of good practice.

**Youth Perspective: An interesting quote from an adolescent involved in the project. A special “quick” questionnaire is to be developed to get responses.**

**Source of Information:**

Vera Gavrilova  
Project Officer  
UNICEF Moscow, C/o United Nations Office  
6 Obukha Pereulok, 103064 Moscow  
Russian Federation  
Tel: 7 095 933.8818, Fax: 7 095 933.8819



## Children's Workbook on the Convention on the Rights of the Child, Somalia

### **Background/Rationale for Project:**

Rights-based programming has been particularly difficult to achieve in Somalia, as the country has yet to ratify the Convention on the Rights of the Child (CRC). There is also a lack of legislative infrastructure to monitor and evaluate rights-based approaches to achieving child rights. Basic child rights to adequate health care, nutrition, basic education, water and sanitation, etc. still remain largely unmet. The vast majority of the young people are out of school, and many young people end up joining the military, mainly as a means of earning money. Additionally, female genital mutilation remains one of the greatest violations of child rights.

### **Project Description:**

The creation of a children's workbook, which provides for the establishment of children's committees to participate in or oversee the planning and implementation of their expressed wishes/rights. The book is distributed through the school system.

**Timeframe:** Started in 1998; ongoing (for children up until they finish primary school - 15 years)

**Initiator(s):** UNICEF

**Implementer(s):** UNICEF

**Funding Source(s) and Overall Budget:** Irish Government; 5,000 Pounds Sterling.

**Partner(s)/alliances:** To ensure its success, UNICEF is involving partners from Somali communities, Koranic and primary schools, Imams, teachers, elders, women, education authorities, NGO partners and UNESCO in the project

### **Objectives:**

To bring children and young people together with parents, elders, community leaders and religious leaders for the implementation of several activities and engage children and adults in the rights issues most pertinent to Somali culture in a manner that provokes thought, dialogue, discussion, games, activities and fun.

### **Beneficiaries/participants (number, age group and gender):**

15,000 copies of the book have been printed for distribution to schools throughout Somalia (which currently has about 150,000 children in schools).

### **Description of Activities:**

- The children keep the handbook as a record of their opinions. It is crucial that children know that efforts to formulate ideas about their rights are acknowledged by their parents, elders and the authorities.
- The children record their wishes in a space in the book for certain rights expected to be realised within 15 years. The children are expected to use the workbook to ask themselves what kind of society they want to have when they grow up. These opinions will ideally be recorded and kept in safekeeping by local religious leaders.



- They would then be reviewed by the children and the holders of the record, perhaps after five years, then again after ten years. This might effectively be incorporated within a religious ceremony, or become a distinct event. The goal would be to make a review that involved the same and other children with teachers and elders who have committed themselves towards similar objectives. This assessment would show what rights had or had not been implemented.
- For the above to work, the workbook will need to engage the children in thinking through and internalising the belief and conviction that they as children do and should have rights. The workbook should also be used as a tool to develop adults' awareness and understanding of the rights of the child within the context of their cultural references. The gap between the CRC and the Somali child's reality and present view of themselves is wide and therefore to bridge this in meaningful and effective way requires careful interpretation.
- Each right has been given an activity page that will involve class/group discussion.
- To cater for those who cannot read or write, graphics have been used with the minimum of text. This has been done using a photo-comic technique. The little text present is mainly for adults to read out to children.
- The structure of the workbook is ideal for discussion. It is structured in such a way that it does not undermine or threaten the norms of social interaction between teachers/adults and children.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Children are involved in a continuous monitoring tool that consists of a cut-off page in the work book on which children, with local authorities, can set down what they would like their community to do for them within a given timeframe. The page is to be held in sacred trust by a religious leader or a respected personality and is reviewed annually on an agreed date such as a religious feast or the Day of the African Child (DAC).

**How has their involvement affected the project?**

The children are key partners in implementation. They are asked to think what the story is about. Then they turn to some activity pages that focus on the rights pertinent to that story, i.e. survival, protection and health. The second story might focus on the right to education and development and another on participation rights. They participate in activities that need imaginative suggestions that relate to Somali children's reality, using whatever games and stimulation that helps them focus and feel animated by the topic.

**How has their involvement affected them personally?**

The children should not be passive participants. The CRC and the book are about promoting children's exploration, response, and taking action and this is what should be achieved. However, since this is a long-term project, it will take time to ascertain results.



---

### **What have been the achievements of this project to date?**

On 10 February 1999, UNICEF embarked on a series of zonal workshops designed to train caregivers in the correct utilisation of the CRC children's interactive workbook in Somali and for Somalis.

The first workshop was held in Hargeisa, Northwest Somalia ('Somaliland'). Other workshops followed in Bossaso for Northeast Somalia ('Puntland') and Jowhar (for Central/Southern Somalia). During the first workshop in Hargeisa, UNICEF personnel from each of the three zones, Northwest, Northeast and Central/Southern, along with four key local persons actively engaged in caring for children, underwent a three-day training of trainers session. Immediately afterwards, two UNICEF participants from Hargeisa facilitated the first of the zonal 'live labs' (hands-on experience).

Some 20 people from all over Northwest Somalia willingly took part in the 'live labs'. The participants included representatives from the Ministries of Education, Justice, Youth and Sport, teachers, men and women who run orphanages, and representatives of women's groups. It was such a success that, after one day they agreed to surrender their entire weekend to the CRC children's workbook. The newly trained facilitators drew from their participants not only energy, wisdom and hilarity but, most importantly, commitment.

Invention and creativity dominated the day to such an extent that, after an exercise designed to draw on traditional Somali support for the child, the practices enumerated were so beautiful and unique, that it was decided to make a book of them under the working title: 'Somali Tradition for the CRC'.

The training has already been concluded in the remaining zones.

### **Has a formal evaluation been performed? Please elaborate.**

Not yet, the project is in the initial stages of implementation.

### **What were the main constraints in meeting the project objectives?**

- Rights based programming has been particularly difficult to achieve in a country that has yet to ratify the CRC.
- There is also a lack of legislative infrastructure to monitor and evaluate rights-based approaches to achieve child rights.
- The general insecurity in Somalia, poor infrastructure, lack of centralised authority structures.

### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

Project is still in an early a stage of implementation

### **What programme support tools/resources were developed that can be used/adapted by other country offices?**

Use of orientation seminars and video of training sessions which is being translated into Somali.



---

**Youth Perspective:**

Not available yet. But from an adult:

There are several sensitive topics addressed in the book, one of them being female genital mutilation (FGM). The orientation participants' eyes were immediately drawn to a rather horrible picture of the instruments used in this practice. They were taken aback. And they said so: *'This is the first time we have seen a picture of these implements!'* said one man. *'And this is the first step to getting rid of them,'* said another, firmly.

**Source of information:**

Robert Kihara  
Assistant Communication Officer  
UNICEF Somalia  
C/oUNICEF Somalia Support Centre (USSC)  
P.O. Box 44145  
Nairobi  
Kenya  
Telephone: 254 2 623.862  
Fax: 254 2 520.640



---

## Self-documenting Photography Project, Somalia

---

### **Project name and Location:**

Self-documenting photography project, Somalia (Kismayo, Mogadishu, Bossaso and Hargeisa)

### **Background/Rationale for Project:**

Rights-based programming has been particularly difficult to achieve in a country that has yet to ratify the CRC. There is also a lack of legislative infrastructure to monitor and evaluate rights-based approaches to achieve child rights. Basic child rights to adequate health care, nutrition, basic education, water and sanitation, etc. still remain largely unmet. The vast majority of the young people are out of school, and many young people end up joining the militias, mainly as a means of earning money. Additionally, female genital mutilation remains one of the greatest violations of child rights.

To celebrate UNICEF's 50th Anniversary (1996-97), 80 Somali children were given disposable cameras to capture on film their perception of "War and Peace". The photos were exhibited in different locations under the banner "All we are saying, is give kids a chance".

These are children who, in all likelihood, had never seen a camera before, let alone used one. These are children for whom colouring books and pencils are largely unknown. There are no film developing facilities in Somalia, so disposable cameras have no lootable value. This permitted the children to keep the cameras for three days and to think about the images they wished to photograph. The exhibition is a partial view of the children's world. It speaks of sorrow and optimism, of innocence betrayed by an ugly reality, and of a potential that is there for the tapping.

### **Project Description:**

**Timeframe:** 1996 to 97

**Initiator(s):** UNICEF

**Implementer(s):** UNICEF and young people

**Funding Source(s) and Overall Budget:** UNICEF. Not available. But cost was for disposable cameras, film development, mounting exhibition and sending to Natcoms. Not more than \$5000

**Partner(s)/alliances:** Schools and local authorities

### **Objectives:**

To assess and document the situation of young people in Somalia through photography.

### **Beneficiaries/participants (number, age group and gender):**

80 Somali children, ranging in age from 8 to 14 years. They comprised both boys and girls from Kismayo, Mogadishu, Bossaso and Hargeisa in Somalia. Among them were



---

street children, internally displaced persons (IDPs), primary and Koranic school children. (See Appendix for names and gender of children who participated.)

