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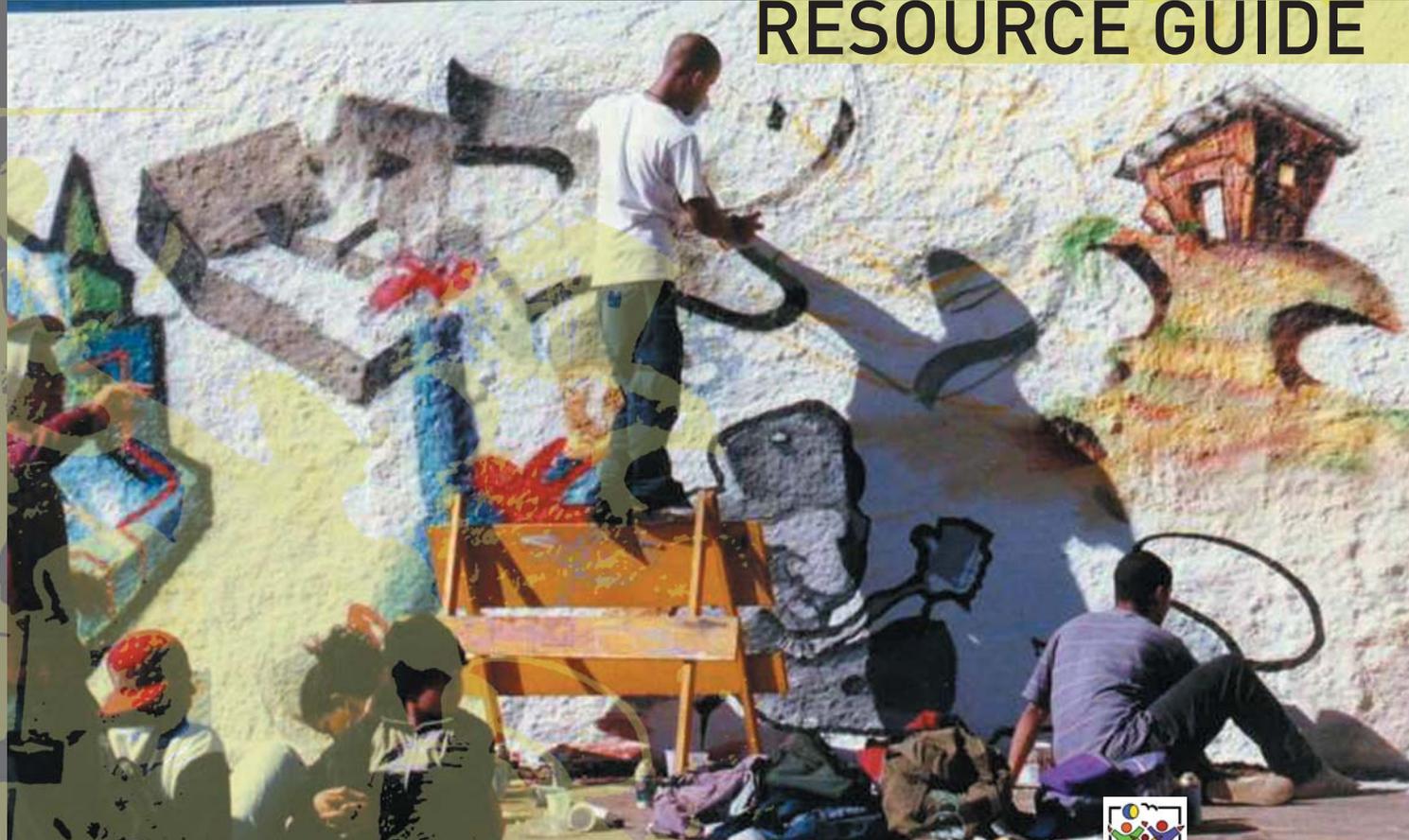
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Youth

RESOURCE GUIDE



PARTICIPATE IN SAFER CITIES!



UN-HABITAT
International Centre for the Prevention of Crime
First Edition 2010

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First Edition March 2010

Youth

RESOURCE GUIDE

PARTICIPATE IN SAFER CITIES!

FOR LIMITED CIRCULATION

DISCLAIMER

This Youth Resource Guide is a living document. It does NOT try to be complete. It does NOT cover all regions of the world. It is NOT a list of 'best practices' or model programmes. It brings together, in one place, youth-friendly information, resources and networks for safer communities and cities, on which to build in the future.

ACRONYMS

EU – European Union
GTZ – German Technical Development Corporation
IADB – Inter-American Development Bank
IDB – Inter-Development Bank
ILANUD - United Nations Latin American Institute for the Prevention of Crime and the Treatment of Offenders
ILO – International Labour Organization
NGO – Non-governmental organization
PAHO – Pan American Health Organization
UK – United Kingdom
UN – United Nations
UNEP – United Nations Environment Programme
UNESCO – United Nations Educational, Scientific and Cultural Organization
UN-HABITAT – United Nations Human Settlement Programme
UNIFEM – United Nations Development Fund for Women
UNODC – United Nations Office on Drugs and Crime
US – United States
USAID – United States Agency for International Development
WHO – World Health Organization
WPAY – World Programme of Action for Youth
WOLA – The Washington Office on Latin America

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Legend - Icons

Symbol

-  Youth-led
-  For youth programming
-  For municipalities, and youth workers and educators (and for youth)

Acknowledgments

This Youth Resource Guide is dedicated to the young people of the world who work to make it a safe and better place. It is also for youth workers and local government officials who are committed to empowering and working with young people in their communities to improve the quality of their lives.

The Guide would not exist without the energy and persistence of UN-HABITAT and the Safer Cities Programme in supporting youth participation and young people's voices internationally. We want to thank Juma Assiago in particular. We also thank all the participants at the Durban International Youth Crime Prevention and Cities Summit, in particular the BAOBAB Connection, Remix Project, La Familia Ayara and Caramundo for their inspiration, and all the participants at the Expert Consultation Meeting which took place on December 7th, 2009 in Montreal, Canada.

Months of discussions and feedback from UN-HABITAT, its partner organizations, and youth groups around the world, and from the Expert meeting participants and their youth focus groups, have been very important. We thank them for their support and enthusiasm for pushing youth participation to the next level.



Foreword

The **Youth Resource Guide** brings together practical information on youth initiatives relating to violence and crime prevention from around the world. It focuses on youth-led and youth projects and some of the ways young people are already working to improve their lives and build safer cities and communities.

Children and young people are now taking a bigger role in decision-making and connecting with each other through the internet and music in very innovative and inspiring ways. The Youth Resource Guide aims to reflect this energy to help in increasing the safety and improving the lives of young people through capacity building, recreational activities, social services, campaigns and conferences, support networks, and getting out valuable information and messages. It hopes to inspire other young people, and those who work with youth and city governments, by linking them to tools to understand their rights, participate in decisions which affect their lives, and create their own projects and initiatives to reduce urban crime and victimization.

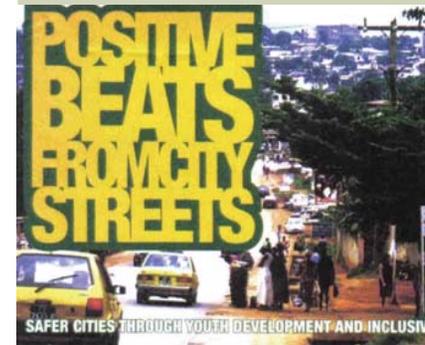
The Youth Resource Guide is one of the outcomes of the *International Youth Crime Prevention and Cities Summit* organized by the Provincial Government of KwaZulu-Natal, South Africa, and UN-HABITAT,

held in Durban in 2008. The Summit featured a number of the grassroots youth initiatives in this Guide. Over the past ten years, the safety of children and young people growing up in increasingly crowded cities has been one of **UN-HABITAT and the Safer Cities Programme's** major concerns, and resulted in a number of conferences and reports as the list below shows:

- ▶ A conference on *Youth at Risk in Africa* in Port Elizabeth, South Africa in June 2002;
- ▶ A strategy paper *Urban Youth in Africa: A focus on the most vulnerable groups*, 2005;
- ▶ A report on *Children, Youth and Urban Governance*, 2004;
- ▶ A conference on *Youth at Risk in Latin America & the Caribbean* in Monterrey, Mexico in 2004;
- ▶ A strategy paper *Youth, Violence and Public Policies in Latin America*, 2005;
- ▶ The *International Youth Crime Prevention and Cities Summit*, in Durban, South Africa in June 2008, and its Background Paper *Children and Youth Championing Community Safety for a Better World*.

Youth Platforms and youth networking events have multiplied – *Positive Beats from City Streets* at the World Urban Forum in 2004, 2006, 2008 and 2010, the *State of the World Cities Conference* in Monterrey, Mexico in 2007, and the *International Youth Crime Prevention and Cities Summit* in 2008. UN-HABITAT's *International Youth-Led Urban Development Platform* recognizes the growing strength globally of youth-initiated networks and projects, offering viable and attractive alternative sources of support and livelihoods to urban youth.

The Youth Resource Guide supplements UN-HABITAT's 2010 *International Report on the State of Urban Youth*, and will provide a source of reference for UN-HABITAT's Opportunities Fund for Youth. The Youth Resource Guide is also envisaged as a **living document**. It is the first in a series of editions. Subsequent editions in various formats will be anchored around the Safer Cities International Youth-led Urban Development Platform and a *Global Youth Crime Prevention Award*. This award will be given every 2 years, and is a joint initiative between UN-HABITAT and UNODC, with funding support from the Government of Australia.



Who is the Youth Resource Guide for and what is its purpose?

The **Youth Resource Guide** pulls together information on youth-led projects and youth participation in preventing violence and victimization, and dealing with some of the major problems affecting young people in cities around the world. It is intended for **1) young people**, especially those aged 15-24 years, or up to 30, **2) youth workers**, individuals, organizations, and groups working with youth, as well as on issues that affect youth, and **3) local governments**. The Guide highlights young people's involvement in and dedication to building safer cities and communities. It touches on issues that affect young people, how they are communicating through the internet, the media and Hip hop, for example, and their important and active role in creating safer cities at all levels of society. It contains information useful for youth workers and local governments in developing youth-friendly cities and spaces, and integrating young people in decision-making and discussions about their city or community. It covers some of the sources that can be useful for 'youth at risk' - young people who are especially exposed to risks in their environment or community (eg. gangs and drugs, HIV/AIDS, war and conflict).

YOUTH

LOCAL
GOVERNMENT

YOUTH
WORKER



WHAT IS THE PURPOSE OF THE YOUTH RESOURCE GUIDE?

The Youth Resource Guide is a **reference to support policy and programmes from around the world that address safer communities and safer cities**. The Guide is also **part of the developmental goal of the Safer Cities Programme of UN-HABITAT**. This goal includes strengthening local authorities and key stakeholders to be better equipped to deliver urban safety, in particular, for the most vulnerable groups in developing countries. The Safer Cities Programme approach adopts an integrated and holistic approach to urban safety and social cohesion issues focusing on personal security, the reduction of crime and violence and feelings of insecurity.

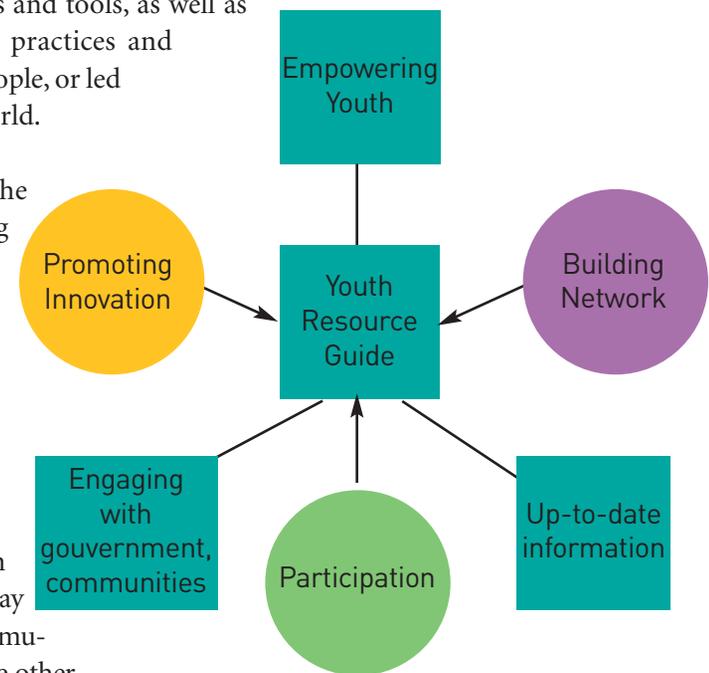
This is an **integrated and multi-sectoral approach to crime prevention**, and encompasses social, environmental and institutional dimensions. It is based on the understanding that urban insecurity and crime are complex, multilayered and multi-dimensional concepts. The approach is process-oriented and focuses on governance issues related to how urban safety can be built and maintained. The approach also encompasses a perspective that reducing crime and violence requires the reduction of urban vulnerability.

Addressing youth crime and violence from an urban approach means on the one hand, assuming an approach of co-production of security, and on the other, the decentralization of policies, acknowledging the key role that local governments and communities have in preventing youth crime and violence.

We now live in a very **connected** and globalized world, and technology is changing fast. This is helping young people connect to share experiences and ideas and build knowledge internationally. The Youth Resource Guide is an **important tool that brings together information and initiatives around the world** from youth-led projects and networks, international organizations, governments, to organizations working with young people to build safer communities and cities.

It does not try to cover everything, yet it includes a series of **useful** websites, links to youth-specific networks, recent publications and tools, as well as **examples** of manuals, good practices and projects available to young people, or led by youth from around the world.

The Guide focuses on the **positive ways** in which young people and communities from different countries are creating safer spaces and environments. It **promotes safer cities for young people and youth empowerment**, encourages **innovation** but also **building on good experiences** with projects which can be **sustained**. Some projects may work very well in different communities, so local ideas can inspire other groups and cities to adapt them to their needs.