**Description of Activities:**

- *Provision of disposable cameras to Somali children with the task of documenting their situation through photography.*
- Photo exhibition on UNICEF Somalia Open Day with 44 exhibits.
- Four countries (Ireland, Germany, Italy and Belgium) took the 44-piece photo exhibition along with the promotional video, which they used in a variety of ways, including in schools.
- The exhibition was put out (and can still be viewed) on the UNICEF Somalia website: <http://www.unicef.org/somalia/>
- It was displayed at a one-day seminar on "Media, soundbites and chronic complex emergencies" in Bossaso, Northeast Somalia in 1997. The participants were members of the international press, renowned media personalities and pop star Bob Geldof.

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

Adolescent children were involved in the actual implementation of the project as they took photographs of their own lives to assess their situations.

**How has their involvement affected the project?**

It drew interest from donors, who were surprised at such an initiative in disadvantaged conditions.

**How has their involvement affected them personally?**

The children experienced the excitement of handling cameras, some for the first time in their lives.

**What have been the achievements of this project to date?**

Donor and national committee interest in hosting the exhibition.

**Has a formal evaluation been performed? Please elaborate.**

Not yet.

**What were the main constraints in meeting the project objectives?**

Coordinating and liaising with the children and their minders in conditions where schools and their supporting structures are not available.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Provide wider coverage in taking of photos in diverse locations and give children a chance to see the exhibited works in Somalia
- Can be used to depict conditions in disadvantaged countries and the hope that exists there.



---

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

Use of disposable cameras by children can bring out surprisingly good results about their worldview.

**Youth Perspective:**

None available

**Source of information:**

Robert Kihara  
Assistant Communication Officer  
UNICEF Somalia  
C/o UNICEF Somalia Support Centre (USSC)  
P.O. Box 44145  
Nairobi  
Kenya  
Telephone: 254 2 623.862  
Fax: 254 2 520.640



---

## Appendix

### Self-documenting photography project, Somalia

#### Children who took part in the project

##### Kismayo:

- Farhiyo Abdulkadir Ali (Female) 11 years. (Fanole Primary School, Bilal).
- Kheyro Ali Mohammed (Female) 10 years. (Farjano village).
- Nasro Haji Sacid (Female) 10 years. (Fanole Primary School)
- Najmo Ahmed Aden (Female) 11 years. (Alanley village)
- Faadumo Mohammed Abdullahi (Female) 11 years. (Fanole village)
- Mohammed Abdulle Hassan (Male) 9 years. ( UNOSOM Displaced Persons' camp).
- Mohammed Muse Khalid (Male) 10 years. (Fanole Primary School)
- Sharma'rke Abdullahi Hassan (Male) 9 years. (Street Boy)
- Hassan Mohammed Hussein (Male) 11 years. (Tawakal Displaced Persons' Camp)
- Mohammed Gelle Farah (Male), 11 years. (Street Boy)
- Fadumo Abdulkadir Mohammed (Male), 11 years. (Bilal Primary School)
- Mohammed Hassan Ali (Male), 10 years. (Bilal Primary School)
- Khadar Ismail Ali (Male), 10 years. (Ganane Primary School)
- Liiban Ahmed Aden (Male), 11 years. (Dacwo Koranic School)
- Falis Abdullahi Mahamoud (Female), 11 years. (Rugta Primary School)
- Sahal Mohamoud Sahal (Male), 10 years. (Fanole village)
- Khadijo Ali Bashir (Female), 10 years. (Dacwo Koranic School)
- Abdirahman Abdulle Hassan (Male), 10 years. ( Ganane Primary School)
- Deeqo Abdi Khalif (Female), 11 years. (Rugta Primary School)
- Amino Salah Ibrahim, (Male), 11 years. (Fanole village)

##### Mogadishu

- Mohamoud Hassan Mohamoud, (Male), 13 years, (Not at School, Marina IDP Camp)
- Hani Abdi Mohammed, (Female), 11 years, (Not at School, Marina IDP Camp)
- Abdullahi Mohamed Mohamoud (Male), 13 years, (Not at School, Marina IDP Camp)
- Fartun Mohamoud Mohamed (Female), 11 years, (Not at School, Marina IDP Camp)
- Hodan Abdi Ibrahim (Female), 13 years, (Not at School, Marina IDP Camp)
- Abdulkadir Mohamed Mohamoud (Male), 11 years, (Not at School, Marina IDP Camp)
- Khadra Hussein Addow (Female), 11 years, (Not at School, Djibouti IDP Camp)
- Mohamed Abdi Mohamed (Male), 11 years, (School Boy, Djibouti IDP Camp)
- Abdi Hussein Addow (Male), 10 years, (Koranic School, Djibouti IDP Camp)
- Raaxo Muhummed Bullale (Female), 13 years, (Not at School, Djibouti IDP Camp)
- Hamdi Salaad Bullale (Female), 11 years, (Not at School, Djibouti IDP Camp)
- Ahmed Abdi Muhammed (Male), 11 years, (School Boy, Djibouti IDP Camp)
- Hani Hussein Mohammed (Female), 12 years, (IIDA Koranic School, Karan District)



- Mohamed Mohamed Ali (Male), 11 years, (IIDA Koranic School, Karan District)
- Abdi-Noor Mohammed Ali (Male), 12 years, (IIDA Koranic School, Karan District)
- Habiba Haroun Sh. Omar (Female) 11 years, (IIDA Koranic School, Karan District)
- Daoud Hussein Mohammed (Male), 13 years, (Ramla Primary School, Bondere District)
- Amina Aden Mohamed (Female), 12 years, (Ramla Primary School, Bondere District)
- Fay Ahmed Mohamed (Female), 11 years, (Ramla Primary School, Bondere District)
- Abdi Bashir Mohamoud (Male), 12 years, (Ramla Primary School, Bondere District)

#### Hargeisa

- Farus Abdi (Female), 10 years, (Low income family)
- Mohamed (Male), 12 years, (Street child)
- Mohamed Ibrahim (Male) 11 years, (Primary School Pupil)
- Sebah Hussein (Female) 13 years, (Primary School Pupil)
- Rahma (Female), 11 years, (Primary School Pupil)
- Hamsa (Male), 10 years, (Primary School Pupil)
- Niman (Male), 8 years, (Street Child)
- Mura Bashir (Female), 10 years, (Low income family)
- Hoodo (Female), 11 years, (Low income family)
- Abdirahman (Male), 12 years, (Low income family)
- Bushra (Female), 9 years, (Primary School Pupil)
- Abdirizaq (Male), 11 years, (Primary School Pupil)
- Abdiaziz (Male), 13 years, (Primary School Pupil)
- Faiza (Female) 12 years, (Primary School Pupil)
- Da'ud (Male), 11 years, (Orphanage)
- Maryan (Female), 12 years, (Orphanage)
- Mustafa (Male), 10 years, (Low income family)
- Sarah (Female), 10 years, (Low income family)
- Amran (Female), 9 years, (Orphanage)
- Abdi Halan (Male), 13 years (Orphanage)

#### Bossaso

- Hodan Mohamed Diriye (Female), 12 years, (IDP, Not at School)
- Abdi Ali Jama, (Male), 10 years, (IDP, Not at School)
- Safia Siyad Naleye (Female), 13 years, (IDP, School Girl)
- A/Kadir Samater Ibrahim (Male), 9 years, (IDP, Koranic School)
- A/fitah Ali Yusuf (Male), 10 years, (Koranic School)
- Hareedo Awad Artan (Female), 12 years (Koranic School)
- Barni Aw-Mahamed (Female), 10 years (Not at School)
- Ali Omar Daad (Male), 8 years, (Koranic School)
- Yasin Farah Muse (Male), 9 years, (Not at School)
- Kardo Ammin Omar (Female), 8 years, (Primary School)
- Nasro Abdullahi (Female), 13 years, (IDP)



- 
- Mohammed Ise (Male), 12 years, (Shoeshine Boy)
  - Guuled A/Salan (Male), 9 years, (Koranic School)
  - Faduma Ayanle Ahmed (Female), 9 years, (School Girl)
  - Ahmed Warsame (Male), 13 years, (School Boy)
  - Nasra Ina Warsame (Female), 12 years, (School Girl)
  - Abdullahi Isse Ali (Male), 14 years, (Street Child)
  - Shamso Ali (Female), 12 years, (IDP)
  - Xawo Mahamed (Female), 13 years, (IDP)
  - Cilmi Cabeli (Male), 10 years, (IDP)



---

## Adolescent Friendly Health Services, Uganda

---

### **Project Name and Location:**

Basic Education, Child Care and Adolescent Development (BECCAD), with a particular focus on Adolescent Friendly Health Services (AFHS) in 5 districts of Uganda: Nebbi; Rukungiri; Kabale; Mbale; and Kiboga.

### **Background/Rationale for Project:**

The 1991 Population census showed that one-quarter of Uganda's total population is between the ages of 10 and 19 years. The effect of the AIDS epidemic in Uganda has been severe. As of 1998, UNAIDS estimates that 930,000 Ugandans are living with HIV infection or AIDS. In adults, the infection rate is estimated to be 9.5%.

It is estimated that 1.8 million Ugandans have already died of AIDS and there may be as many as 1.7 million children who have lost their mothers or both parents to AIDS. USAID estimates considerable increases over time and that 2.7 million children will be orphans by the year 2000. It is notable that at least one child out of four families in Uganda is taken care of by adults who are not the child's biological parents (DHS 95). It is estimated that 7.3% of reported AIDS cases are children less than 12 years (ACP Surveillance report March 1999).

It is also reported that AIDS is responsible for 12% of annual deaths in Uganda and has surpassed malaria and other diseases as the leading cause of deaths among individuals 15-49 years of age. Approximately 26% or 43,000 babies are infected through mother to child transmission of HIV every year and two thirds of those do not live to see their second birthdays.

However, there is reason for hope. Recent data indicate a significant declining trend in HIV seroprevalence (the proportion of the population infected) and incidence (the number of new infections during a certain time period expressed as a proportion of the population at risk). In sentinel site surveillance through antenatal clinics (ANCs), all urban sites showed evidence of significant decline during the first half of the 1990s- as much as 10 to 15 % in some sites. There appears to be a great deal of regional variability in the spread of HIV infections in Uganda. While two major urban areas remained at a median of 14.7 % at the end of 1997, areas outside of urban centres varied from 1.6 % to 14.5 %, with a median of 8.75%. There is evidence that the decline in prevalence is not because of a 'saturation effect', the stage in an epidemic where most of those who might be infected are infected. There are districts in Uganda where HIV prevalence among the sexually active population has remained relatively low and the prevalence in this population has decreased further over time.

It was also reported that Uganda has the third largest teenage pregnancy rate in Africa. The Uganda Demographic and Health Survey (UDHS) 1995 indicates that by 17 years of age, 43.3% of adolescent girls have begun child bearing and by 19 years over 70.8% of



adolescent girls have given birth or are pregnant with their first child. Reports from Mulago Hospital show that 20-30% of maternal deaths were due to complications resulting from teenage abortions.

Street children are also a growing phenomenon in Uganda. Currently 10,000 children are estimated to live and work on the streets during the day in urban areas. Child labour is also emerging as a major problem. About 23% of children between 10 and 14 years old are presently working. In Uganda, services for vulnerable children are mainly provided by extended families, communities, CBOs and NGOs. However, the capacities of extended families to cope with the demand are generally acknowledged to have peaked, while district and local councils are yet to fully respond to the need for increased services.

**Project Description:**

**Timeframe:** 1998-2000

**Implementer(s):** Reproductive Health Division in the Ministry of Health (MOH) and District Health Management Teams in collaboration with other district staff.

**Lead Partner:** Reproductive Health Division, MOH

**Partner(s)/alliances:** Ministry of Gender, Labour and Social Development, WHO, UNFPA, NGOs and private associations

**Funding Source(s) and Overall Budget:** General resources and supplementary funding from SIDA/Austria. 1999 budget 200,000 USD.

**Objectives:**

Promote the full cognitive and psycho-social development of children and adolescents within a supportive family and community environment which is conducive to education for all, prevention of HIV/AIDS/STIs, adequate care and protection of children and adolescents from birth to adulthood. Programme interventions include:

- Support to complementary forms of primary education for children 8-14 years of age from vulnerable groups
- Advocacy and social mobilisation for girls' education
- Technical support for the review and reform of legislation and its enforcement, as a means of ensuring the legal protection of children
- Special protection measures for categories of children and adolescents in need (primarily through support to NGOs)
- Sensitisation of local communities, families and local governments on child care, protection and adolescent health and development (ADH) issues
- Use of mass media as well as traditional media for reaching out to adolescents with information
- Promoting life skills education for in and out of school adolescents
- Promoting the provision of adolescent friendly services (AFS) in collaboration with NGOs and local governments

**Beneficiaries/participants:**

Young people between 10 and 24. No figures available on number and gender reached



---

### **Description of Activities:**

#### **Adolescent Friendly Health Services:**

- Develop sensitisation package for adolescent friendly services
- Conduct sensitisation on adolescent friendly services in project districts
- Develop pilot sites for adolescent friendly services
- Develop communication manual for health workers
- Orientation and training of health workers
- Develop capacity of district staff to develop result-oriented plans for AFHS.
- Brief field visit to Mubende and Rukungiri to obtain a "snapshot" picture of existing programmes for ADH, what is being measured and existing gaps. MOH, UNICEF and a consultant presented the findings at a meeting in Geneva. Eight countries participated in the programme and attended the five day peer exchange.
- Nine indicators for Adolescent Sexual and Reproductive Health/Life skills developed and pre-tested in Kampala with young people and NGO/government partners.
- Developed life skills materials for in and out-of school and trained national teacher trainers.
- Support to the development of a national adolescent health and youth policy.

#### **Other initiatives for young people in crisis:**

- Psychosocial support initiatives for young people in two districts in conflict i.e. Kitgum and Kasese have been given priority attention. Supported initiatives include training of counsellors, training in psychosocial support for teachers and Community Development Assistants, recreational activities for young people, STD diagnosis and treatment, and HIV/AIDS prevention strategies.

### **How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Adolescent boys and girls were involved as researchers and as informants/participants in focus group discussions (FGDs), mapping exercises and interviews in a needs assessment for AFHS in 5 districts. One 24-year-old young person was part of the national team analysing the data, writing the reports and presenting the findings to stakeholders at national level.
- Adolescents participated in a planning meeting for AFHS.
- For AFHS the pilot districts have planned for training peer educators and involving adolescents in monitoring the activities.
- Adolescents were involved in developing adolescent sexual and reproductive health/life skills indicators during an FGD.

### **What influence has their involvement had on the project?**

The recommendations for implementing AFHS in the needs assessment reports were primarily based on suggestions from adolescents, although the opinion of other key stakeholders (teachers, parents, community leaders) were also included.

### **How have the adolescent girls and boys involved in the project been affected personally?**

Information not available.



---

### **What have been the achievements of this project to date?**

- Draft sensitisation package for adolescent friendly services in place. The package includes definitions of key concepts, an overview of adolescent health and services, institutional framework, roles and responsibilities and monitoring and evaluation.
- Commitment obtained from key district staff to pilot AFS in the five pilot districts of Nebbi, Rukungiri, Kabale, Mbale and Kiboga during initial consultation.
- Sensitisation on adolescent friendly health services has taken place in all the selected pilot districts. The district participants also went through a planning exercise for draft Adolescent Health and Development (ADH) manual for health workers on communication and counselling skills developed and currently being pre-tested.
- Forty-eight health workers in four districts trained in communication and counselling skills for Adolescent Health and Development.
- Increased coverage and quality of AFHS in two districts observed.
- District capacity to plan, implement and monitor AFHS strengthened. For example, four districts have developed logical frameworks for the programme, and all districts have developed workplans for funding the implementation of AFHS. In one district AFHS has been integrated into the next 3-year District Development Plan with funds committed from all pilot sub-counties.
- Needs Assessment for AFHS completed in five districts with data on the coverage and quality of services in the district. The study involved district staff thus building the capacity to conduct research and analyse data.
- Draft adolescent health and youth policy developed.
- Steering committee established to oversee the 2-year programme to strengthen integrated programming for adolescent health and development. The members are from UNICEF, UNFPA, WHO, Population Secretariat and Ministry of Gender. The programme supported by WHO and UNFPA is piloted in two districts of Mubende and Rukungiri. The objective is to develop systems for co-ordinating implementation and monitoring of programmes for ADH.
- Draft national position paper on child labour in Uganda discussed at a one-day national workshop conducted in January 1998. The finalised position paper was tabled at the OAU/ILO/UNICEF African conference on child labour held in February 1998. Inter-ministerial national steering committee in place and charged with responsibility for developing national programme of action and overseeing its implementation. US Government has announced support to ILO to initiate IPEC in Uganda.
- A national study on sexual exploitation and abuse completed, conducted by ULRC. A draft report is available. The report makes a series of legal and "non-legal", programmatic recommendations. The former will serve as a basis for revision of existing laws.
- An assessment of existing psycho-social support programmes for children and families affected by conflict in Northern Uganda has been completed. A draft report is available. The assessment recommends future psychosocial interventions to meet the gaps as well as to enhance present psychosocial services. A workshop on psycho-social programmes in Northern Uganda was organised in July 1998 and various stakeholders presented work they were currently involved in



---

**Has a formal evaluation been performed? Please elaborate.**

Not as yet

**What were the main constraints in meeting the project objectives?**

- The local governments elections that took place during 1999 slowed down the pace of implementation of planned activities
- The ongoing restructuring of national ministries and massive downsizing of civil service at national level is contributing to the loss of some of our key counterparts who were playing a critical role in the implementation of activities
- The success of AFHS is highly dependent on the existing functionality of the district health systems. Thus in districts where the system is weak (e.g. few trained staff servicing health units, few monitoring visits to health units) the AFHS did not take root.
- Despite training and follow-up of health workers, negative/authoritarian attitudes and lack of dialogue with adolescents continue.