How to Use the Youth Resource Guide

a) Which sections to refer to on different issues

The Youth Resource Guide brings together in one place a lot of information, links and resources that can be used by young people, youth groups, schools, and local governments, as well as community groups. **All the information is for young people**, yet if you follow the icons, you will see that some of the information is also for local government, and people working with young people or on youth issues, and specifically for youth programming (e.g. resources that teach skills and provide tools for youth).

The Guide is **not only to be read as a book with a beginning and end**. You can choose to focus only on certain sections, depending on your interests and needs. If you are interested in the arts (e.g. Hip Hop, video and film) you can go to Part II.

It is divided into **5 main parts, each dealing with different kinds of issues**. Each section contains a **general definition** or summary of the issue, gives some **major sources**, and lists international, regional and national **examples and links**. Many issues are inter-related, so some examples appear in more than one section.

Part I introduces the Youth Resource Guide and its objectives. It looks at some of the **important cross-cutting themes**: violence and victimization and their impact on young people, the importance of citizenship and governance, and inclusion and participation in building safer cities and communities. It also includes

information on the **international standards and principles** that **protect young people and give them rights**. This first section provides the foundation (i.e. the first step) for defending your rights, and demanding inclusion and recognition in society.

If you are interested in learning more about different **ways in which young people are actively participating** from arts to culture, to sports, health and the environment, visit **Part II**. This section also includes the rapid developments in the **internet and communications**, which are becoming much more important in our society and connecting young people from around the world.

Part III can provide you with resources for **young people vulnerable to risk** and how they can increase their capacities and build skills. This section includes street children, young people in post-conflict situations, as well as those in custody or foster care.

Part IV is especially concerned with **local government** and provides some examples of youth friendly municipalities around the world. These are cities which are successfully encouraging young people's participation in government and community development, and promoting awareness of youth-related issues.

If you need some **quick web-based resources** on youth crime prevention, visit **Part V**. It includes references for training and funding manuals, toolkits for getting started, and how to maintain programmes and projects. It also provides references to international, national and community youth networks for general information



and on specific topics, and cross-border exchange of ideas with other groups.

b) Project Evaluations

Most youth projects need some kind of funding and resources. It is equally important to build good information about the power and effectiveness of youth-led projects. Evaluating a project is often crucial for getting additional resources and funding, and for getting acceptance from other people, especially local governments, about the value of the project (i.e. for getting ongoing attention and keeping projects running).

In **Part V**, you can find some links to sources and materials to help you evaluate projects.

c) Understand your regional and local situation before implementing initiatives in a cookie-cutter fashion

Young people around the world are very different eg. in terms of gender, cultural, ethnic, religious, and national and regional backgrounds. Their experiences and the issues that affect them are not necessarily the same across regions or even in the same country. A boy in Sub-Saharan Africa may not be vulnerable to the same risks of becoming involved in a gang as one in Latin America and the Caribbean, or North America. There is no *one-size-fits-all* solution, yet there are also a lot of similarities between young people. Similar projects have been developed in different countries, and adapted to the local situation. Recognizing potential differences and similarities is important to keep in mind

when you are developing a project of your own. What is really important, is to make sure your project meets the needs of *your* community, and makes the best use of *your capacities* and builds on the *resources your community* has.

WHAT IS NEXT FOR THE YOUTH RESOURCE GUIDE?

The Youth Resource Guide is one step of an **on-going process**, which UN-HABITAT and its partners are developing. This includes transforming the Guide into a **living** document by developing future editions and an on-line interactive website. As more young people gain access to the internet, and become increasingly connected, this on-line source will allow young people, and those working with young people, to get information on youth-led and youth-related projects, publications, networks and training on safer cities and communities, in order to share ideas, and have a space for posting and updating their initiatives. The future Global Youth Crime Prevention Award, and other competitions and awards for youth-led projects will become part of the on-line version, and *really youth-friendly* youth-designed versions, as well as Regional editions are envisioned.

Youth
Resource
Guide

Future
editions and
online source

Sustainable
and
interactive

Part I

INTRODUCTION



Part I

INTRODUCTION

1. Why a Youth Resource Guide?

Global youth trends

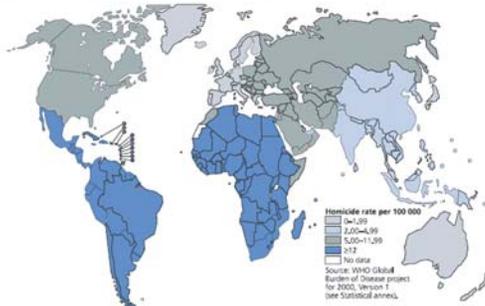


- ▶ Since 2007, the majority of people in the world now live in cities rather than rural areas, with increasing numbers of *megacities* of over 20 million people.
- ▶ Many cities are growing too fast for city authorities to provide the services and supports needed for their citizens, eg. 2 million people live in Kibera slum in Nairobi Kenya – a density of 3000 per hectare.
- ▶ The world is a young population: Children and youth under the age of 18 comprise up to 50% of urban populations in developing countries. It is estimated that 60% of all urban dwellers will be under the age of 18 by 2030.
- ▶ Many of these children and young people grow up without access to good health, recreation, schooling or skills development or legitimate employment prospects. The number of unemployed youth in Africa grew by 34% between 1995-2005.
- ▶ These factors all increase their risks and vulnerability to exploitation, victimization, and criminalization – and to be trafficked, sexually assaulted, abducted as child soldiers, killed by guns, or by HIV/AIDS or drugs.
- ▶ Young women are especially vulnerable to sexual exploitation and assault and HIV/AIDS – some 302,000 rapes of girls under 18 years were reported in South Africa in 2005-2006.
- ▶ The World Health Organization has estimated that 565 children and young people are murdered each day. The risks of crime and victimization are not evenly distributed - the main perpetrators and victims of urban violence are young men of 15-24 years old in the most disadvantaged areas of cities, especially in Latin America and the Caribbean, and Sub-Saharan Africa.
- ▶ Trafficking in guns, drugs and persons has substantially increased young people's vulnerability, enabling youth gangs and involvement in organized armed violence.
- ▶ There is a pronounced tendency to see young people as troublesome and a problem, and not as constructive citizens. Responses include exclusion and marginalization, and the use of repressive and *mano duro* policies against them. These are ultimately unsustainable and counterproductive.

1a) Young people, violence and victimization

According to the 2002 World Health Organization (WHO) report on violence and health, it was estimated that **violence among young people resulted in 199,000 youth deaths** in 2000. This means that that 9.2 young people out of 100,000 died. The highest rates of youth homicide were found in the United States as well as in Sub-Saharan Africa and Latin America, where youth homicide rates rose above 10 per 100,000.

Estimated homicide rates among youths aged 10-29 years, 2000*



* Rates were calculated by WHO region and country income level and then grouped according to magnitude.

http://www.who.int/violence_injury_prevention/violence/world_report/en/summary_en.pdf

Urban areas are growing very fast, and children and young people form an increasing proportion of their inhabitants. Children and youth form up to 50% of the population of many cities, especially in developing countries, and up to half the urban poor.¹ In 2005, almost one half of the world's population was under the age of 24, and 86% of all 10 to 24 year olds were living in low-income countries.

- ▶ Many more people are moving to cities, so this has increased the numbers of ethnic and cultural minorities living in cities.
- ▶ The differences between the rich and the poor are becoming much greater.
- ▶ Slums and informal settlements are increasing at a very fast rate, but so are gated communities and private security to protect the wealthier households.

All of these changes affect income and access to services, housing, education, health and security, and there is long-term poverty, underemployment and unemployment. In the poorest neighbourhoods, there is little employment and many young people become involved in youth gangs and the criminal justice system, or drop out of school or leave their families and live on the streets.

Governments, and adults, often see young people as the problem. Adolescence has always been an age of risk-taking, but children and young people are especially vulnerable to exploitation, crime and victimization². The growth of trans-national organized crime, including trafficking in small arms, drugs and persons, has facilitated the involvement of young people and exacerbated urban violence.³ This is especially the case in regions with very high levels of violence such as Latin America and the Caribbean, and Sub-Saharan Africa. The majority of perpetrators of urban violence are young men aged 15 - 25, and they are also the majority of victims.

The impact of youth violence is felt throughout all sectors of society. It affects local communities and a country's economy and social system as a whole. Violence during adolescence and childhood can have repercussions later on, including health problems resulting from drug and substance abuse, physical injuries, mental disorders, difficulties in school or finding a job.

We all need to give much more attention to the problems affecting young people, from poor living conditions, poverty, unemployment, HIV/AIDS, to conflict and crime and violence. The impact of drugs and guns on young people, the exclusion of many young people from society, including minority youth, and gender inequalities, affect everyone's lives.

UN-HABITAT's **International Youth Crime Prevention and Cities Summit** in Durban South Africa in 2008 represented an important step for young people and how they are perceived around the world. It celebrated some of the changes in the way young people see themselves and their role. It showed some of the significant achievements of young people as actors and participants in urban life. It began to shift the way the world thinks about them – as children and young people who are *actively participating in creating* a better world, rather than as a problem generation.

1. Why a Youth Resource Guide?

Rather than seeing cities as just the places which automatically shape young people and how they grow up, the Summit looked at different visions of the city:

- ▶ as a place for social interaction and encounter
- ▶ as a site of difference and segregation
- ▶ as a space of politics and power
- ▶ as a place where there are unique social and cultural histories
- ▶ as a place of everyday experience and freedom.

So the Summit looked at social and cultural interaction such as sports, arts, music and dance. It looked at the different ways the rich and the poor access public space in the city, with the majority living in the slums and *favelas* of major cities. It looked at the ways laws and regulations tend to outlaw people such as street musicians and graffiti artists, even though they are creative, insightful and thoughtful.

The **Background Paper** for the **Youth and Cities Summit** summarizes a lot of these challenges and the positive ways they are being tackled. You can read it on the UN-HABITAT Safer Cities Programme website¹ and the website of the International Centre for the Prevention of Crime (ICPC). (Footnotes from P. 11 follow here).

¹ See UN-HABITAT *Global Report on Human Settlements*, Nairobi, 2007; Background Paper for the 11th UN Congress on Crime Prevention & Criminal Justice, Bangkok, Thailand, 18-25th April 2005, Workshop on *Strategies and Best Practices in Crime Prevention, in particular in relation to Urban Areas and Youth at Risk*, in Shaw & Travers, 2007; ICPC *International Report on Crime Prevention & Community Safety: Trends and Perspectives*, 2008a.

² Ibid

³ Bevan James and Nicolas Florquin. 2006 "Few Options but the Gun: Angry Young Men" in *Small Arms Survey 2006: Unfinished Business*. Geneva: Small Arms Survey. <http://www.smallarmssurvey.org>

You can find below some further **brief facts about youth crime and victimization** provided by the World Health Organization (WHO), and the International Crime Victimization Survey, among others:

INTERNATIONAL

- ▶ **Child protection from violence, exploitation and abuse.** In 2009, UNICEF published a series of reports on issues that affect young people in the world. This is a good source for finding more information on violence against youth, including child labour, trafficking, and youth in custody.
http://www.unicef.org/protection/index_bigpicture.html
Watch a video on UNICEF's 'Protective Environment':
<http://www.unicef.org/peflash/pe2.html>
- ▶ **WHO World Report on Violence, Chapter 2.** This 2002 report is part of the World Health Organization's (WHO) Global Campaign for Violence Prevention that advocates for implementing violence prevention recommendations. It aims to raise awareness about the problem of violence affecting young people and the impact on public health systems.
http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap2.pdf
- ▶ **International Crime Victimization Survey, 2004-2005, Key findings from ICVS and EU ICS.** This survey is the result of a long-term collaboration between the United Nations Office on Drugs and Crime (UNODC) and the United Nations Interregional Crime and Justice Research Institute (UNICRI). It is the fifth survey of its kind, and provides data from 30 countries.
http://rechten.uvt.nl/icvs/pdffiles/ICVS2004_05.pdf (Table 21)

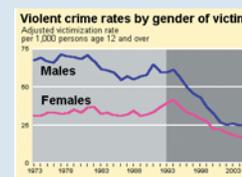
1. Why a Youth Resource Guide?

REGIONAL SOURCES:

- ▶ **Crime, Violence, and Development: Trends, Costs, and Policy Options in the Caribbean.** Published in 2007 by UNODC and the World Bank, this report provides data on different types of crime and victimization in the Caribbean. It provides an overview and statistics on youth violence.
<http://www.unodc.org/pdf/world%20bank%20C&V%20Report.pdf>
- ▶ **Crime and Development in Central America.** This 2005 UNODC report is a good general overview of crime trends in Central America. It includes sections on youth gangs and violence against children.
<http://www.unodc.org/pdf/Central%20America%20Study.pdf>

NATIONAL SOURCES:

- ▶ **2001 NACRO Youth crime factsheet.**
NACRO is a UK-based organization providing services to ex-offenders, young people and communities in order to reduce violent crime. The main contact for youth crime is:
lionel.skingley@nacro.org.uk. Or visit the website:
<http://www.nacro.org.uk/data/resources/nacro-2004120243.pdf>
- ▶ **Violent Crimes Against Children Under the Age of 18 Years.** The Centre for Justice and Crime Prevention in South Africa produced this webpage to provide data on crime and victimization rates concerning children. It also offers links to data collected by the South African police.
<http://www.cjcp.org.za/crimestats/crimestats.htm>
- ▶ **U.S. Department of Justice, Bureau of Justice Statistics** collects and analyzes data on crime, offenders and victims of crime in the U.S. The chart below shows that males of 12 years or more were more likely to be victims of violent crime than females in 1993-2003:
<http://www.ojp.gov/bjs/glance/vsx2.htm>



1. Why a Youth Resource Guide?

1b) Citizenship and governance

Citizenship and governance is about how running a city or town is not just for the mayor or adults. Young people can take part in community development and decision-making. It is important to understand your role as a citizen, be able to say what you think, know your rights, and take part in the development of your community or even your country.