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Develop a detailed strategy for implementing AFHS at an early stage in the programme.
- Develop materials (IEC and monitoring tools) at an earlier stage in the programme.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

- A booklet on "Talking with our children about sex and growing up"
- Straight Talk and Young Talk newspapers
- AFHS needs assessment report

**Youth Perspective:**

Not available

**Source of information:**

Tim Rwambuhemba  
UNICEF-Kampala  
P.O. Box 7047  
Kampala  
Republic of Uganda  
Telephone: 256 41 234.591  
Fax: 256 41 235.660



---

## **The Programme on Young People's Health and Development, Ukraine**

---

### **Project Name and Location:**

The Programme on Young People's Health and Development, Kiev and Odessa, Ukraine

### **Background/Rationale for Project:**

The profound economic, political and social changes that have occurred in Ukraine during the period of transition have had a serious negative impact on the health and well being of children and young people. Significant rises over this period in the rates of adolescent suicide, juvenile delinquency, births to teenage mothers, school drop-out, and sexually transmitted disease and HIV/AIDS infection of young people are indicators of the adjustment difficulties facing today's young people in Ukraine. Juvenile crime has increased by 33% since 1990. Registered drug users, most of whom are young people, more than doubled between 1993 and 1996. Children and youth living on the streets, virtually unheard of at the time of independence, are now a common sight in the country's major cities. Some studies in 1999 say that more than half of teenagers aged 12-14 (62%) and over 72% of those aged 15-20 use alcohol. Every third adolescent aged 12-14 and every second adolescent over 15 smokes. Every fifth adolescent aged 15-18 is familiar with drugs. 90.9% of all pregnancies at the age of 15-18 and 68% at age 19-20 resulted in medical abortions. This is far higher than in European countries. In Ukraine there were 125.3 abortions per hundred live births in 1998.

About 18,000 adolescents who had committed crimes were condemned in 1999. About 19,000 children aged 6-7 did not go to school for the academic year starting 1 September 1999. Police brought 25,000 children to the temporary shelters from the streets in 1999.

The growth in incidence of HIV/AIDS infection in Ukraine is the fastest in Europe and requires urgent attention. Registered cases of HIV infection went up from 500 in 1994 to 34,114 for July 2000 - and the growth in total cases is much higher. An estimated 70% of reported HIV cases in Ukraine are intravenous drug users and affected young people are the majority. This is greatly due to low awareness among young people of the risks of injecting drugs. In 1998, 8,512 new cases of HIV were registered, which is much higher than in other countries of Eastern Europe. The most rapid rate of increase in HIV infections occurs in young people. In Ukraine 1,700 children from HIV positive mothers were born in 2000, a huge increase from 99 cases in 1996.

In an effort to respond to these problems and to promote young people's rights as outlined in the UN Convention on the Rights of the Child, and to empower them with the knowledge and skills necessary to successfully overcome their difficulties, UNICEF-Ukraine has developed the **Programme on Young People Health and Development**. Its long-term goal is to bring about perceivable attitudinal and behavioural changes among young people. The Programme represents a holistic approach to problem solving with a structure consisting of components aimed at resolving specific issues and assisting in the creation of a State system capable of sustaining these initiatives.



Key overall UNICEF strategies include supporting families, in recognition of their role as the central institution for the care, development and socialisation of children and young people; promoting young people's right to participation, and providing the opportunity for them to have their voices heard in decisions affecting them; disseminating information and knowledge, with a particular emphasis on key "life skills" needed by children and youth; building alliances for children; and promoting policy innovation and reform.

UNICEF began systematically co-operating with the Government in addressing youth issues in 1997. "Youth information centres" were established with UNICEF support in Kiev, Odessa, Donetsk and Dniepropetrovsk. In addition, a series of integrated youth health and development activities were initiated in Odessa, where HIV/AIDS cases among youth are highest, and in Kiev, where the situation of youth is of particular concern. These integrated activities included young journalists' workshops, youth-to-youth awareness-raising activities focussed on HIV/AIDS and drug abuse prevention and healthy lifestyles, and a youth hot-line and social support system.

**Project Description:**

**Timeframe:** 1998-1999 (The programme was extended for the years 2000-2001, but this case description covers only the programme cycle 1998-1999).

**Implementer(s):** Ukrainian State bodies, international agencies and NGOs, UNICEF-Ukraine

**Lead Partner:** State Committee of Ukraine on Family and Youth

**Partner(s)/alliances:** State Committee of Ukraine on Family and Youth, Ministry of Health, Ministry of Education, Ministry of Interior, local city administrations, Kiev City Centre of Social Services for Youth, Youth and Children's NGOs

**Funding Source(s) and Overall Budget:** 486,221 USD - GR 119,157, SR 367,064.

**Objectives:**

- Create conditions for the active and genuine participation of young people in aspects of the decision-making process through Youth Forums
- Promote the rights of adolescents and youth to information and freedom of expression as stated in articles 12 and 17 of the CRC through Youth Information Centres
- Promote the rights of children to health care services through Youth Friendly Clinics
- Assist the Government of Ukraine in expanding and strengthening activities for the prevention of HIV/STDs
- Provide spaces where young people can enjoy recreational and cultural activities, access information on healthy lifestyles, and receive counselling through Youth Cafes/clubs/safe spaces
- Strengthen the capacity of the Government of Ukraine to protect the rights of the street children in the areas of survival, development, protection and participation

**Beneficiaries/participants:**

Young people between 10 and 24; parents; social workers and psychologists; health care workers; media representatives; government officials; law enforcement agencies; NGOs;



and state bodies. Total number difficult to estimate - roughly 5,000. Gender balance approximately equal.

### **Description of Activities:**

#### **Youth Forum**

- The Youth Forum is an open gathering of young people – members of Youth and Children’s NGOs. It was an initiative of young people who participate in UNICEF projects in Ukraine.
- The main objectives of the Forum are to consolidate members’ forces in the lobbying of youth issues at decision making levels, to exchange experience and to support innovative and progressive ideas, projects, and programmes by mutual efforts.
- It acts as a coordinating body. Independent and informal, the Youth Forum offers a chance for young people, government and local administration representatives and youth workers to meet, discuss problems and formulate solutions in a democratic atmosphere.
- An Opinion Poll Survey at youth-to-youth level on the basis of youth participation was conducted.
- A gathering of more than 2000 young people, youth groups and volunteers, with the theme: "Youth for Healthy Lifestyles", was held.

#### **National and Regional Resource Centres**

- National Resource Centres are seen as the “information warehouses” of the Young People’s Health and Development Programme, and provide and produce information for media professionals, in all areas of the media, and for professionals working with young people, including teachers, social workers and psychologists.

#### **Youth Information Centres**

- Providing young people with basic communication skills
- Creation of Youth-to-Youth educational materials (audio, video, and print)
- Mass distribution of information materials
- Promotion of all activities carried out within the framework of the Programme on Young People’s Health and Development
- Monitoring of youth information needs through regular focus group discussions
- Increasing access to information on health and rights issues through a variety of sources, including videos, internet, and literature
- Increasing access to informal meeting places for youth and adult groups in an atmosphere of free association to discuss issues concerning health, rights and others

#### **Youth clubs/Safe Places/Cafes**

- Eight youth clubs have been established in Kiev and in Odessa as alcohol- and drugs-free, non-smoking places where youth can gather in their free time.
- Three permanently functioning “improvised street playgrounds” have been established in Kiev (and equipment for twenty more is ordered) aimed at creating a safe space for socially vulnerable children and young people (emphasis is on orphans and disabled children) to improve communication skills and provide the necessary tools for interpersonal communication and participation in social life through organisation of their activities and events in these establishments.



---

### Youth-Friendly Clinics

- Four health professionals from Kiev and Odessa visited Azerbaijan to observe new management and financial schemes of community health facilities
- A training workshop was provided on qualitative research and the design and development of IEC materials
- The pilot clinic in Kiev is already operating staffed by youth-friendly professionals, free or low-priced, and open to all young people including at-risk groups such as street children and drug users. The city Health Department has been receptive to and supportive of the project.
- A number of workshops on Youth Friendly Clinics Concept and outreach work have been conducted for staff and volunteers of the clinic.

### Prevention of injecting drug users (IDUs)

- A rapid assessment of the situation and behavioural study was conducted in Kiev to identify high risk behavioural factors influencing HIV/STD transmission. 150 people from 3 Kiev administrative city districts were also interviewed to identify the needs of IDUs for social and health services
- Mobile outreach posts are operating in Odessa and Kiev and the Odessa post serves 2,000 IDUs every month. Outreach posts provide IDUs with information and advice, training on safe behaviour, psychosocial support, and means of individual protection (disinfectants, condoms, and needles/syringes exchange). Volunteers working on posts are trained in outreach work, utilising harm reduction methods.

### Project on Street Children

- A survey of 350 street children (4-19 years old) was carried out to try to assess the scale of the problem with street children and find out what should be done.
- A roundtable attended by government representatives, social workers and NGOs discussed solutions to help the risk group street children.
- A team of social workers and volunteers in Kiev are developing and implementing models of outreach support services and in door activities:
  - ◆ Provision of food and clothes
  - ◆ Provision of information for survival, options away from the street
  - ◆ Provision of emotional support and guidance in sexual and reproductive health including HIV, STDs and substance abuse
  - ◆ Food and nutrition education
  - ◆ Assisting children to link into existing services
  - ◆ Recreation
- Emergency Day Centres for Children in Crisis in Kiev were established and supplied.
- A number of workshops on Street Children and outreach work have been conducted for residential and outreach workers.

### Project on Mobile Information Centre on Children's Rights

- The "Information Bus", a large, brightly painted vehicle which is fully equipped with audio and other equipment was designed with the participation of young people who are actively involved with Ukrainian Youth Organisations.
- The Project is actively involving young Ukrainian people representing about 20 youth and children's organisations in Kiev at all stages of the planning and implementation of this Project. They form the umbrella steering group that takes part in the



management of the “Information Bus” in strong collaboration with the City Social Service for Youth of the Kiev City State Administration.

- *The project seeks to build on several innovative pieces of work with children and young people currently being undertaken in the Ukrainian State and NGO sectors in the fields of street children, children with disabilities, healthy lifestyles promotion, HIV and STD education and child protection.*

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- A gathering of young people, held in Cherkassy with the title "Youth for Healthy Lifestyles", was attended by more than 2000 young people from 11 regions of Ukraine. The camp revolved around workshops and discussions of the CRC and focused on the areas covered by UNICEF's programme on Youth Health and Development, for example street children, drug abuse, risk of HIV/AIDS and STDs, and activities of information centres and youth clubs/cafes.
- 60 young people attended a Workshop on Decision-Making Skills, and Youth Club animators and were trained working with youth, communication techniques and peer education.
- Young people are involved in the steering groups of the projects

**What influence has their involvement had on the project?**

The projects fully respond to the young people’s needs, as they are involved in all stages of the project’s implementation: from planning to evaluation.

**How has their involvement affected them personally?**

Some of them have become participants and managers of the projects, some of them are now managing similar projects of their own.

**What have been the achievements of this project to date?**

- Youth Forums have been set up in Kiev and Odessa, and co-ordinate and oversee the project's design. The Youth Forums allow young people, the government and local administration representatives to meet and discuss problems and formulate solutions in a democratic atmosphere.
- Five Youth Information Centres have been established, serving the needs of 1000 young people per month.
- Equipment provided for the Youth Information Centres, which enabled the centres to serve the information needs of the local community and the media, to train media to report accurately on health and to help create partnerships among local media.
- The Youth Information Centre in Kiev has developed a spin-off project uniting nine Kiev city districts into one interactive computer network, thereby broadening the resource availability of young people and easing their access to information.
- The pilot Youth Friendly Clinics project is currently operating in Kiev.

Representatives of community agencies working with young people involved in high risk behaviour related to drug use, STD and HIV transmission were trained in Qualitative Research and the Design and Development of information, education and communication



(IEC) materials. Fifteen key professionals were trained on focus groups interview methodology, design and pre-testing of materials.

As a result of this training workshop, IEC materials on healthy lifestyles, HIV/STDs, and unwanted pregnancy prevention have been developed for distribution at clinics.

- Forty healthcare professionals from all over Ukraine were trained at a workshop on STD treatment protocols and youth friendly standards.
- UNICEF has provided drugs, supplies, and basic equipment for primary health care and STD treatment to the Kiev clinic.
- A project on Harm Reduction among IDUs has been designed as a component of the umbrella Programme on Young People's Health and Development to strengthen activities for prevention of HIV/AIDS.
- Relevant informational and educational materials targeting IDUs, their parents, law enforcement agencies, government institutions, health care professionals, adolescents and youth, mass media representatives, and employees of IDU rehabilitation centres were developed. Materials consist of leaflets, booklets and comics covering HIV/STD transmission, safer sex/injecting methods and individual protection measures, STD infection awareness and referral information for sites providing access to prevention, assistance and treatment for STDs.
- Members of high-risk groups are assisted in acquiring safer behaviour skills through the provision of information, education and training on risk reduction methods, means of individual prevention and psychological support.
  - ◆ Instances of addicts using their own syringes for injecting have risen from 43% to 95%.
  - ◆ The purchase of ready made drugs filled in used syringes has fallen from 50% to 14%
  - ◆ Regular use of condoms has increased from 16% to 58%
  - ◆ Awareness on HIV transmission has risen from 47% to 75%
- Seven new youth clubs are equipped in Kiev, Odessa and Dnipropetrovsk. Youth clubs have started to operate, staff have been trained and basic equipment has been provided
- Improvised Street Playground (ISP) model developed where Youth Clubs volunteers provide games and sports equipment for hire to many of the most vulnerable groups of young people. ISPs provide supervised areas where young people can spend their free time safely and constructively and they are ideal training grounds for volunteers to develop strategies of teaching and encouraging children to lead healthy lives
- Through cooperation with the night-club on providing information about safer behaviour and healthy life styles, a system has been developed where young people who show the information at the club entrance gain reduced entry to the club
- A survey of 350 street children (4-19 years old) was conducted to try to assess the scale of the problem and find out what should be done. The survey revealed shocking deprivation.
- A roundtable attended by government representatives, social workers and NGOs discussed solutions to help the at-risk group of street children. As a result, a draft action plan was developed, which included provision for strengthening state protection, developing social services to provide basic necessities like clothes and



food as well as medical, education and psychological support and working with parents to try and re-unite families

- A team of seven social workers and twenty volunteers in Kiev developed and implemented models of outreach support services and indoor activities (day care centres and safe places) for street children
- Information Bus on Children's Rights in Kiev streets
- Youth Participation Workshop for the participants from Kiev and Odessa to empower young people with decision-making skills.
- Opinion Poll training for young interviewers and survey at youth-to-youth level.
- Establishment of the new Youth Information Centres in Dnipropetrovsk, Donetsk and Kiev with technical assistance provided by UNICEF.
- Roundtable for Directors of TV and Radio Programmes, aimed to attract the attention of the main national broadcasters to the children's rights and healthy lifestyles related issues and materials.
- Workshop on Healthy Lifestyles Promotion for the staff and volunteers of the newly established youth clubs in Kiev, Odessa and Dnipropetrovsk.
- Workshops on Decision-Making Skills conducted with young people from Donetsk and Dnipropetrovsk.
- Training on Healthy Lifestyles for Youth Information Centres from five cities conducted
- Healthy Lifestyles Package of IEC materials produced;
- Roundtable for the media on Children's Rights and Healthy Lifestyles related issues;
- Emergency Day Centre for Children in Crisis in Kiev established and supplied.
- Two new Resource Centres established and equipped in Kiev and Odessa.
- Training workshops for residential and outreach social workers and volunteers providing support services for street children implemented.
- Roundtable for policy makers and mass media on new approaches to working with street children conducted.

**Has a formal evaluation been performed? Please elaborate.**

An evaluation of the Youth Friendly Clinic Project was conducted in November 1999 by the consultant from the De Montfort University (UK).

The pilot Youth Friendly Clinic in Kiev was open in December 1998 with the technical assistance of UNICEF in Ukraine (medicines, supplies, international consultancy, training workshops for medical staff and volunteers, study visits). The in-depth annual implementation plan for the new clinic was developed.

The Youth Friendly Clinic Evaluation was conducted twelve months after the writing of the Implementation Plan and six months after the full opening of the clinic to young people. It was important to evaluate what had been achieved, and what needs to happen for the improvement and further development of the Clinic. A particular concern identified was the potential development of more Youth Friendly Clinics in five Kiev districts, and of the feasibility for this to happen. There was an identified need for an objective assessment of the experiences and lessons learnt in the development of this first Youth Friendly Clinic before extending the concept more widely.



---

All relevant documentation was reviewed and an informal schedule of questions to ask was written. Minimal statistical information about numbers, clients and issues dealt with, was available but the evaluation was more centred on qualitative aspects, and the viewpoints of key people involved.

#### Findings:

The YFC was set up in recognition of the reproductive and sexual health needs of young people in Ukraine, to provide diagnostic care and treatment for young people; support, advice and information about young people's health issues; pregnancy testing (including pre- and post test counselling); cervical cytology; STD diagnosis and treatment; referral to HIV and other services as required; opportunity to discuss sexual and other health problems; and counselling and psychological support. Staff includes STD specialists, gynaecologists, family physicians, psychologists, young volunteers and other experts, all selected by competition.

The YFCs are funded from the state budget, insurance funds and additional sources identified by the legislation. The pricing policy is negotiated with Kiev City State administration. Other funding sources include funds from polyclinic's budget, from organisations for medical services to their employees and voluntary contributions.

Young people have decorated the stairwell of the YFC with graffiti murals on the walls and have painted the stairs themselves. There is a positive sense of entering a youthful environment. Some of the consulting rooms have been re-decorated and made to feel less clinical and more 'homely'. Generally people felt that the atmosphere was informal and friendly - 'like a youth club, not a clinic'.

The provision of a free service to young people is a great achievement. The ability of the YFC to offer it free, irrespective of residence papers, is very positive.

Several respondents highlighted the ability for young people to receive both medical and social care at the YFC as very positive.