A key resource that discusses why and how children and young people can become more involved in decision-making is:



Youth, Children and Urban Governance. This 2004 paper by UN-HABITAT looks at the importance of young peoples' involvement in government structures, and some of the ways it can be achieved. It outlines what has been done so far, future challenges and presents ideas on empowering young people, and local governments on engaging youth in local decision-making on issues that concern them, and developing a sense of citizenship.

<http://hq.unhabitat.org/list.asp?typeid=15&catid=531>

1c) Young people, inclusion and participation

A major problem for many young people is that they are excluded from parts of cities and benefiting from society. Exclusion comes in many forms, such as the lack of access to good education, employment, housing, recreation, and general opportunities in life. There are several services and programmes that promote positive strategies to help young people participate in their communities and gain the skills they need to live better lives. In reading about these services/programmes, it is important to keep in mind that social inclusion affects **every** aspect of people's lives – so it affects all the topics discussed in this Resource Guide.

The **Youth Services** section of the World Bank Institute, and Promundo, a non-governmental organization working to prevent crime and violence in Latin America, have both developed programmes to build skills among young people in order to promote inclusion.



WBI Youth Services. In 2009, the World Bank Institute developed this initiative to empower young people by promoting their participation in the World Bank's activities and connecting them with researchers, practitioners and decision-makers. One area of focus is on youth violence prevention. The Institute takes part in the collection and dissemination of best practices in youth-led and youth-focused projects and policies. Since 2008, it has offered an e-learning course *Crime and Violence Prevention in Urban Zones*. The course provides local government officials in Latin America working in crime prevention, with knowledge and tools to develop programmes. WBI is now developing an English version of the course and expanding to the Caribbean and Africa. For more information, please contact: Chantal Dejou, cdejou@worldbank.org OR Sabine Palmreuther, spalmreuther@worldbank.org



Strengthening Community-Based Supports for Children and Youth (Bases de Apoio project). This 2007 publication by the Brazilian organization Promundo describes the Bases de Apoio project, which provides youth at risk with support services in the community, and teaches them how to strengthen these supports, build community networks and implement their own programmes.

http://www.promundo.org.br/materiais%20de%20apoio/publicacoes/guiabases_ingles.pdf

1. Why a Youth Resource Guide?

Other sources:

INTERNATIONAL



The Safer Cities Programme. Set up by UN-HABITAT in 1996, this programme aims to build a 'culture of prevention', and strengthen the capacity of local government and civil society to make cities safer. Young people are a major focus of their work in cities.



Here is the link to the newsletter:

<http://ww2.unhabitat.org/programmes/safercities/documents/UrbSafNews.pdf>

The booklet outlines the different themes addressed and each country's/region's safer cities project:

http://ww2.unhabitat.org/programmes/safercities/documents/SCpublication_blue.pdf

For updates please see UN-HABITAT's Strategic Plan for Safer Cities, 2008-2013:

http://www.unhabitat.org/downloads/docs/5524_70912_Safer%20Cities%20-%20Strategic%20plan.pdf

NATIONAL AND LOCAL



Youth Community Asset Mapping Initiative Report. This report outlines the launch of the Youth Community Mapping Initiative by the Self Help Resource Association and the Environmental Youth Alliance (EYA) in the city of Vancouver, in Canada. This initiative is a mechanism for reaching out to young people in the city in order to build their capacity, and promote participation in their communities. It involves identifying community resources, and then helping youth engage in dialogue with local government and community organizations to find solutions to their needs. Youth learn how to become involved in decision-making and community affairs.

<http://www.eya.ca/youthmappers/docs/YCAMReport.pdf>



2. International Principles

2a) Human rights

This section is about the rights which children and young people have. Human rights have been adopted internationally, and affect how you should be treated. They are very important for you to learn about, so that you can argue for your right to be involved in decision-making. They are also essential for protecting you from harm and injustices.

There are a few resources that will help you learn more about your rights and the standards that exist to protect you. For example, in 2007 UNICEF developed a youth campaign: **Get on the Rights Side**, which is an online space for young people to learn about their rights as citizens. The **World Programme of Action for Youth (WPAY)** is another source that provides information on which policies and guidelines protect children and adolescents, as well as proposals for action for governments and international support. **WPAY** can be found at:

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

Get on the Rights Side (English):

<http://www.unicef.ca/youthfriendlyopac>

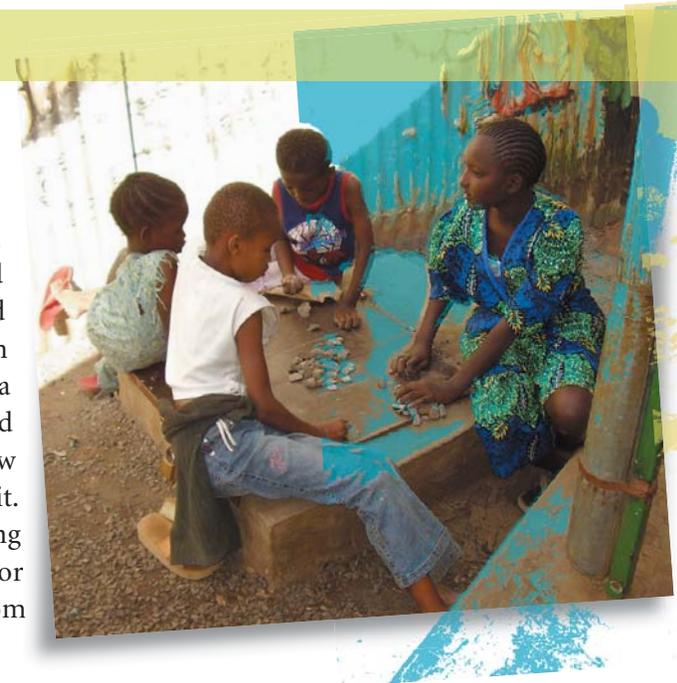
(French): <http://www.unicef.ca/pfadestineauxjeunes>

The main human rights sources for you to use are:

INTERNATIONAL

- **Convention of the Rights of the Child (CRC)** adopted in 1989 by world leaders. The convention outlines the human rights that children everywhere in the world have, such as the right to survival, and to education, and the right to protection from harm. It just passed its 20th anniversary.

- ▶ **Optional Protocol to the CRC on the sale of children, prostitution and child pornography** was adopted on January 18, 2002. An optional protocol follows a human rights treaty, and provides procedures on how to use the treaty or parts of it. This protocol protects young people from being sold or illegally adopted, and from sexual exploitation.



- ▶ **Optional Protocol to the CRC on the involvement of children in armed conflict** was adopted on February 12, 2002. The protocol bans the forced recruitment of individuals under the age of 18 into armed forces.
- ▶ **International Labour Organization (ILO) Convention (138) – Minimum Age for Admission to Employment.** The convention was adopted in 1973 and aims to abolish child labour by encouraging countries to fix a minimum age of 16 years for employment or work.
- ▶ **ILO (182) – Prohibition and immediate action for the elimination of the worst forms of child labour** (1999) aims to protect labour rights and ban forms of child labour such as slavery, prostitution, and recruitment to armed forces.
- ▶ **Declaration on social and legal principles relating to the protection and welfare of children**, with special reference to Foster Placement and Adoption Nationally and Internationally (1986). This declaration outlines guidelines on fostering and adopting children who lack parental care.

- ▶ Convention on the **Elimination of all forms of Discrimination against Women** was adopted in 1979 by the United Nations General Assembly. It acts like a bill of rights for women, including young women and girls.
- ▶ Convention on the **Elimination of all forms of Racial Discrimination** was adopted on December 21, 1965 by the United Nations General Assembly. It also makes reference to young people the protection of their rights to equality, and equal opportunity.
- ▶ Convention relating to the **Status of Refugees** was adopted in 1951. It makes reference to young people, and outlines the legal obligation of countries towards child asylum seekers and refugees.
- ▶ RIYADH Guidelines or the United Nations **Rules for the Protection of Juveniles Deprived of their Liberty** 1990, are the rules that set up the standards on how juveniles should be treated by the police and the criminal justice system.
- ▶ **UN Guidelines for Action on Children in the Criminal Justice System**, 1997 focuses on non-discrimination, gender sensitivity, securing the best interests of the child; the right to life, survival and development, and respecting the views of the child. The guidelines require governments to secure good birth registration programmes to make sure that the age of children involved in the justice system is known.
- ▶ **United Nations Guidelines on the Prevention of Crime**. The 1995 and 2002 guidelines outline the role of governments, civil society and the community in the prevention of violence and crime. They support inclusion and participation, and the importance of taking account of gender and different minority group needs. They support the protection of human rights including those of children and young people.
<http://www.e-docs.eu/content/docs/UNguidelines.pdf>

REGIONAL

- **Public policies and children's human rights report** (2008). This report marks the 20th anniversary of the Convention of the Rights of the Child. It is a practical tool for countries, and mainly deals with the implementation of public policies for children and adolescents. It was published by the Organization of American States (OAS), with the Regional Office for Latin America, the Caribbean United Nations High Commissioner for Human Rights, and the Inter-American Children's Institute. It is available in English and Spanish:
http://www.iin.oea.org/iin/English/novedades_der_ninos.shtml

- **African Youth Charter**. The charter was adopted in 2006 and outlines the rights, freedoms and duties of young people in Africa. This important legal document aims to support the development of policies and programmes that will protect young people in Africa involved in and affected by crime and violence.
<http://www.africa-union.org/root/UA/Conferences/Mai/HRST/Charter%20english.pdf>



2. International Principles

NATIONAL

● ●
Monitoring child socio-economic rights in South Africa: Achievements and challenges. In 2004, The Institute for Democracy in Africa (IDASA) published the findings of this study. IDASA is a good resource if you are interested in learning more about democracy and citizenship. In this study, researchers monitored the government of South Africa's measures to fulfill the rights of young people as outlined in the Constitution. These rights include: basic nutrition, basic health services, social services, and basic education.

To read more about the findings, visit:

www.idasa.org.za/gbOutputFiles.asp?WriteContent=Y&RID=100

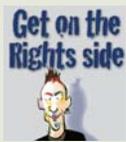
An example of national legislation which upholds the rights of children:

The Child Justice Act was passed on June 25, 2008 by the South African National Assembly. This act established a criminal justice system for children, and aims to increase legal protection of young people convicted of crimes, as well as the use of restorative justice as an alternative to custody.

<http://www.info.gov.za/view/DownloadFileAction?id=66971>

Here are some other sources that can help you learn more about your rights:

●
Get on the Rights Side is a youth friendly campaign, which is meant for Canadian children to learn about their rights for entering into the Canadian forces. The campaign can be adapted by other countries that are interested in promoting children's rights under the CRC.



For the **English version**: www.unicef.ca/youthfriendlypac.

For the **French version**: www.unicef.ca/pfadestineauxjeunes

Visit the website:

http://www.unicef.org/voy/explore/rights/explore_4406.html

● ●
COMPASS: A Manual on Human Rights Education with Young People. This manual was developed in 2000 by the Human Rights Education Youth Programme of the Council of Europe to mark the 50th anniversary of the European Convention on Human Rights. It targets youth leaders and teachers, and provides user-friendly tools to teach young people about their rights.

<http://eycb.coe.int/compass/>

2010 is the “International Year of Youth.” There are other important **days** that are dedicated to children and young people:

- ▶ International Children's Day - June 1st
- ▶ International Day of Innocent Children Victims of Aggression - June 4th
- ▶ World Day Against Child Labour - June 12th
- ▶ International Day of the African Child – June 16th
- ▶ International Youth Day - August 12th
- ▶ International Students' Day - November 17th
- ▶ International Day on Prevention of Child Abuse - November 19th
- ▶ Universal Children's Day - November 20th



2b) Inclusion

Young people are often excluded from certain places in their community, or from taking part in activities or from benefiting from services offered to others. This may be due to the colour of their skin, their style of dress, their age, their cultural background, religion or sexual orientation. There are a lot of ways in which youth-led and international organizations are working to reduce these kinds of barriers. Apart from the Convention on the Rights of the Child, there are other international standards which you can use to argue for more inclusion and equality. One example is the United Nations 2008 Declaration on the Rights of Indigenous Peoples.



United Nations
DECLARATION
on the RIGHTS
of INDIGENOUS
PEOPLES

UN 2007 Declaration on the Rights of Indigenous Peoples promotes universal freedom to all individuals without discrimination. It encourages the protection of minorities through the promotion of their rights. <http://www.un.org/esa/socdev/unpfii/en/declaration.html>
http://untreaty.un.org/cod/avl/ha/ga_61-295/ga_61-295.html

Here are some examples of programmes which help to integrate Indigenous and Aboriginal youth:

NATIONAL AND LOCAL

● **The National Indian Youth Leadership Project (NIYLP).** Run by Project Venture for over two decades, this project offers Native youth in the United States (U.S.) a different form of education. Participants engage in outdoor activities, which integrate traditional American Indian values. The project has helped Native youth at risk to live healthy lives, gain leadership skills and build positive attitudes. Project Venture offers a project *Replication Guide*. <http://www.niylp.org/>

● **Native Youth HIV Prevention Media Project.** This project by the U.S. National Native American AIDS Prevention Center acts as a curriculum for youth on gaining knowledge about HIV/AIDS in the Native community, available resources, media development, and being empowered.