#### Key Recommendations:

- The potential for the YFC to develop as an independent budget-holder needs full consideration in relation to its feasibility and as a potential development to improve the service provision to young people.
- It is necessary to ensure dissemination and training with all staff and relevant organisations and individuals. The ability to achieve any identified targeting will need appropriate outreach, support and ongoing review and extensive training with staff about working with for example street children, drug users, sex workers and other vulnerable young people. The staff needs to agree an integrated and comprehensive approach.
- Young people should continuously be involved in improving the decoration and environment of the YFC. There were suggestions of securing a TV and video and further health promotional materials to have in the reception area.



- Training on working with a social approach to health is a priority. Training needs to be ongoing, as new staff and new partners also need to understand the principles and practice. There is also a clear need for joint training on youth friendly concepts and a social approach to health and health care. There is a lot of goodwill but limited practical understanding in context of how to develop real, working partnerships.

#### Conclusions:

The existing transitional state of Ukraine offers both opportunities and barriers to the development of new and unique services. The opening of the YFC was a positive response to the multiple health and social needs of Ukrainian youth. Despite some clearly visible problems, the achievements of this first year need to be fully acknowledged and built on. The partnership between health and social is essential - and with nurturing can continue to support the development of youth friendly service provision throughout Kiev.

#### **What were the main constraints in meeting the project objectives?**

- Procurement of equipment and supplies through Copenhagen takes more time than expected. Frequent changes in procedures for customs clearance of medicines and equipment result in delays. For example, some supplies ordered in February 1999 arrived just in time for the end of the year. This naturally slows down the implementation of planned activities.
- There has been a marked change in the knowledge base and attitudes of Ukrainian social work educators and practitioners, but there still remains much to be done. It will take time for educators of social work and social pedagogy to absorb the social work principles and diverse systems and methodologies used in the West. When that is achieved, they will know what they wish to keep, adapt or discard, in order to establish their own social work theory and practice in tune with both international standards and national/regional Ukrainian needs.
- In Ukraine there is no concrete system or methodology for working with street children within the state sector. There are a certain amount of shelters and children's homes. However they are not centrally co-ordinated and do not network, and there is a degree of negative public opinion towards this group.

#### **Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- The initial placement of the Youth Forum under the responsibility of a local politician resulted in problems. Firstly the group was unable to meet regularly, as the local state representative was not able to give the forum the time and attention that it deserved. Secondly the concept of participation was not fully understood at state level and the group, therefore could not have the desired impact. Finally it became apparent that the Youth Forum was being used as a political tool rather than being treated as an independent, democratic body of young people.

#### Strategy Pursued:

- UNICEF provided the Youth Forum with space to meet and was able to facilitate meetings between the group and high-level policy makers. Training was provided to ensure that young people were empowered to make their voices heard and



mechanisms were put in place in order that the young people involved were able to participate actively in decisions which affect their own lives.

- Eventually, the Youth Forum felt sufficiently empowered to decide that it was not appropriate for them to be under the formal influence of the state. The group removed itself from the control of politicians and now stands alone as an independent body, deciding upon its own agenda and meeting on its own terms, with UNICEF providing the appropriate conditions and support at each stage of the group's development.

Results:

- As a result of the action taken by the group to remove itself from state control, it began to flourish and continues to do so. No longer dependent on politicians to organise meetings, the group is now able to meet regularly, partnerships between youth organisations have strengthened and lively discussions address a variety of issues that are of concern to young people. The group has developed its own constitution and is clear on how the Forum should function. They have begun to have discussions concerning the law and young people and are currently developing revisions to legislation that directly affects the lives of children.
- UNICEF believes that the strategy adopted in terms of the Youth Forum was correct. Through the Forum, which unites the relevant government departments and youth NGOs and organisations, UNICEF is able to reach a larger number of young people and is able to promote conditions to ensure that the voices of young people, through the Youth Forum, are heard at government and policy-making level.
- UNICEF found that the Youth Forum was most effective when the young people were empowered to take control themselves, this created true participation that was neither forced nor restrictive.

**What programme support tools/resources were developed that can be used/adapted by other country offices?**

UNICEF has decided to create a more qualitative evaluation strategy, which will involve young people throughout the process. Young people will assist in formulating evaluation questions and it is hoped that they will also interview their peers about UNICEF supported projects and services. In this way young people will not feel threatened by independent evaluators and will probably be more willing to give information that they would not disclose to adults for whatever reason.

**Youth Perspective:**

*"It was really interesting for me to study the youth problems. This project allowed us not only to satisfy our curiosity but also to analyse the youth situation. I have got a pleasure from the communication with peers – the project's participants – and the interviewers who at first were strange to me. The Opinion Poll as a "Youth Barometer" is a necessary tool to show young people that their problems are important and they are not alone in their wish to solve them."*

- Andriy Michailenko, volunteer of the Kiev City Social Service for Youth, participant of the Opinion Poll Survey

*"People never can foresee what they didn't see with own eyes. Neither did we. In September 1998 when our organisations were dealing with the project "Infobus*



---

*on the children's rights" we couldn't imagine the final outcome. It had happened... It was a nice multicoloured bus decorated with balloons. It was supplied with the equipment ready for children's games, consultative sessions, and films, kitchen for the "street children". At last our hope has become true. The long discussions about the future bus, its outside and inside design, its programmes are in the past... Today we can say that the project is successful. We are grateful for the support and splendid idea of organisation of the "Infobus" in Ukraine."*

- Olexandra Yatsura, Kiev SPOK NGO, member of the Information Bus on Children's Rights Project from the very beginning

*"Every project – it is people, their talents and hearts. I would like to thank all people whom we worked with. We have become a real family of like-minded persons. Our Bus is not just wheels and space, - this is a connection between our hearts. This is an extraordinary Project, combination of children imagination and adults impressions. All members of the Project were so enthusiastic!!! Democracy, interrespect and support were our style of work. The Bus is a possibility to help people and to study how to love them."*

- Yegor Starodubtsev, Youth Club "Intellectual Collegium", member of the Information Bus on Children's Rights Project, Head of the Steering Group

**Source of Information:**

Olena Sakovych  
UNICEF-Ukraine  
c/o United Nations Integrated Office  
1, Klovsiy Uzviz Street  
252010 Kiev, Ukraine  
Telephone: 380 44 253.0479  
Fax: 380 44 253.2607



---

## Voices of Youth

---

### **Project Name and Location:**

*Voices of Youth* (VOY) is an innovative trilingual Internet project offering learning activities and discussions (youth-youth and youth-policy maker) on social issues within the framework of the UN Convention on the Rights of the Child (CRC). Headquarters: Education for Development Unit, Education Section, NY.

See:

La voix des jeunes: <http://www.unicef.org/voy/fr/>

La Juventud Opina: <http://www.unicef.org/voy/es/>

Voices of Youth <http://www.unicef.org/voy/>

### **Background/Rationale for Project:**

*Voices of Youth* was developed in support of UNICEF's 50th Anniversary celebration in 1995. Recognising the communications capabilities of the new technologies, project organisers used the Internet during World Summit for Social Development in Copenhagen (Spring, 1995), to link over 3000 young people from 81 countries with world leaders at the conference. Ever since, tapping the potential of the Internet to facilitate this two-way dialogue and to provide educational activities based upon the Convention on the Rights of the Child (CRC), have been core objectives of the project.

### **Project Description:**

**Time frame:** 1995-ongoing

**Initiator(s):** Activities may be suggested and organized by anyone in UNICEF or its NGO partners who is interested in exploring the communications and education capabilities of the Internet, and for whom the inequalities of access (the "digital divide") constitutes a call to action.

**Implementers(s):** Voices of Youth team, UNICEF Headquarters

**Partner(s)/alliances:** Over 40 country offices, over 80 NGOs worldwide, including youth activist and human rights groups, several National Committees and divisions at HQ, teachers' organizations, Internet educator organizations, etc.

### **Objectives:**

- To assist the UNICEF and NGO communities in exploring *strategic* uses of the Internet for youth advocacy, programme development, and communications.
- To provide an educational framework for the CRC, to help operationalize UNICEF's commitments to young people's participation, and to facilitate interactive learning, dialogue, and youth activism around issues of peace, social justice, and human rights, especially the rights of children and young people, on the World Wide Web.
- To facilitate youth-youth and youth-policy maker dialogue wherever possible

### **Beneficiaries/participants:**

In May 1998, snapshots of two VOY discussion forums, *Children and Work* and *Girls' Rights*, indicated that more young people are participating in VOY from Africa, Asia and



Latin America than is true for the Internet as a whole. The July 1999 user profile, drawn from the *Children and War* discussion, indicates much the same picture, with participation rates in North America and Europe lower than is true for the Internet as a whole, while youth participation rates in the Middle East and Latin America rose 600% and 560%, respectively. Young people are now participating in more than 100 countries, 20 more nations than in 1998. Approximately 39% are between the ages of 12-15; 38% are in the 15-21 age group; and 11% are under 12. This varies substantially from the age representation on the Internet as a whole, where 85% of all users are over 21 years of age. A breakdown of VOY participant demographics for 1999 may be found on the UNICEF web site, at <http://www.unicef.org/voy/misc/stats/1999>.

### **Description of Activities:**

This trilingual (Spanish, French, English) web project offers learning activities and materials, including web-based and chat discussions, on issues that affect the lives of children and young people worldwide such as child labour, armed conflict, urbanization, gender discrimination, the environment, and HIV/AIDS. With carefully researched photo essays, case studies, interactive quizzes and learning exercises, the *Voices of Youth* web project is both a resource for primary and secondary school teaching about rights issues in the development process, and a rich online database of the concerns, experiences, and outlooks of young people worldwide.

Project outreach focuses primarily on young people whose access to the Internet, because of inequality, would otherwise be almost completely non-existent. This underscores the significance of the project's partnerships with country offices and NGOs worldwide, including public sector educators, and their subsequent efforts to include the technology gap as an important rights issue.

### **How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

As a start-up project, the Voices of Youth process of involving adolescents is in a dynamic state. The only limitation on experimentation at this time, is time itself! This is because Internet connectivity for UNICEF's target audience is dependent at this stage on project officers and NGO partners, who have to negotiate several layers of logistics in order to facilitate youth participation in addition to regular workloads.

To date, adolescent girls and boys have participated in the design and development of online activities (e.g. quizzes on Children and Work, HIV/AIDS, VOY poster) and as members of focus groups, where they provide feedback to programme officers and/or policy makers on targeted issues such as HIV/AIDS, the educational needs of out-of-school youth, intercountry adoption, etc. During 1999-2000, following a year of experimentation with Internet Chat focus groups, youth suggestions on learning activities, including chat topics and guests, will be regularly solicited along with the input of country office and NGO partners.



---

### **How has their involvement affected the project?**

Young people's involvement gives life and direction to the project. However, probably the more germane question is this: how can UNICEF take best advantage of this electronic connection to young people, with all of its immediacy and efficiency? Young people's involvement affects the project on a daily basis: of the more than 17,000 pages on the Voices of Youth website, more than 15,000 (about 90%) are written by young people.

### **How has young people's involvement affected them personally?**

Judging from the networking, enthusiasm, the vitality of the discussions, including exclamations like "I didn't know that" and queries to others like "What do you think?", that we see during Internet chats and on web discussions, and in reaction to Learning Place activities and Meeting Place materials, we feel that the project is probably having a positive educational and practical impact. But it is far too soon to tell. 1998-1999 was its first full year in operation following a long process of building up networks and experimenting with strategies of communications. As educators, the team measures its impact in much the same way that a teacher might measure her/his impact in a classroom -- what is the quality of the dialogue, the level of interactivity, etc? We are far from satisfied, but we have some positive signs as well as some signs that modifications need to be made. For a project in as early a stage as this one, flexibility is essential.

Another important question is "How has young people's involvement affected the organization"? Our guess is that this question will become increasingly urgent in the future, as country offices and NGO partners, and colleagues at HQ, become more regularly informed about and involved in collaborative projects with VOY.

### **What have been the achievements of this project to date?**

- Growing recognition in UNICEF and among NGO partners that, in spite of the tremendous inequalities in access, the Internet can play a strategic role in helping to realize goals for youth advocacy and participation.
- Growing recognition that young people's input can be solicited virtually, as shown in several Internet chats with policy-makers and young people, and as demonstrated during several international conferences, including World Summit on Social Development, the Oslo Conference on Child Labour, The World Youth Forum, etc.
- Growing recognition of the CRC among educators and activists on the World Wide Web, especially through Learning Place and Meeting Place interactive games and educational materials.
- Growing importance of youth activists networking via Voices of Youth.

### **Has a formal evaluation been performed? Please elaborate.**

No. It's probably at least one year too soon for any sort of formal evaluation. Behind the scenes and on an almost daily basis, the feedback process with country office and NGO partners, with teachers and young people, is ongoing. A formal content analysis of web discussions and Internet chats is currently being discussed.



---

A comprehensive report of the previous year's activities was produced and circulated in September 1999. To receive a copy, kindly contact Andres Guerrero by email at [aguerrero@unicef.org](mailto:aguerrero@unicef.org).

**What were the main constraints in meeting the project objectives?**

Funding. Due to unstable financing, the project's time horizons were limited to about three or four months until October 1998. Since then, funding remains a constraint as the project's commitments grow while its labour power remains constant.

Lessons Learned/Recommendations/What would you do differently if you could do it over?

- Early and often, try to convene familiarity sessions with colleagues everywhere. Too often with a new initiative, awareness about how to make best use of the project is fragmented. This can result in missed opportunities at all levels. Introducing a new project in the country offices etc via email is not impossible, but it slows things down considerably.
- Especially as one of the project's core objectives is to promote youth - policy maker dialogue, better co-ordination is needed at all levels to ensure that youth input gets incorporated wherever possible.

**What program support tools/resources were developed that can be used/adapted by other country offices?**

Learning activities including quizzes and games; content analyses; chat software and organization; broad networks for youth-policy maker dialogue and programme input; overall internet-use capacity building.

**Youth Perspective:**

*"The mightiest power to move the politics in this world is not armed forces, but globally public opinion. We have to stand up for peace under the consciousness of the power"*

*"I think we young people don't listen to the elders because in most cases they preach water and drink wine which I think is not fair."*

**Source of Information:**

Voices of Youth team  
[voy@unicef.org](mailto:voy@unicef.org)



# Programming for Young People in Zimbabwe

## Project Name and Location:

Programming for Young People in Zimbabwe, a national programme.

## Background/Rationale for Project:

In Zimbabwe, some cultural beliefs and practices violate children's and young people's rights and there is inadequate participation of young people in decisions that affect their lives. Discussions on sexuality and "growing up" remain taboo at all levels and as a result, healthy sexual practices are uncommon. In addition, there are weak linkages between information, knowledge and provision of services and an absence of youth friendly policies and services. There is lack of access to education, as well as retention and equity, and 50% of school-aged children remain at home in commercial farming areas. The HIV infection rate is rising among youth (15-29). Over 1,000 people die every week due to HIV/AIDS. 30% of pregnant women are HIV+ and 44% of 19 year-old-women are either mothers or pregnant. By the year 2005 there will be more than 910,000 AIDS orphans.

## Project Description:

**Timeframe:** 1995-1999

**Implementer(s):** Government Line Ministries of Health, Education and Culture, National Affairs and Co-operatives, Information and Telecommunications, Labour and Social Welfare, Local Government, Municipalities, Non-governmental organisations, Community based organisations; AIDS service Associations, Youth Groups and Religious Organisations.

**Lead Partner:** National AIDS Co-ordination Programme (NACP).

**Partner(s)/alliances:** UNAIDS, UN Sister agencies

## **Funding Source(s) and Overall Budget (US\$) 1995-1999:**

**General Resources:** 364,000.00

### **Supplementary funds:**

**Dutch:** 4,548,436.41

**AusAID:** 1,499,800.00

**UK NatCom:** 371,200.00

**USAID:** 387,000.00

6,806,436.41

**Total:** **7,170,436.41**

## Objectives:

- Contribute towards reduction of High Risk Adolescent behaviour and foster a supportive environment for people with AIDS (PWAs)
- Facilitate/support orphan care community initiatives
- Contribute to reduction of Mother-to-Child HIV transmission
- Facilitate psychosocial life skills education projects for in and out-of-school youth



- 
- Increase STI/HIV knowledge, promote safe sex practices and STI treatment seeking behaviour amongst vulnerable groups
  - Improve capacity for community, NGOs and CBOs response to HIV/AIDS prevention and promote PWAs community based activities
  - Facilitate/support provision of youth friendly services
  - Advocate for policies and laws to promote development of young people and protect their rights

### **Beneficiaries/participants:**

The beneficiaries of this project are children, adolescents and youth in and out of school aged between 7 to 18 years, pregnant women and their partners (MTCT). Both male and female children, adolescents and youth participate in the projects through lifeskills and HIV/AIDS education in the classroom, youth clubs/action teams or as peer educators in programmes initiated by local NGOs, municipalities, church groups, decentralised government departments, community HIV/AIDS prevention programmes, among others. Health professionals, schoolteachers, members of NGOs/CBOs/religious groups and members of the community participate at varying degrees to facilitate meeting the health and development needs of the adolescents and youth.