<http://www.nnaapc.org/programs/native-youth-media/native-youth-media2.htm>

● **Sámi Youth Project.** This project was launched in 2009, and is financed by the European Union's Development Fund, among others. It aims to build the capacities of Aboriginal (Sámi) youth in Sweden and Norway, and preserve their cultural heritage. It offers young people the opportunity to use art forms, such as film and the internet to document their lives, and present at an exhibition and conferences with other Sámi youth. <http://samiyouth.org/start/sami-youth-an-interregional-cooperative-project/>

● **Indigenous Youth Engagement Workshop.** The National Indigenous Youth Movement of Australia, in collaboration with international organizations, runs this workshop on conflict resolution for youth to promote healing and empowerment. The workshop also acts as a space for Indigenous youth to engage in activities. <http://www.niyma.org/>



● **Tangentyere Model.** This programme is organized by the Tangentyere Council; an Aboriginal community agency in Alice Springs, Australia. The council provides services to their community to help maintain the cultural traditions and improve living conditions. These services include infrastructure development, and training young people to help them find employment. The programme has provided housing and infrastructure to over 1400 people, and has shown reductions in incarceration rates. <http://www.tangentyere.org.au/>

2. International Principles

● ●
Enlace Quiche organization, located in Guatemala, runs technology centres that provide Information, Communications and Technology (ICT) educational programmes and training for young people, as well as general classes on Mayan language and culture. The organization aims to preserve the Mayan tradition and language for the next generation, and help young people in the community integrate into society. It has provided services to almost 2,000 students, teachers and parents, and has increased dialogue with the Minister of Education on gaining support for promoting bilingual education.
<http://www.enlacequice.org.gt>

● ●
Ba Ya Ya (Big brothers or big sisters). This organization, located in Belgium, was established in 2001. It works to help migrant young people from Sub-Saharan Africa become integrated into Belgian society. The organization offers training on various topics such as Information Technology (IT), and also provides community assistance when problems arise.
<http://www.guidesocial.be/observatoire-bayaya/>

●
Aboriginal Emotional Maturity Problem-Solving & Awareness Targeting Higher Impulse Control (EMPATHIC) Programme. The National Centre for the Prevention of Crime in Canada is currently funding this programme. It was launched in 2003 and was restarted in 2009. It is used in schools to help Aboriginal youth in Eastern Canada develop positive behaviours and use communication instead of violence to solve problems. In the past, it has been successful in improving young people's self-esteem and reducing aggression. To find out more about Canadian-based projects working with Aboriginal communities:
<http://www.publicsafety.gc.ca/prg/cp/ncpc-pubs-eng.aspx>

● ●
Social Work through Hip hop programmes. These very successful programmes are run in Canada's north and inner cities by the organization Blue Print For Life. The programmes involve going into schools with Aboriginal young people for a period of 1 week and teaching students Hip hop as a positive tool to prevent involvement in violence and crime. Aboriginal youth then use the tools to teach other communities.

<http://www.blueprintforlife.ca>

To watch a video on how the group works with Aboriginal young people, visit: <http://www.youtube.com/watch?v=qUAVjxruKq0>

●
Wapikoni Mobile. Established in 2004, this non-governmental organization in Quebec, Canada, offers training on filmmaking to young Aboriginals at its mobile film production studios. It uses film to promote self-confidence and the prevention of drug abuse. It now has 3 studios, and almost 700 young people have participated in the programme.
<http://www3.nfb.ca/aventures/wapikonimobile/excursionWeb/>

Networks and Resources for Indigenous Youth and related groups:

- ▶ Indigenous Youth Caucas - <http://projects.tigweb.org/indigenous>
- ▶ Asia Pacific Indigenous Youth Network (APIYN) - <http://apiyn.org/>
- ▶ Aboriginal Youth Network (Canada) - <http://www.ayn.ca>
- ▶ Network of Indigenous Peoples in Malaysia (TAHABAS)
- ▶ Turtle Island Native Network (U.S.) - <http://www.turtleisland.org/>
- ▶ Flora Tristan (Peru) - <http://www.flora.org.pe/>
- ▶ Taking Action 4 Youth (Canada) - <http://takingaction4youth.blogspot.com/>
- ▶ Working with Aboriginal young people (Youth Action & Policy Association NSW – YAPA) (Australia) - <http://www.yapa.org.au/youthwork/facts/aboriginallyoungpeople.php>



2. International Principles

Information for Gay, Lesbian, Bisexual and Transgender (LGBT) Youth:

Being different from the social norms in our community or culture can be a difficult experience, especially for lesbian, gay, bisexual, and transgender (LGBT) youth who often feel ostracized and isolated from society. Gay rights movements, especially in North America, have been successful in spreading awareness on the issue and advocating for equal rights. There are a few international initiatives promoting lesbian, homosexual, bisexual, and transgender rights, yet many local groups (mainly in North America) are working to end violence and discrimination against LGBT youth, and provide equal opportunities, support services and information.

INTERNATIONAL



International Gay, Lesbian, Bisexual and Transgender Youth Association (IGLYO). This association came about in 1984 during the First International Gay Youth Congress in Amsterdam. It offers a space for gay, lesbian, bisexual and transgender youth to discuss issues, and become involved in international youth political structures. It provides access to reports and campaign materials. <http://www.iglyo.org/>

NATIONAL AND LOCAL

National Coalition Anti-Violence Program Report: Hate Violence against Lesbian, Gay, Bisexual and Transgender People in the United States. This 2008 report gives a good overview of the main issues that affect LGBT young people in the U.S. and provides ideas on solving the problems.

http://www.avp.org/documents/2008HVRReportDraft3smallerfile_000.pdf

Youth OUTreach programme by LAMBDA (U.S.). This programme focuses on spreading awareness on the issues that affect LGBT young people, and promoting accurate information and positive media.

<http://www.lambda.org/youth.htm>



Anti-Violence Programme by the Long Island Gay and Lesbian Youth group. This programme promotes the protection of LGBT youth against violence and discrimination, informs young people on HIV/AIDS, and offers counseling and support services.

<http://www.ligaly.org>



True Colors. This U.S.-based organization uses touring theatre productions to address discrimination against LGBT youth, promote empowerment, and build self-esteem and leadership skills. Guided by theatre performers and writers, LGBT and 'straight' young people perform plays in schools and community centres on relevant issues.

<http://www.thetheateroffensive.org/truicolors.html>



2. International Principles

2c) Crime prevention

The United Nations estimates that each year, between 133 million and 275 million children experience violence at home. According to the World Health Organization, 57,000 children were murdered in the world in 2000.

Crime prevention covers a range of ways in which governments and communities can work together to **prevent** crime and violence, rather than reacting **after** it occurs, and relying on the police and the justice system to deter and repress crime. The United Nations Guidelines on the Prevention of Crime, adopted in 2002, specifically support giving people a voice and including them in society. The guidelines are very important as they outline the role of government, civil society **and** the community in the prevention of violence and crime. They support the protection of human rights (including for children and young people), the inclusion of minorities, recognizing gender differences, and working in partnerships.

Apart from all the publications from UN-HABITAT's **Safer Cities Programme**, there are many other good sources from around the world that can give ideas about existing projects which aim to prevent violence and victimization among young people:

INTERNATIONAL



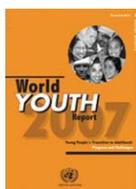
Protect the Children. This 2009 document was published by Save the Children Sweden. It is for people working to prevent violence against children. It is youth-friendly and so it can also be used by youth groups. It acts like a manual that outlines the impact of violence on their lives, how to listen to children, how to integrate them into decisions, and properly protect them from violence.



<http://shop.rb.se/Product/Product.aspx?ItemId=5105505&SectionId=2017327&MenuId=74347>

Save the Children has many other publications on protecting children:
<http://www.savethechildren.se/Publications/>

World Youth Report. This 2007 UN report is an excellent source of information on international issues that affect youth, such as violence. It outlines specific problems in regions and countries. A main topic is economic development and employment opportunities for young people. It also provides some ideas on finding solutions.



<http://www.un.org/esa/socdev/unyin/wyr07.htm#wyr07>

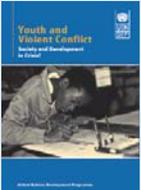
The 2009 World Youth Report will be available soon.

Urban Crime Prevention and Youth at Risk. Compendium of Promising Strategies and Programmes from around the World. The 2005 compendium was prepared for the UN workshop on crime prevention and youth at risk, in Bangkok, Thailand. It contains examples of projects for youth at risk in cities from different regions of the world, and outlines challenges and outcomes.

http://www.unhabitat.org/downloads/docs/5615_13762_2466_alt.pdf

● ●
Focus on Youth toolkit. This toolkit was published by the German-based organization Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ) in December 2008 to explore youth crime and methods of prevention around the world. This is a toolkit for individuals who wish to include youth violence prevention into their projects. It offers an introduction to youth violence, methods of preventing crime, such as working with the police, providing employment and education for young people, and examples from GTZ's international projects.
<http://www.gtz.de/de/dokumente/en-jugendgewaltbroschuere-2008.pdf>

●
Supporting youth at risk: A policy toolkit for middle income countries. This toolkit was published in 2008 by the World Bank. It includes 22 policies from around the world which address issues affecting young people: crime and violence, unemployment, dropping out of school and risky sexual behaviours. It aims to help people working on youth issues by providing advice on implementing policy programmes.
http://www-wds.worldbank.org/servlet/main?menuPK=6418751&pagePK=64193027&piPK=64187937&theSitePK=523679&entityID=000333038_20080516065608

● ●
Youth and Violent Conflict report. This 2006 report was published by UNESCO, and explores policies that protect young people from violence. It opens a discussion on ways to encourage young people to participate at the international level, and how young people can make sure their rights are protected.

http://www.undp.org/cpr/whats_new/UNDP_Youth_PN.pdf

● ●
Steering Youth from Violent Conflict. The report/toolkit was produced in April 2005 by the U.S. Agency for International Development's (USAID) Office of Conflict Management and Mitigation Bureau for Democracy, Conflict and Humanitarian Assistance. It examines key issues related to youth participation in violence prevention, outlines lessons learned in developing programmes for youth at risk, and provides programme options and tools for monitoring and evaluating.
http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_Youth_and_Conflict_Toolkit_April_2005.pdf

REGIONAL

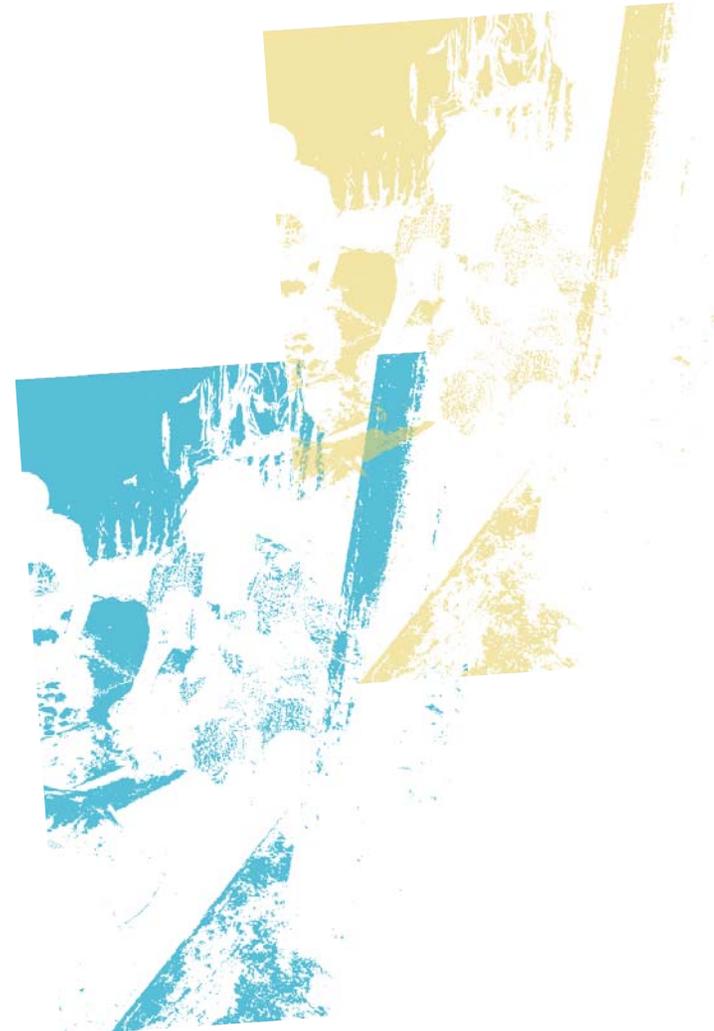
Youth Crime Prevention: Community Based Crime and Violence Prevention in Urban Latin America and the Caribbean. This 2005 World Bank report provides an overview of the World Bank's activities and future plans. It outlines the situation of crime and crime prevention in Latin America, the World Bank's upcoming activities, and the Urban Crime and Violence Prevention programme, which promotes local crime prevention strategies.
<http://siteresources.worldbank.org/EXTLACREGTOPURBDEV/Resources/ViolencebrochureFINAL.pdf>

2. International Principles

NATIONAL AND LOCAL

● **The Local Crime Prevention Toolkit.** This toolkit was developed in 2007 by the Council for Scientific and Industrial Research (CSIR) in South Africa for local governments. It offers practical and user-friendly technical tools, tips and checklists that can be used to develop and adapt local crime prevention to the needs of your community or town. http://www.csir.co.za/dpss/LOCAL_CRIME_PREVENTION.html

Youth outreach for victim assistance. The U.S. National Crime Prevention Council, set up this programme in order to mobilize youth to spread awareness on youth crime and victimization, and the need for support services. It provides a guide to implementing similar programmes. A list of related programmes across the U.S. is available at: <http://www.ncpc.org/programs/youth-outreach-forvictimassistance>



3. Mainstreaming gender differences

3a) Mainstreaming gender

Girls and young women are more likely to be affected by sexual crime in private spaces than boys, but both may be victims of family violence.

Gender is about women and men. Young women are already taking part in many youth-led projects, but their specific needs and experiences are often overlooked. This is partly because young men are more likely to be involved in crime (as offenders and victims, especially in public places) than young women so they get more attention. There is a tendency to simplify gender differences in violence and crime, and to overlook the experiences and role of girls and young women.

Until recently not much attention was paid to **masculinity** and how young men are raised. Since gender is about both sexes, it is important to get cities to recognize that they need to consider both girls and boys when developing youth programmes and plans.

Mainstreaming gender is a term which refers to taking gender into account in all stages when looking at services, collecting data and designing programmes. This is important for achieving gender equality, i.e. equal opportunities for young men and women in all policies and activities, and looking at the choices made by young women and the limitations of their environment.

Here are some publications and projects to help you start thinking about **gender mainstreaming**:

INTERNATIONAL



Girls Count: A Global Investment & Action Agenda. This document was published in December 2009 by the Center for Global Development, in the U.S. It outlines how and why girls are important and looks at topics such as economic investment, governance, health and education, and participation in civil society. It reviews the situation of violence against girls in the world, and how government, civil society and the private sector have an important role to play in providing solutions.



<http://www.cgdev.org/content/publications/detail/15154>

Because I am a Girl. The State of the World's Girls 2009. Girls in the Global Economy: Adding It All Up. This 2009 report by the organization Plan International reviews the economic position of girls in the world in terms of their participation in formal and informal work, and their vulnerability to HIV/AIDS. It outlines how to build girls' capacities through education, job opportunities and the protection of social and economic rights.

Website:

http://www.becauseiamagirl.com.au/state_of_the_worlds_girls_2009.html

For the full report:

http://www.becauseiamagirl.com.au/pdf/State-of-the-worlds-girls_2009_Full.pdf

A Study on Violence Against Girls. UNICEF's Innocenti Research Centre wrote this report for the International Girl Child Conference in March 2009, in The Hague, the Netherlands. The report focuses on young women and how violence affects their lives. It also includes a review of the impact of violence on young men.

http://www.unicef-irc.org/publications/pdf/violence_girls_eng.pdf

3. Mainstreaming gender differences

REGIONAL

● **Promoting Gender Mainstreaming in Schools.** Published in 2004 by the Council of Europe, this report explores the work of European institutions in promoting gender equality in education, and related outcomes. It also outlines strategies for governments.

http://www.coe.int/T/E/Human_Rights/Equality/PDF_EG-S-GS%282004%29_E.pdf

● **Gender Mainstreaming in Education.** This 2009 publication by the Council of Europe reflects the 2007 Recommendation on Gender Mainstreaming in Education, which encourages governments in the European Union to integrate a gender perspective in the educational system and curriculum.

http://www.coe.int/t/dg4/education/edc/AspectsCitizenship/GenderMainstreamingSchools_en.asp

● **Gender Matters: Manual on Gender Based Violence Affecting Young People.**

This manual was produced in 2005 by the European Youth Center Budapest (EYCB), the Council of Europe and the European Youth Foundation as part of the 2000 Human Rights Education Youth Programme. It covers issues on gender-based violence, gender mainstreaming, gender inequalities, and provides examples and discusses challenges.

<http://www.eycb.coe.int/gendermatters/default.htm>

● **Common Market for Eastern and Southern Africa (COMESA) Gender Policy.** This 2008 document provides a series of recommendations to promote gender equality at all levels and in social-economic development. It advocates full and equal inclusion and participation of young people, men and women to its member governments.

<http://www.chr.up.ac.za/undp/subregional/docs/comesa2.pdf>

NATIONAL AND LOCAL



● **From Violence to Peaceful Coexistence.** This 2002 interactive document and video was produced by Promundo, the Brazilian non-governmental organization. It allows you to explore the roots of violence, with particular attention to gender.

http://www.promundo.org.br/352?locale=en_US

● **Gender differences in risk factors for offending.** This paper was produced in 2004 by the UK-based organization NACRO. It gives a brief overview of the major gender differences, and statistics on male and female offending rates in the UK.

<http://www.homeoffice.gov.uk/rds/pdfs2/r196.pdf>

● **Equal opportunities. Overcoming gender differences in career guidance.** This 2004 brief summary was produced by EQUAL Denmark, and provides some main tools on developing a gender-equal society through equal employment opportunities. The tools include using career advisors to teach school children on future opportunities, and improving career guidance to change traditional gender-roles.

http://ec.europa.eu/employment_social/equal/data/document/etg4-suc-gm-vocguidance_en.pdf



Gender Differences among Truant Youth Report. This 2005 report by the National Center for School Engagement (NCSE) in the U.S., uses data to explore gender differences affecting children in schools and delinquent behaviour, and examples of good practices.

<http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/GenderDifferencesAmongTruantYouth.pdf>

PROJECTS/PROGRAMMES:

● **Youth, Gender and Public Space (Juventude, Gênero e Espaço Público).** Developed by the Brazilian organization Instituto Sou da Paz in 2007, this project resulted from a study (2003-2005) of women particularly in public spaces. It includes training for employers on promoting gender equality, and promotes increasing access to public space and participation in community activities. The first phase showed that women had less time for leisure activities and were stigmatized in public spaces. Now in its second phase, the project gives training to NGOs on promoting equal occupation of public spaces and increasing women's participation in public spaces.

<http://soudapaz.org/en/WhatWeDo.aspx?language=en-US>

Youth for Gender Equity (JPEG or Jovens pela Equidade de Gênero) project. This project was organized by Promundo, and completed its first phase in 2007. Working with a group of youth from three low-income neighbourhoods in Rio de Janeiro, in Brazil, the project involves a multimedia campaign 'Entre Nós'. Promundo is now working with the Secretariats of Education and Schools in Rio de Janeiro and Bahia to carry out the campaign in schools. Information on the process of recruiting, training, and working with youth on the campaign was released in December 2009. Evaluation data is available in mid 2010.

The first phase of the project is available at:

http://www.kit.nl/net/KIT_Publicaties_output/ShowFile2.aspx?e=1490

3b) Masculinity

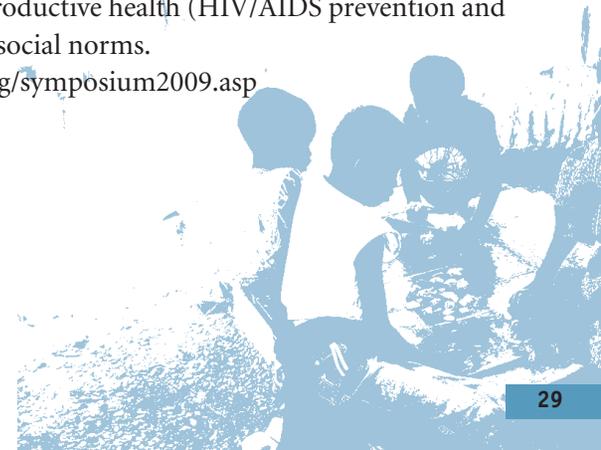
According to UNIFEM, **masculinity** is associated with characteristics such as competitiveness, aggressiveness, dominance, strength, courage and control. These characteristics result from a combination of biological, cultural and social influences. Many people are taking a closer look at the models of life choices which boys grow up with, and the role of socialization in determining gender roles. A number of projects are now working with boys and young men to encourage more positive and non-violent roles.

The **National White Ribbon Campaign** which began in Canada is one place to start exploring successful initiatives that include men in issues that affect women and young people. <http://www.whiteribbon.ca/>

Here are some publications that address masculinity and introduce ways for women and men to work together and gain equal rights:

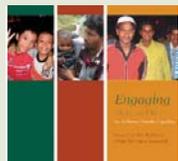
Global Symposium on Engaging Men and Boys in Gender Equality. This event was organized in Rio de Janeiro, Brazil, during March 30 – April 3 2009, and was supported by Promundo, the United Nations Population Fund (UNFPA), and others. Its goal was to connect individuals working on gender issues in order to discuss ways of better including men and boys in reducing violence against women and girls, promoting sexual and reproductive health (HIV/AIDS prevention and treatment), and changing social norms.

<http://www.menengage.org/symposium2009.asp>



3. Mainstreaming gender differences

Engaging Men and Boys to Achieve Gender Equality: How Can We Build on What We Have Learned?



Published by the International Center for Research on Women (ICRW) and the Brazilian NGO Promundo in 2007, this report discusses reproductive health, HIV/AIDS and violence prevention, changing the social norms that define masculinity, and including men in health programmes that affect women and children, as well as violence prevention strategies.

http://www.icrw.org/docs/Engaging_Men_and_Boys_to_Achieve_Gender_Equality.pdf

Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions.

This 2007 report was published by the World Health Organization (WHO) on the importance of including and mobilizing men in sexual and reproductive health issues affecting women and children. It outlines some existing programmes, and the challenges and successes, how to improve effectiveness, and ideas for the future. It advocates multi-issue and service-based programmes.

http://www.who.int/gender/documents/Engaging_men_boys.pdf

Young Men and the Construction of Masculinity in Sub-Saharan Africa: Implications for HIV/AIDS, Conflict, and Violence.

This report was written in 2005 for the World Bank. Based on data and a review of the literature, it outlines the socialization of young men in Sub-Saharan Africa and how to integrate them into issues that affect both genders, such as HIV/AIDS, conflict, and violence. It provides some solutions, such as working with men through mainstream youth organizations.

http://www.promundo.org.br/Pesquisa/Young%20Men%20SubSaharan_Web.pdf

● **Masculinities: Male Roles and Male Involvement in the Promotion of Gender Equality.**

Published in 2005 by the Women's Commission for Refugee Women and Children, this user-friendly resource outlines how gender equality impacts both men and women. It explores masculinities in the context of refugees, migration and displacement, and provides tools to integrate men in gender equality strategies.

http://www.unicef.org/emerg/files/male_roles.pdf

Gender Equality and Men (GEM) project.

Started in 2002 by U.K. Oxfam Poverty Programme (Middle East, Eastern Europe and CIS 'MEEECIS' region), which is supported by OXFAM U.K., this project promotes the participation of men and boys in OXFAM's work on gender and programming. The 2004 book **Gender Equality and Men: Learning from Practice** outlines lessons learned from the project, the overall experience of promoting gender equality among men, and discussions from different authors.

<http://www.oxfam.org.uk/resources/learning/gender/gem.html>

For the book:

<http://publications.oxfam.org.uk/oxfam/display.asp?K=9780855985141>

3. Mainstreaming gender differences

Other important publications and events:

Male Support Programme. In order to reduce gender-based violence in communities in Trinidad and Tobago, the Ministry of Community Development, Culture and Gender Development set up this programme in 2000. It offers drop-in information centres for victims of violence, and trains religious leaders and male community members in 19 communities on gender sensitization.

http://www.un.org/womenwatch/daw/cedaw/cedaw25years/content/english/CONCLUDING_COMMENTS/Trinidad_and_Tobago/Trinidad_and_Tobago-CO-1-3.pdf

Youth work with boys and young men as a means to prevent violence in everyday life. Written in 2004 for the Council of Europe, the book suggests that young men who are highly exposed to and involved in violence and crime should be included in initiatives that focus on preventing violence against women and children.

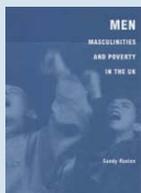
http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=1756

Men, Masculinities and Poverty in the U.K. Commissioned in 2002 by Oxfam U.K. Poverty Programme, the author Sandy Ruxton looks at the effect of economic and social change on gender roles, poverty, and relationships between men and women in the U.K.

<http://publications.oxfam.org.uk/oxfam/display.asp?isb=9780855984908>

Men, Masculinities and Gender Relations in Development. This web-resource provides access to seminar papers by the Economic and Social Research Council (ESRC) in the U.K. on engaging men in gender development research and projects.

<http://www.brad.ac.uk/acad/bcid/gender/mandmweb/contents.html>



The equal sharing of responsibilities between women and men, including care giving in the context of HIV/AIDS was the priority theme in 2009 at the 53rd session of the United Nations Commission on the Status of Women.

To read more:

<http://www.un.org/womenwatch/daw/csw/53sesspriorityhtm.htm>

<http://www.un.org/womenwatch/daw/csw/53sess.htm>



4. Youth participation

4a) General issues and community participation

Many people now accept that young people's issues should be given greater priority. Governments should invest in young people and their families through preventive approaches, rather than excluding, punishing, or imprisoning them. As a result, government and youth organizations are working together to help promote your rights and your role in decision-making.

There are now many good examples of ways in which young people can make their voices heard and participate in local government, councils, and parliaments (eg. youth parliaments and junior councils). This includes national and local platforms, and budgets for young people.

A lot of international organizations now encourage young people to participate in debates. The **Youth for Habitat** caucus launched junior local councils and participatory youth budgeting in Istanbul in 1996. UN-HABITAT published the report on youth **Children, Youth and Urban Governance** (2004). UNESCO began its **Growing up in Cities Project** in 1995. UNICEF reported on its **Child Friendly Cities Movement** in 2004. Other initiatives have promoted youth participation, such as the **Commonwealth Youth Programme (CYP)**, and the **African Charter for Participation in Development and Transformation** (see 'Human Rights'), which led to the adoption of the African Youth Charter in 2006.

Commonwealth Youth Programme (CYP):

<http://www.thecommonwealth.org/subhomepage/152816/>

You can find more information on youth participation in the Resource Guide in Part IV 'Youth-Friendly Municipalities'.



To get you started, read **Taking the lead: Youth leadership in theory and practice**, which was published by Young Foundation, which is part of "Youth of Today," a group of U.K.-based youth organizations.

For the report and learn about the campaign:

<http://www.theyouthoftoday.org/taking-lead-youth-leadership-theory-and-practice>

You can also check read about the **6th UNESCO Youth Forum (2009)** that focused on youth participation:

<http://projects.tigweb.org/UNESCO-6thYF>

OR

http://portal.unesco.org/shs/en/ev.php-URL_ID=12834&URL_DO=DO_TOPIC&URL_SECTION=201.html

INTERNATIONAL

● **We've Got Something to Say - Promoting Child and Youth Agency: A Facilitator's Guide.** In June 2008, UNICEF published the manual on youth national participation as a programming tool for developing national committee activities for young people around the world. The document provides a framework for effective implementation based on past lessons and future challenges. The central idea came from the belief that participation guarantees rights for children and young people, by giving them a voice and a role in their country.

http://www.unicef.org/adolescence/cypguide/files/Weve_Got_Something_To_Say_Facilitators_Guide.pdf

● ● **Youth Participation Guide: Assessment, Planning, and Implementation.** Published in 2008 by Family Health International, based in the U.S., the guide outlines the situation of youth participation across the world, and offers tools for training modules, and building partnerships between young people and adults.



<http://www.unfpa.org/public/publications/pid/1325>

● **Child and Youth Participation Guide.** In 2006, UNICEF published this guide on how to advance youth participation, from researching an idea, and planning, to implementing it. It looks at topics that affect youth, such as HIV/AIDS, and how to help young people become decision-makers in different areas of society.