### **Description of Activities:**

- Life skills education for in-school youth
- Life skills, peer education for out-of-school youth
- High risk behaviour focus groups
- Community mobilisation and outreach using Triple A (a participatory methodology that facilitates community involvement in problem **assessment, analysis** and taking **action** to improve the situation).
- Community Outreach/NGO support and capacity building
- Community initiatives in support of orphans
- Reduction of MTCT (Mother to child transmission) of HIV
- Behaviour change and behaviour development strategies for action
- Advocacy and social mobilisation for supportive policies - orphans and youth
- Promotion of Youth Friendly Services
- Operational research, monitoring and evaluation
- Life skills AIDS education introduced in primary, secondary and tertiary curricula
- Peer education approach used for promotion of positive behaviours amongst youth and vulnerable groups
- Formal and informal communication methods used for AIDS education and life skills development
- Support to the establishment of Youth Friendly Services initiated in 1998, e.g. youth corners
- Formative research on youth health and development needs
- Knowledge based programming techniques applied



---

**How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**

- Although their participation is still low, UNICEF and its partners are increasingly facilitating the active involvement of adolescents and youth in projects that aim to address their health and development needs through the Triple A process of community involvement in problem **assessment, analysis** and taking **action** to solve identified problems. Some of the specific cases are stated below:
  - ◆ As part of the development of the Situation Assessment and Analysis of Children and Women in preparation for the 2000–2004 Government of Zimbabwe/ UNICEF country programme, about 150 adolescents and youth from all over the country (aged 10 to 18), gathered at a youth consultative forum in April 1998 to participate in a needs assessment exercise with the view to inform a Child Rights Programming Approach.
  - ◆ Young people from various settings (urban, peri-urban, rural, farm, mining, church) aged between 14–24 years, were identified from seven provinces and participated in the planning, data collection, analysis and validation processes of a formative study to determine health and development needs of out of school young people. Young people will be involved in advocating decision-makers to facilitate meeting identified needs.
  - ◆ Young people educate their peers within and outside their action teams/clubs. In cases where youth friendly health and social services are being provided, young people working closely with youth friendly personnel are responsible for the youth centres or youth corners (in the case of clinics/hospitals) where they provide, information, education and refer peers for treatment of, for example, STDs.
  - ◆ Presently more than 150 out-of-school youth action clubs with membership ranging from 10 to 50 have been identified in 6 provinces. A study has been commissioned to determine the number of HIV/AIDS prevention clubs for adolescents and youth in school. Youth-led initiatives for HIV/AIDS prevention and care are mushrooming throughout the country. While a few youths have benefited to date, plans are underway to conduct comprehensive training of more youth in managing their own projects.
- However, girls remain less actively involved in youth activities in most cases as a result of socio-cultural norms that dictate that they should be confined in the home. A conscious effort is being made through youth facilitators to get more girls involved in these projects.

**What influence has their involvement had on the project?**

- Generally, the participation of young people has seen the project begin to achieve its goals, particularly among themselves as a target group. More specifically:
  - ◆ Peer education and youth festivals among other activities by youth for youth have attracted more adolescents and youth to appreciate and participate actively in youth-led HIV/AIDS interventions. This is evidenced by the mushrooming of youth action teams/clubs within a short period of time and the numerous requests



- for information and education materials made by the young people. In summary, high demand is being created and action is underway.
- ◆ Young people are beginning to lobby local authorities to support activities and provision of services aimed at promoting their health and development, albeit currently in isolated cases.
  - ◆ Government officials, NGO leaders, private sector, community based organisations, religious groups, community leaders and media are increasingly beginning to appreciate the need for and support the provision of youth friendly services.

### **How have the adolescent girls and boys involved in the project been affected personally?**

While statistics are not currently available to indicate the numbers:

- More of the young participants have gained in-depth information, education and life skills which have enabled this group to become more assertive, communicate better and make informed decisions about their health and sexuality. They know how to access services to promote their health and development. They now have greater understanding and skills to avoid situations that put them at risk of contracting HIV/AIDS/STDs for example. They report that they are prepared to postpone sex until they get married.
- Young people have also benefited from life skills training programmes. They report that they are more confident of themselves, and feel that they can be in control of their own destiny.

### **What have been the achievements of this project to date?**

- HIV/AIDS has been recognised as a threatening problem by the government and political leaders, members of the community as well as adolescents and youth. Despite this commitment, action has not been translated into resource allocation for HIV/AIDS prevention.
- Increased provincial, district and community participation to fight the epidemic through Provincial Governors, Provincial/ District Medical Directorates, NGOs/CBOs/religious groups, community leaders and adolescents and youth.
- A National Policy for AIDS prevention and care has been formulated and a strategy for the implementation is ongoing
- A National Policy for orphans has been formulated and endorsed by government.
- A National Youth Policy is in its early stage of formulation and young people's participation is increasingly being sought.
- Government commitment to work towards MTCT reduction - AZT drugs ordered and training in Voluntary and Confidential Counselling and Testing (VCCT) ongoing
- Child welfare forum/child abuse clinics/victim friendly courts and units within the police established
- HIV/AIDS awareness level is high among the population - over 90%. However, the adoption of positive behaviours has been scanty.
- Materials and skills developed for AIDS education transferred to community based cadres and mobilisers
- Alliances built and strengthened with GoZ, NGOs, CBOs at all levels



- Collaboration with UNAIDS co-sponsors and donor community strengthened

**Has a formal evaluation been performed? Please elaborate.**

- Formal evaluations have been conducted both internally by UNICEF and externally by donors. These evaluations have helped to refocus intervention strategies where they have been weak and reinforce those that have been successful. Key issues and lessons learnt include:
  - School-community linkages are crucial for the success of the programme.
  - Information diffusion models for HIV/AIDS prevention do not influence behaviour change. Information and knowledge must be backed by motivation, skills and effective services.
  - Proper use of participatory methodologies in life skills transfer is crucial.
  - Teacher training through cascade model cannot ensure quality. Pre- and in-service training is needed to ensure support and follow-up supervision.
  - The need to address the capacity of the family and the community to share and sustain support to orphans and children in need is critical.
  - Participation of adolescents and young people in programming is crucial.
  - A community-based approach to programming is essential. Community capacity building is therefore vital.
  - Government and political commitment facilitate the much-needed enabling environment for HIV/AIDS prevention.

**What were the main constraints in meeting the project objectives?**

- Government and political commitment not yet translated into resource allocation
- Continued denial and resistance to openness about the AIDS crisis
- Sustainability and ownership remain problematic
- Highly centralised systems hamper programme implementation
- Inadequate Information Management Systems at all levels
- Inadequate Child/Youth coordinating body
- Lack of policies for young people and an environment that is not conducive to the development of adolescents and youth
- Declining Government capacity

**Lessons Learned/Recommendations/What would you do differently if you could do it over?**

- Advocate and lobby for Government and political commitment from an early stage. This is critical for halting the AIDS epidemic.
- Consultations with key players and involvement of young people in programming and implementation are crucial
- Information and knowledge alone will not facilitate adoption of positive sexual behaviours. Services and a conducive environment remain vital
- Cascade model Teacher Training is not totally effective
- Recognition of the role of the family unit, e.g. parents/caregivers halting the AIDS epidemic is crucial
- Research findings must be used for advocacy and social mobilisation



- Sustainability and ownership of interventions can be enhanced by improved target group participation

**What program support tools/resources were developed that can be used/adapted by other country offices?**

- Reading materials
  - ◆ Life skills education for HIV/AIDS prevention books were developed for youth in school from primary education (Grade 4) to secondary education (Form 5)
  - ◆ Life skills education magazines have also been developed for youth out of school in English and vernacular languages such as “Body Talk” series, “Straight Talk” and “New Generation” newspapers targeting adolescents and youth.
  - ◆ Other books include “Facts About AIDS”, “Living with HIV/AIDS”, “AIDS Questions and Answers”
  - ◆ Use of media through newspapers and magazines
- Electronic materials
  - ◆ Rural outreach programmes through mobile cinema. Videos produced and shown include Let the Children Talk; No Need to Blame; Facts About AIDS; Mashambanzou (Dawn of a new day); and Nherera Ndedzedu (Orphans belong to us)
  - ◆ Radio and Television programmes
- Other promotional educational materials such as t-shirts, caps, posters, pamphlets with HIV/AIDS prevention messages have also been developed.

**Youth Perspective:**

*Adolescents and Youth peer educators in Gweru speaking on youth participation say, “ALL WITH US, OR NOTHING WITHOUT US”.*

**Source of Information:**

Micaela Marques (no longer with Zimbabwe office)  
Fabio Sabatini  
UNICEF - Zimbabwe  
P.O. Box 1250  
Harare  
Zimbabwe  
Telephone: 263 4 703.941  
Fax: 263 4 731.849



---

## Template

### Case Descriptions of Experiences Working For and With Adolescent Girls and Boys

1. **Project Name and Location (City/Country):**
2. **Background/Rationale for Project:**
- 3a. **Project Description**
  - Timeframe:**
  - Initiator(s):**
  - Implementer(s):**
  - Funding Source(s) and Overall Budget:**
  - Partner(s)/alliances:**
- 3b. **Objective(s):**
- 3c. **Beneficiaries/participants (number, age group and gender):**
4. **Description of Activities:**
- 5a. **How have adolescent boys and girls been involved in the project? In what stages have they been involved – situation assessment, situation analysis, planning, implementation, monitoring, and/or evaluation?**
- 5b. **How has their involvement affected the project?**
- 5c. **How has their involvement affected them personally?**
6. **What have been the achievements of this project to date?**
7. **Has a formal evaluation been performed? Please elaborate.**
8. **What were the main constraints in meeting the project objectives?**
9. **Lessons Learned/Recommendations/What would you do differently if you could do it over?**
10. **What program support tools/resources were developed that can be used/adapted by other country offices?**
11. **Youth Perspective: An interesting quote from an adolescent involved in the project.**
12. **Source of Information:**