[http://www.unicef.org/Child_and_Youth_Participation_Guide\(2\).pdf](http://www.unicef.org/Child_and_Youth_Participation_Guide(2).pdf)

● **Making commitments matter: A toolkit for young people to evaluate national youth policy.** This interactive toolkit was developed in 2005 to look at the implementation of the UN World Programme of Action for Youth (WPAY). It is an excellent source for young people on monitoring and evaluating their country's progress over the last decade, and how to set up their own projects that promote the WPAY. It also outlines the situation of young people around the world, how to take action on issues, and the role of the UN in protecting the rights of children and young people. It is available in English, French, Spanish and Portuguese : <http://www.un.org/esa/socdev/unyin/untoolkit.htm>

● **Policy Dialogue Series: Children Youth and Urban Governance.** This paper is an excellent tool for local governments. Published in 2004 by UN-HABITAT, it outlines policies and rights that protect young people. It discusses programmes and provides tools on how young people can participate in society, such as through participatory decision-making and budgeting, junior councils, and youth networks.

<http://www.unchs.org/pmss/getPage.asp?page=bookView&book=1810>

● ● **What works in youth participation around the world.** This 2002 report by the U.S.-based International Youth Foundation offers advice and success stories from young people around the world on how to get youth more involved in government. This is a good tool for young people and local governments.

http://www.iyfnet.org/uploads/what_works_in_youth_par.pdf

4. Youth participation

Youth Development and Outreach Programme. In 1995, the Inter-Development Bank (IDB) set up this programme in several countries in Latin America and the Caribbean. Its goal is to form alliances with public and private sectors, and NGOs, in order to set up programmes to help young people participate in their country and community, and build leadership skills and personal development. The programme now supports a regional network of youth delegates (12,000 young people). <http://www.iadb.org/topics/youth/idbyouth/index.cfm?>



Growing up in Cities Project. This UNESCO project started in the mid 1970s with the goal of helping young people realize their ideals, evaluate their own circumstances and define priorities to create change. Children in 8 cities took part in the project using participatory approaches to work out what they wanted their cities to look like. The project advocates the implementation of child and youth participation by governments. <http://www.unesco.org/most/guic/guicmain.htm>

To read about the results of the project, see **Growing up in an Urbanized World** (2002), which can be ordered: http://upo.unesco.org/details.aspx?Code_Livre=3685



Building Child Friendly Cities Framework. The Child Friendly Cities movement aims to make all cities safe and productive places for children and young people to enjoy their rights and freedoms. This framework, developed by UNICEF in 2004, offers case studies, and a database, and tools for building a 'child-friendly' city. http://www.childfriendlycities.org/cgi-bin/cfc/main.sql?file=search_simple_result.sql&lunga=Yes&city=48

NATIONAL AND LOCAL



Youth Leadership Development Workbook. This workbook was published in 2006 by the City of Ottawa in Canada, and the K-E-E-A District in Ghana, and supported by the Canadian International Development Agency and Federation of Canadian Municipalities. It provides young people with tools and activities to learn how to become leaders in their communities. It teaches about personal development, capacity building, gaining skills in communication, programme planning and design, monitoring, and taking action.

The workbook can be requested at: <http://www.ottawa.ca>

SulAmerica Peace Squares. Started in 2007, the project is run by the Instituto Sou da Paz with SulAmerica Insurance Company. Instituto Sou da Paz is a non-governmental organization in São Paulo, Brazil. The project focuses on increasing the participation of young people in their communities in the revitalization of public areas from unsafe places to peaceful living spaces.

<http://soudapaz.org/en/WhatWeDo.aspx?language=en-US>



Youth Act!® Programme. This programme was set up in 1972 by Street Law, a U.S.-based organization. It includes training for young people on leadership skills and how to get more involved in the community. It also includes manuals, toolkits, and information on youth events. It has set up programmes and provides curriculum materials in more than 30 countries. The evaluation findings will soon be available online: <http://www.streetlaw.org/en/Program.18.aspx>

4b) Junior councils, youth parliaments

Young people now have more opportunity to participate in their communities by getting involved in junior councils and youth parliaments, both locally and internationally. A junior council is a group of young people who are elected to shadow local government councilors in government offices, and act as youth representatives.

Youth parliaments, such as the youth organization **UK Youth Parliament (UKYP)**, consist of **democratically** elected members aged between 11 and 18, who represent the views of young people in their community or country to government and service providers. The aim is to give voice to young people and provide them with experience in government and politics.

To get you started, you may want to look at: **How to set up a youth delegate in your own country**, the **Guide for Youth and Children Councils** (available only in Spanish), and **The Brief Guide to Youth Delegates to the United Nations General Assembly**, which is a good resource on how young people are integrated into the United Nations, and their role in decision-making processes. They are available at:
<http://www.unyouth.com/documents/Steps%20to%20set%20up%20a%20Youth%20Delegate%20programme.pdf>
<http://www.un.org/esa/socdev/unyin/documents/ydguidee.pdf>
http://www.unicef.org/republicadominicana/resources_10625.htm

Here are some good examples:

The Euro-Mediterranean Youth Platform. The platform was set up in 2003 and is supported by the Commission of the European Union (Youth in Action Programme) and the Government of Malta. It brings together young people to share experiences and good practices, and discuss relevant issues in the region. It promotes youth participation, networking, and capacity building.



<http://www.euromedp.org/default.asp?module=countryprofiles&id=62>

Glocal Youth Parliament is a worldwide network of urban youth partnering with local governments and organizations, international institutions, and the private sector who are working to improve the quality of urban life.

http://www.glocallyouth.org/news/?id=268&id_p=314&lng=en

European Youth Parliament (EYP). Set up in 1987, the EYP connects young people to debate resolutions, discuss European political issues, attend conferences, and build a sense of citizenship.

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

UK Youth Parliament. The youth-led parliament (11-18 year olds) started in 1998, and engages young people in political issues in the U.K. It organizes campaigns to raise awareness on issues that affect youth, attends the House of Commons and House of Lords, and runs projects on violence prevention. It has been instrumental in establishing youth parliaments worldwide.

<http://www.ukyouthparliament.org.uk/>

4. Youth participation

Junior Council on World Affairs (JCWA). Otherwise known as the Model United Nations, this group gathers young people from around the United States to take part in mock UN conferences. The goal is to encourage young people to participate in international affairs.

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

OTHER JUNIOR COUNCILS:

National Youth Council of Kenya:

<http://kenyanationalyouthcouncil.org/>

National Youth Council of Nigeria:

<http://nationalyouthcouncilofnigeria.com/p8.html>

4c) Participatory budgeting/democracy



Participatory budgeting is another mechanism to enable young people to make a difference. A portion of a municipal budget is allocated to young people, and a system of elected youth delegates from all districts is established to vote on the use of that budget. This system allows

young people to have a say (to participate) in how money should be spent in neighbourhoods, and thus they can raise issues that concern them.

UN-HABITAT provides a good overview of Participatory Budgeting, its purpose, and some examples of toolkits and country programmes: http://testcurrent.unhabitat.org/cdrom/TRANSPARENCY/html/2d_7.html

To get you started, take a look at the **International Observatory on Participatory Democracy (IOPD)**, which is based in Europe: <http://www.oidp.net/en/index.php>

● **72 Frequently Asked Questions about Participatory Budgeting.** This toolkit was published by UN-HABITAT in 2004 as part of its Global Campaign on Urban Governance, with a focus on Latin America. It defines participatory budgeting, the benefits and challenges, where it has been implemented, who participates, and the role of government. <http://ww2.unhabitat.org/campaigns/governance/documents/FAQPP.pdf>

● **Children and young people build participatory democracy in Latin American cities.** This 2005 paper by Yves Cabannes shows how participatory budgeting was used in four Latin American cities, which have developed projects that promote the participation of young people in city governance. The results have been very positive: the building of children's parks, purchasing of school equipment and the creation of indicators to track the development of children and young people. http://www.colorado.edu/journals/cye/15_2/15_2_11_ChldrYoungPeople.pdf

Children's Participatory Budget Council, city of Barra Mansa (Brazil). This Council was developed in 1998, and promotes youth participation in making decisions that affect their neighbourhoods. Every year, 36 young men and women (9-15 years old) are elected as councillors to participate in budgetary decisions about spending on priorities which concern them (US \$125,000/year). More than 6,000 young people have participated. To learn more about the Council:
http://www.colorado.edu/journals/cye/15_2/15_2_10_RealityCheck.pdf

4d) Conflict mediation



According to the Office of the Special Representative of the UN Secretary-General for Children and Armed Conflict, in 2005, children and adolescents were involved in 54 conflicts in 11 different countries.

Conflict mediation is about getting people to sit down together with a neutral person ('mediator') to talk about a conflict or argument, and try to reach peaceful solutions. To be able to mediate is a very valuable skill for everyone to have. A lot of young people now receive training in mediation skills (eg. in schools, or through neighbourhood projects). This enables them to mediate arguments in school, in their local neighbourhood, or in public spaces.

It is also a very valuable skill for young people and children in armed conflict and post-conflict countries. Instability, civil wars, and mounting tensions in several countries threaten the protection of young people, and conflict mediation strategies are seen as an important way to support them.

You can use these resources to learn more about training opportunities and programmes on conflict mediation:

INTERNATIONAL

● **Child and Youth Toolkit.** Published in 2009 by the Search for Common Ground, the toolkit is for people working on engaging children and youth in conflict transformation. It outlines how to design programmes for peacebuilding and preventing conflict, and ways to help young people reintegrate into society.
<http://www.sfcg.org/programmes/children/pdf/toolkit-small.pdf>

● **Resource Guides for Children and Youth.** The guides were published by Search for Common Ground, an international organization that aims to build the capacity of communities and young people to deal with conflict. They provide information on the vulnerability of young people in conflict, tools to encourage young people to participate in peacebuilding initiatives, and engage in dialogue and country specific training programmes.
<http://www.sfcg.org/programmes/ilr/children1.doc>

Restorative Youth Circles Project. Peacebuilders International (Canada) launched this project in 2006 to help inner-city youth deal with cultural conflict and violence in their communities. It trains young people to use aboriginal-style peacemaking circles to confront issues. The pilot project proved successful and helped to divert young people from the criminal justice system. A report of the project can be found at: <http://www.peacebuildersinternational.ca/> OR <http://www.peacebuildersinternational.ca/RelatedFiles/1/Youth%20Circles%20Report.pdf>

4. Youth participation

Peacebuilder Programme. This manual was published by YOUCAN, a Canadian-based organization that develops youth-led methods for non-violent conflict resolution. It works with young people (12-25 years old) and offers several modules on how to become a trainer in conflict resolution and mediation.

<http://youcan.ca/content/youcan%E2%84%A2-peacebuilder-program>

NATIONAL AND LOCAL

Community Action Programme for Safety (CAPS) was set up in 2007 by the St. Lucia Ministry of Justice. It promotes productive conflict resolution through awareness and educational campaigns (in schools), and is part of a larger project to empower communities, and prevent crime and violence. <http://www.capsstlucia.com/>

Youth for change and conflict resolution (YCCR). This programme was set up by the international organization Cooperative Housing Foundation in Altos de Cazucá and Comunas 13 and 15 in the City of Cali, Colombia. It ended in 2006. This brief report outlines the programme and results: 1,332 youth were trained in leadership, social responsibility and conflict resolution, and 2 local police forces were trained to manage high conflict in residential areas.

http://www.chfhq.org/files/4472_file_YCCR.pdf

Burgundy Urban Mediation Project (BUMP). BUMP is a youth community group, located in Montreal, Canada. It provides conflict mediation services to help resolve student problems (eg. conflict with the police) within schools and in the local black community. It also provides mentoring, as well as sport (eg. basketball league) and music to build young people's capacities.

For more information, contact BUMP: (+1) 514-931-3157

Or by email: ronaldbump@gmail.com

Mediation and Education Programme for Adolescents and Youth at Risk. Set up in 1997 in the Managua District of Nicaragua by the Foundation Nicaragua Nuestra, the programme continues to encourage the collaboration between police and the community, and promotes constructive dialogue to prevent violence. Training sessions are available to help youth at risk develop pro-social attitudes and skills. So far, 4,000 youth at risk have been integrated in schools or employment, 700 police officers have entered training courses. Violence and insecurity has decreased in the communities. E-mail: nuestra@ibus.com.ni

Victim-offender mediation for youth. Following the Mediation Act of 2002, Sweden's National Council for Crime Prevention set up this programme to teach young offenders, victims, local authorities, and people working in social services about positive mediation. Since 2008, local authorities have to offer mediation programmes to young offenders.

<http://www.restorativejustice.org/editions/2006/august06/vomsweden>

Community Peace Workers Project. This project, supported by the German organization GTZ, was set up in three different areas of South Africa between 1997 and 2004. This project trains young people in mediation and leadership skills, and promotes peer training in order to address the issues that affect them (eg. unemployment, poverty, violence).

<http://www.gtz.de/de/dokumente/en-suedafrika-conflict-management-PDP-national.pdf>

Part II

TYPES OF INTERVENTIONS



Part II

TYPES OF INTERVENTIONS

1. Youth and arts to affect change

There are many ways in which young people can use their creative energy, such as through theatre, dance, film, music, edutainment, and other arts-related activities. Getting involved in these activities can be a good way to get across messages and fulfill positive ambitions. It can show that alternative life-styles are possible.

While Viva Rio's **Children Hope Space** (see 'Gangs') is a good example of a programme that offers youth at risk recreational programmes in order to learn about life skills and build self-esteem, the **Kilimanjaro Initiative (East Africa)** is a good example of how groups are using sports as alternatives in order to prevent youth violence and empower young people. There are a number of international campaigns which you can take part in, such as the Raising Voices' **Preventing Violence Against Children Media Campaign**.

Raising Voices Campaign:

http://www.raisingvoices.org/children/media_campaign.php

Kilimanjaro Initiative: <http://www.kilimanjaroinitiative.org/>



1. Youth and arts to affect change

Here are some specific arts-related programmes and tools:

INTERNATIONAL

● **Project Phakama.** This ‘collaborative arts’ organization started in 1996 in London as a collaboration between the London International Festival of Theatre and the Sibikwa Community Theatre of Johannesburg, South Africa. Now an international organization, it promotes cultural exchange among young people through the arts, and hosts workshops and events on developing art skills, the promotion of peace for young people in custody, female empowerment, youth participation and inclusion in decision-making, and protecting rights of children and young people. <http://www.projectphakama.org/>

The World Summit on Media for Children Foundation. This charitable foundation was set up in 1999 in Australia. This annual event connects government, local groups, youth, and individuals working with young people to discuss global media production for children and adolescents, how to get young people more involved in the creation of their own media (television, internet, radio, film, etc.), and positive strategies and programmes that address issues that affect young people. <http://www.wsmcf.com/foundation/foundation.htm>

● **Youth at Risk Arts Handbook.** The 1998 U.S. YouthARTS Development Project and the Regional Arts & Culture Council in Portland, Oregon published this handbook. It provides the tools for goal setting, planning and programming a youth arts initiative and getting young people more involved in arts in their community. <http://www.americansforthearts.org/youtharts/pdf/youtharts.pdf>



REGIONAL

CARIFESTA children’s art exhibition. This exhibition is organized every two years and was developed by UNICEF, the CARIFESTA Secretariat, and the regional Ministries of Culture and Education in the Caribbean. The event celebrates the cultural diversity of the region and engages children and young people in an arts competition. You can read about the 2008 event:

http://www.unicef.org/media/media_45425.html

NATIONAL AND LOCAL

● ● **The Remix Project** is a member of the City of Toronto (Canada) Mayor’s committee on safer cities. It was developed in 2006 with LAMP Community Health Centre (Toronto) to respond to youth crime in 13 neighbourhoods in Toronto by engaging marginalized and racialized youth through urban music and the arts. Remix empowers youth, ages 15 to 24, by strengthening their social and economic supports, develop their artistic talent as well as their career and life skills, in ways that promote risk prevention. The project helps young people meet with mentors (professionals), and attend workshops on Media Arts, Creative Arts and Business over a period of 6 months, in order to build skills for getting a job in the Hip hop community. Remix’s Social Investment Fund supports youth training, workshops and mentors.

<http://www.theremixproject.ca/index.html>



1. Youth and arts to affect change



La Familia Ayara Cultural Centre. In 2008, La Familia Ayara opened the centre in Bogotá, Colombia to promote urban arts to create safer social environments. The centre is a space to promote young people's artistic talents, and a training centre for juvenile community leaders and youth organizations. It aims to prevent and offer an alternative to crime, violence, and drug addiction, and ease reintegration into society for youth at risk. The centre also offers network building at the local, national and international level, and promotes crime prevention and reintegration on a wider scale. <http://www.ayara.org>

Manifesto Community Projects. This non-profit grassroots organization runs its annual (3rd year) Festival of Music, Art & Culture in the city of Toronto, in Canada. The festival works to celebrate the talents of young artists, musicians, dancers and performers in the city, and use the arts as a tool for positive change. Manifesto also runs many projects, such as job skill development, a literacy programme, and participating in the community.

<http://themanifesto.ca/>



Art Start. Since 1991, this organization has run art and multimedia programmes for homeless and youth at risk in New York City, U.S. It has successfully integrated hundreds of young people into their programmes in order to build self-confidence, and use art to voice concerns or build a career.

<http://www.art-start.org/index.html>

1a) Theatre and dance



INTERNATIONAL

14th International Youth Theatre Festival, June 2009. This festival promotes young people to use theatre as a medium for raising issues, and is organized by the Theatre of the Oppressed. Since 1971, the theatre, which originally started in Brazil and now works internationally, aims to help young people vulnerable to risk to voice their concerns about the main issues that affect them, such as discrimination and class oppression. The organization runs workshops during the festival on building self-esteem and finding solutions.

<http://www.film-mag.net/content.php?review.6253>

1. Youth and arts to affect change

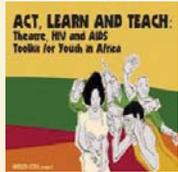
REGIONAL

● **African Children and Youth Theatre Arena (ACYTA).** This network is run by Assitej South Africa, or the International Association of Theatre for Children and Young People, and supported by the Swedish International Development Cooperation Agency. It connects youth theatres and organizations in Eastern and Southern Africa, and promotes youth participation in arts, and social and economic development, as well as cooperation within the region.

<http://www.acyta.co.za/>

<http://www.ifacca.org/events/2009/09/17/african-children-and-youth-theatre-arena-acyta-mee/>

● **ACT, LEARN and TEACH: Theatre, HIV and AIDS. Toolkit for Youth in Africa.** This 2006 toolkit was published by UNESCO and the



Coordinating Committee for International Voluntary Service (CCIVS). It targets young people in Africa and explores how to use theatre in HIV/AIDS education and prevention strategies. It includes a manual, CD-ROM and posters, and provides video clips and interviews with the actors. It can be downloaded at:

http://www.cantieregiovani.org/ActLearn&Teach_web.pdf

● **ArtsCorp.** This organization is supported by the New England Biolabs Foundation (NEBF), which promotes collaboration between artists and NGO's in Central America to set up art projects that improve the lives of young people and their communities. One area of focus is on women and children's theatre, which addresses gender-based violence, inequalities, and youth at risk. The theatre also acts as an educational space.

<http://www.artcorp.org>

NATIONAL AND LOCAL

● ● **Ashe Performing Arts Company.** This theatre company started in Jamaica in 2009. It trains young people in performing arts and edutainment. A group of young performers and artists give tours and workshops with the idea of using entertainment to educate on issues such as HIV/AIDS.

<http://www.asheperforms.com/>

● ● **True Colors.** This U.S.-based organization uses theatre to address discrimination against lesbian, gay, bisexual, and transgender (LGBT) youth, and promote empowerment, and build self-esteem and leadership skills. Guided by theatre performers and writers, LGBT and 'straight' young people perform plays in schools and community centres on issues that affect LGBT young people.

<http://www.thetheateroffensive.org/truecolors.html>

● **Payasos Bailarines (Dancer Clowns).** This programme began in 2005, in Monterrey Mexico. The Open Door programme of the Social Development Council in Mexico, found that young people tended to join gangs due to boredom and lack of positive activities during leisure time. It was discovered that a gang had formed a dance group to perform at a young girl's birthday party. The programme was set up to promote other young gang members to replicate this activity as a source of informal employment. It aims to build pro-social skills, and can be replicated in any community, since music and dance are universal. By 2006, 350 groups of dancers and clowns had been integrated into the programme, and roughly 5,000 youth who were part of this movement have generated profits of \$500,000 US per semester. For more information contact Juan Antonio Contreras Melín, Universidad Autónoma de Nuevo León, Mexico: melin.antonio@gmail.com

1. Youth and arts to affect change

● **Youth Theatre Network.** This network is supported by the Kosovo-based organization ARTPOLIS. In July 2009, the network expanded to create the Youth Network for Social Theatre which uses theatre performances as peer education to address sexually transmitted diseases, substance abuse, and gender-based violence in Kosovo. Young performers develop skills in leadership and teamwork.
<http://www.artpolis-ks.com/>

1b) Video and film



INTERNATIONAL

PLURAL+ Video Festival. The festival is organized by the United Nations Alliance of Civilizations (UNAOC) and partners. In its first year, the event offers the opportunity and space for young people to connect, show their films on migration and diversity, and share ideas. The website provides information on making films and links to other media organizations. <http://www.unaoc.org/pluralplus/>

Young Cuts Film Festival. Starting in 2005, this international festival is held in Montreal, Canada, and is part of Free the Children and Nokia's Directors of Change Programme that addresses human rights issues. It is associated with Young Cuts, which is a global network of young filmmakers and videographers. The festival allows young people and emerging talent to display their work to a wider audience. <http://www.youngcuts.com/>

NATIONAL AND LOCAL

● ● **Camera Mundo Independent Film Festival.** This independent festival took place in Brazil in June 2009 and was run by the organization Caramundo, based in the Netherlands, which creates opportunities for motivated youth in poor urban areas in Latin America, and supports several grassroots organizations. Caramundo encourages youth leadership, critical awareness and action, and supports the implementation of cultural, arts and sports-related activities and projects that stimulate autonomy, income generation and sustainability. Caramundo only takes action where the local population demands action. The festival was entirely initiated and developed by Dutch students at the media and entertainment school for marketing in Rotterdam, the Netherlands. It offers an international stage for young talent from Brazil to build on their careers, and spread awareness in the Netherlands on the issues affecting young Brazilians, and present some solutions. <http://www.caramundo.nl/projects.html>

● **Youth Taking Action project.** This 2009 project by the Society for Children and Youth (SCY) of British Columbia in Canada, is part of a Violence Abuse Prevention programme. It provides a space for young filmmakers to attend workshops on filmmaking. <http://www.scyofbc.org/qs/page/770/764/43>

● **TransiTIon Path.** This programme was developed by CyberCap, a Canadian non-governmental organization in Montreal in 2000. The programme trains unemployed young people aged 18 to 25 on multimedia. CyberCap has integrated 300 youth into the programme, 70% of graduates have got jobs or gone back to school. <http://www.cybercap.qc.ca>

1. Youth and arts to affect change



Video Making programme. This programme was developed by Reel Youth, a Canadian not-for-profit organization, which promotes awareness of sustainability and human rights for youth. Reel Youth is supported by the charitable organization Tides Canada Initiative. It includes one weekend of training on video equipment, filmmaking techniques, and learning about other youth-made films. <http://www.reelyouth.ca/>
<http://tidescanada.org/about/what-we-do/strengthening-charities-non-profits/sage-centre/>



Wapikoni Mobile. Established in 2004, this organization in Quebec, Canada offers training on filmmaking to young Aboriginals at its mobile film production studios. It uses film to promote self-confidence and the prevention of drug abuse.
<http://www3.nfb.ca/aventures/wapikonimobile/excursionWeb/>



Argentina video project youth rights. This project was organized in 2009 by UNICEF, and grew from the OneMinutesJr Initiative, which was launched in 2002 by the European Cultural Foundation, the One Minutes Foundation and UNICEF. The project gives young people technical and visual training over five months to create videos which explore youth rights issues. The project showcases “A Minute for My Rights,” produced by young videographers.
http://www.unicef.org/infobycountry/argentina_49045.html



Nordic Youth Film Festival (NUFF). The festival is currently in its 7th year and is run by the Culture House TVIBIT located in Tromsø, northern Norway. The festival provides sound-design workshops, and opportunities for young filmmakers to meet professionals.
<http://www.nuff.no/>

1c) Music/Radio

INTERNATIONAL



World Radio Forum. This extensive list of radio resources will help you find a place to get involved or to be inspired by. It offers information on structuring discussion workshops, to help young people develop their ideas on the issues that matter to them.

http://www.unicef.org/voy/explore/media/explore_2762.html

Youth Media Reporter. This multimedia online journal was set up by the Open Society Institute (OSI) in the U.S. It provides a space for young people around the world to share and discuss their work, and offers updates on new projects, publications and toolkits, as well as links to fellowships and conferences.

<http://www.youthmediareporter.org/2009/09/documents.html>

REGIONAL

El Sistema. Also known as the National System of Youth and Children’s Orchestras in Venezuela, the programme was set up in 1975 and provides musical training for deprived and youth at risk. It has expanded to the U.S. and offers free training to talented graduate students through its Abreu Fellows Programme. <http://elsistemausa.org/>

Youth Vibes Radio. Since June 2007, the Commonwealth Youth Programme Caribbean Centre (CYPCC) has been broadcasting live on its internet radio station. The radio programme aims to build youth empowerment. Listen to Youth Vibes:
<http://www.mcclinks.com/cirp/index.html>



1. Youth and arts to affect change

NATIONAL AND LOCAL

● **Curious Minds** radio programme is a youth-led initiative that started in Ghana in 2008 with the help of UNICEF. This radio programme has more than 60 members and broadcasts on a range of youth-related issues such as education and AIDS.

http://www.unicef.org/voy/explore/media/explore_4377.html

● **Youth Speaking to Youths programme.** In 2008, UNESCO, in partnership with Caribbean Vizion, Violence Prevention Alliance, Ministry of Education of Jamaica, and others set up this programme to promote the prevention of violence and crime among young people in Jamaica. The programme is partly run by young people and offers various multimedia performances and drama to stimulate young people to talk about issues that affect them, and how to promote peace.

http://portal.unesco.org/ci/en/ev.php-URL_ID=27472&URL_DO=DO_TOPIC&URL_SECTION=201.html

● ● **AfroReggaeDigital.com.** In 2006, AfroReggae Cultural Group, in collaboration with UK-based organization RadioActive, set up a radio training school and internet radio station broadcasting from the Brazilian favela of Parada de Lucas. The aim is to help youth at risk and gang members build self-esteem and gain

practical skills. <http://www.afroreggaedigital.com/>

Link to RadioActive:

http://www.radioactive.org.uk/index.php?option=com_frontpage&Itemid=1



● ● **The Business of Music.** This music education programme is run by the Canadian organization The 411 Initiative for Change. It promotes youth empowerment by training young people in making music and using music to raise issues that affect them. The organization offers toolkits and curriculum packages for teachers.

<http://www.whatsthe411.ca/index.asp>

● **Manos Activando Manos.** Started in February 2009 by Quetzalcoatl, a local organization in El Salvador, this project is supported by the Dutch-based organization Caramundo. The project offers drawing and painting classes to young female prisoners, and classes on graphic design, web design, artistic stage design, clothing and commercial painting, and starting a business.

<http://www.caramundo.org/en/projects/3-104-manos-activando-manos.html>

● **My neighbours and me.** This adolescent-run group is supported by UNICEF, and uses dance, music, drama, and sport as alternatives to drugs and crime. It targets disadvantaged and youth vulnerable to risks in a neighborhood of Belize City, Belize. To see the news report:

<http://www.unmultimedia.org/tv/unifeed/d/11129.html>



1. Youth and arts to affect change

1d) Hip Hop

Hip hop is a cultural movement that includes music, graffiti art, and dance. It has become a common language among young people across the globe, as well as a powerful tool used by many youth groups to raise awareness about poverty, unemployment, inequality, and discrimination. There are many ways that groups use Hip hop to reach out to youth at risk:

INTERNATIONAL

● **Tools of War - Grassroots Hip hop Newsletter.** This online newsletter was founded in 1994 by two people. The newsletter is an internet space to inform and educate young people about social and political issues and the positive aspects of Hip hop in addressing such issues. It can be found on MySpace, to sign in follow this link:
<http://www.myspace.com/toolsofwar>

● **The International Association for Hip Hop Education.** This U.S.-based association promotes Hip hop as a resource in schools for helping students develop positive attitudes, and analytical and evaluation skills. The association organizes annual conferences and events, prepares school curriculum, and acts as a networking tool for young people around the world.
<http://www.iahhe.org/index.html>

NATIONAL AND LOCAL

● ● **Social Work through Hip Hop** programmes. These programmes are run in Canada's north and inner cities by the group Blue Print For Life. The group uses Hip hop as a community development tool and as a model for alternative education and healing. Blue Print for Life now runs week long Healing Through Hip hop, and Leadership programmes. The group will organize an Arctic Healing Cruise during the summer for Inuit youth and young adults.
<http://www.blueprintforlife.ca>
To watch a video on the Leadership programme:
<http://www.youtube.com/watch?v=qUAVjxruKq0>



● ● **Hip Hop and Literature** pilot project. This project was organized by La Familia Ayara Artistic and Social Foundation and the Cultural Agents Initiative at Harvard University in 2008. La Familia Ayara Artistic and Social Foundation was set up in 1996 by young afro Colombian and *mestizo* (ethnically mixed) artists. The foundation's goal is to carry out social, artistic, educational and income generation activities based on Hip hop culture in poor neighborhoods, rural areas and juvenile justice institutions, with the aim of empowering and improving life opportunities for young people in Colombia. The project aims to stimulate youth at risk in Colombia to appreciate literature through Hip Hop, and engage in positive activities. Workshops are also provided on how to develop a positive Hip Hop culture to direct young people away from illegal activities. <http://www.ayara.org/news/jun/eng>



1. Youth and arts to affect change



AfroReggae started out as a music group. It uses music (reggae, Latin and Hip hop) and Afro-Brazilian culture as an instrument of social change. Now a non-governmental organization (NGO) in Rio, Brazil, AfroReggae holds workshops on music production for young people in the favelas of Brazil. It has trained the police in Hip hop arts to help change attitudes about young people in the favelas. The organization has gained international acclaim.



The Hip-Hop Education Guidebook Volume 1, by Marcella Runell and Martha Diaz is a U.S. tool for integrating Hip hop into the school curriculum.

http://stores.lulu.com/hiphop_education

1e) Edutainment

Edutainment uses multidisciplinary forms of entertainment (eg. television, computer, video, film, music, internet, multimedia) to raise awareness on social issues and educate an audience. It has become an important tool used by young people to teach other young people about world issues, human rights, HIV/AIDS, substance abuse, discrimination, etc. Edutainment is a source of information on available support services, up-to-date political issues, campaigns, projects, and organizations that help young people.

INTERNATIONAL

Communication Initiative Network. This online network uses edutainment, in the form of blogs and its weekly online magazine Drum Beat, to bring together and educate young people from around the world on health issues (HIV/AIDS and polio), governance and democracy. <http://www.comminit.com>

NATIONAL AND LOCAL



Soul City Institute. The institute uses multimedia, drama, and entertainment to educate young South Africans on health issues such as HIV/AIDS, substance abuse and physical abuse, and inform them on job opportunities, and building skills. It also works in the region to provide health communication programmes, and broadcasts on its Soul Buddyz television and radio series to other parts of the world. <http://www.soulcity.org.za/>



India voting edutainment website is a space for young people in India to learn more about politics and how it affects them. It also provides a place for young people to discuss the issues and connect with others. <http://www.indiavoting.com/%20Youth>



Ashe Performing Arts Company was established in Jamaica in 2009. The theatre company offers training in performing arts and edutainment for youth. Groups of performers and artists give tours and workshops that use entertainment to educate youth on issues such as HIV/AIDS. <http://www.asheperforms.com/>

2. Using the Internet for change

The internet is an important and powerful tool that can now connect people from all over the world. Many of us use it every day to connect with friends, watch videos, and download music. More and more, the internet has helped youth and youth groups connect with each other, learn, share news, spread awareness on issues that affect them, provide training to young people on different topics, and build knowledge and campaigns on a global scale.

Here are some examples of how communities and youth groups are using the Internet to assist young people and spread awareness:

2a) Youth internet networks and resources

INTERNATIONAL

● **Baobab Connections** is a non-profit internet-based media project in the Netherlands. It provides a space for young people to exchange ideas based on globalization and sustainable development. It gives access to online magazines, information on community groups, and to Baobabconnections radio and TV shows. It is an excellent online space to post your projects and your ideas (eg. blogs), and learn about others. Baobab also works closely with UN-HABITAT to support groups involved in encouraging youth-led participation and representation. <http://www.baobabconnections.org/>

To see a video by Baobabconnections at the Positive Beats from City Streets event, the 2006 World Urban Forum:
<http://www.youtube.com/watch?v=F1dNIiMQXwk>



● **TakingITGlobal**. This online global social network was first started in Canada. It provides a space for young people to upload their projects, events, organizations and networks, and learn about others, and to gain access to tools and mentors. There are also resources for teachers. <http://www.tigweb.org/>



● **4REAL (Flow)**. This youth-run online tool raises money for a cause you choose. It identifies funding opportunities, and people and businesses in other networks that may help support the cause. You can create a new cause, or build on an old one. The creators also use videos and music to teach young people about youth leaders around the world, and relevant issues. 4REAL School is another tool that teaches high school students about human rights and environment issues around the world. <http://www.4real.com/school/>



● **Youth and ICT for Development Best Practices report**. This report was published in August 2009 by the UN Department of Economic and Social Affairs, Global Alliance for ICT and Development and TakingITGlobal. It offers a lot of useful information on successful projects and tools for engaging young people in information technology and communication. <http://unpan1.un.org/intradoc/groups/public/documents/gaid/unpan036084.pdf>



● **YouthActionNet**[®] is an online platform by and for young people. It was launched in 2001 by the International Youth Foundation, based in the U.S. It helps young people around the world make positive changes in their communities by providing up-to-date information on various topics, and offers fellowships and training in social enterprise. <http://www.youthactionnet.org/>

2. Using the Internet for change



International Education and Resource Network (iEARN). Since 1988,



iEARN, one of the largest non-profit global networks, has offered teachers and young people training and workshops on using the Internet and information technologies as a means of building projects. iEARN works with the Collaboration Center to help communities, and address human rights issues.

It provides information on projects by youth groups from around the world. <http://iearn.org/>

Communication Initiative Network. This large network brings together young people through online communication in order to bring about change in communities in Africa and Latin America. Information is available on existing and past programmes, evaluation methodologies for starting a programme, funding opportunities and educational programmes, as well as reports and manuals on topics such as HIV/AIDS. <http://www.comminit.com>



Using the Internet for Drug Abuse Prevention. This programme is part of UNODC's Global Youth Network, which aims to get young people more involved in building drug abuse prevention programmes and policies. The online network gives information on drug abuse and steps on taking action in your community.

http://www.unodc.org/youthnet/youthnet_action_good_practice_net_for_dap.html



REGIONAL



Mid East Youth.com is a youth-led network that uses multimedia to promote dialogue and collaboration among young people in the Middle East and North Africa. The network offers up-to-date information on political and social issues, and runs internet campaigns to bring together Arabs, Iranians, Kurds, and Israelis on various issues. It also has its own television show, radio, and discussion forums .

<http://www.mideastyouth.com/>



NATIONAL AND LOCAL



Viva Favela project. This IT (Information Technology) programme was developed in 2001 by the Brazilian organization Viva Rio. Its goal is the **digital inclusion** of young people, and the use of multimedia to show the favelas through the eyes of the people who live there. The project provides training to young people from the favelas on information technology, multimedia, and offers online access to entertainment, human rights issues, and business and labour markets. It was recently replicated by the government into the 'Ponto de Cultura' project.

<http://www.vivafavela.com.br/publique/cgi/cgilua.exe/sys/start.htm?infoid=40489&sid=74> or www.vivafavela.com.br



YWCA Online Discussion Forum. Youth Crime Watch of America (YWCA) is a U.S. organization that provides online tools for young people to start up programmes and learn more about improving schools and communities. The discussion forum allows young people to share stories, and gain information on different organizations working on issues of school safety, substance abuse, etc.

<http://www.ycwa.org/cgi-bin/yabb2/YaBB.pl>

2. Using the Internet for change

Youth Leaders Community Development through Internet Governance. This 2007 project was supported by the Global Knowledge Partnership Secretariat (GKPS) in Malaysia and organized by groups in Moldova, such as the Comunicare Management Business. It was developed after an international meeting on the importance of Internet Governance.

<http://www.cmb.md/igf/>

The guidebook is available at:

<http://www.cmb.md/igf/51-igf-moldova.html>

TextED. This website was recently launched by the Canadian Centre for Child Protection. It teaches young people how to protect themselves from being harassed and deceived on the internet.

<http://www.texted.ca/app/en/dyk>

2b) Using the media

INTERNATIONAL

The United Nations Convention of the Rights of the Child includes information on the media's role in protecting and promoting children's rights. This brief summary will allow you to know your rights in terms of access to and participation in the media.

http://www.unicef.org/voy/explore/media/explore_3028.html



Making your voice heard – A media toolkit for youth. Created by the Canadian-based Media Awareness Network (MNet), with YouCAN and others, the toolkit teaches young people, media educators, and youth workers from across the world about *understanding the media* (i.e. stereotyping, inaccuracies), and *accessing the media* (i.e. how young

people can improve media coverage of youth, knowing their rights, getting involved in local communications, how to use the internet to promote youth issues).

http://www.media-awareness.ca/english/special_initiatives/toolkit/

<http://www.youthxchange.net/main/mediaawarenessnetwork.asp>

Youth Media Reporter. This online journal was set up by the Open Society Institute in the U.S. Each month, it publishes many types of articles on how people use the media (i.e. video, film, television, radio, music, art, etc.) to make a difference in the lives of young people. It provides a network for youth in media, professionals, academics, and youth workers to share information, post upcoming events, and increase awareness about the youth media field.

<http://youthmediareporter.org/>

Media Magic Digest. The Media Magic Digest is an e-newsletter (online), which started in 2007 by UNICEF's International Children's Day of Broadcasting and the Voices of Youth Media Magic project. It encourages young people to participate in communication technologies and connect with youth from other countries.

<http://www.unicef.org/voy/explore/media/3716.htm>



3. Youth and health or violence issues

Young people between the ages of 15-24 represent more than half of all new HIV infections every year, and girls are especially vulnerable.

Adolescence is a time when people take risks, but children and young people can be vulnerable to exploitation, crime and victimization. As our world becomes increasingly connected, the illegal selling of drugs and people across different parts of the world has increased, along with young people's involvement in these activities and the rise of sexually transmitted diseases such as HIV/AIDS. Civil war, poverty and inequalities are worsening the situation. There are now many programmes, networks and tools that promote positive ways of addressing these problems which offer help to young people affected. **The Youth Challenge** is an excellent example of a guide that educates young people on spreading awareness about HIV/AIDS through peer education.

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

Here are some general publications on youth and health to get you started:

The World Health Report 2008 - Primary Health Care (Now More Than Ever). This report gives a detailed overview of primary health care around the world, and discusses the need to improve primary health care in order to meet the basic needs of young people and families.

<http://www.who.int/whr/2008/en/index.html>

● **Skills for Health Report.** This 2003 report by the World Health Organization (WHO) outlines health education in schools as well as school safety. It is part of the international movement to make cities more child-friendly.

http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf

Here are some complimentary documents:

<http://www.unicef.org/programme/lifeskills/>,

[http://www.who.int/school-youth-](http://www.who.int/school-youth-health/)

[health/](http://www.schoolsandhealth.org),<http://www.schoolsandhealth.org>, <http://www.unfpa.org>.

3a) HIV/AIDS

In 2008, there were an estimated 22,000,000 cases of HIV/AIDS in Sub-Saharan Africa alone. The outbreak of HIV/AIDS has gained a lot of media attention in the last decade, and as a result, many international organizations and governments have set up large programmes and research projects to help prevent and reduce infection, and increase awareness.

For more information, please visit **UNAIDS website:**

<http://www.unaids.org/en/default.asp>

Youth AIDS Coalition:

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

3. Youth and health or violence issues

Here are some programmes and publications just to get you started:

INTERNATIONAL

Save the Children International has many youth HIV/AIDS prevention programmes around the world. Follow this link to learn more about them: <http://www.savethechildren.org/programs/health/hiv-aids/hiv-aids-programs.html>

Child and AIDS: Fourth Stocktaking Report 2009. This document was published by UNICEF. It is an excellent source for learning more about how HIV/AIDS is affecting young people in the world today. It is available at:
http://www.unicef.org/publications/index_51902.html
You can also read more about the situation in different countries:

http://www.unicef.org/publications/index_52513.html

Life skills training guide for young people: HIV and substance use prevention. This 2003 guide is by the UN East Asia Emerging Social Issues Division. It provides tools on how to begin a training programme for youth at risk, the role of peer educators, developing an action plan and how to support young people affected by HIV/AIDS and engaging in substance abuse. Other topics are discussed, such as teenage pregnancy.

http://www.unodc.org/pdf/youthnet/action/message/escap_peers_00.pdf



Youth led responses to HIV through peer education. This guide was produced by the Canadian organization Youth Challenge International. It gives a step by step guide on how it trained 20 Canadians and 100 West Africans on HIV/AIDS. They then used peer education through games, theatre and music in order to increase awareness on HIV/AIDS. <http://www.yci.org/pdfs/resources/Youth-Led-Responses-to-AIDS-How-To-Guide.pdf>

Unite for Children, Unite Against AIDS. This campaign was set up in 2005 by UNICEF. It informs young people and the general public on how the HIV virus affects children and young people. <http://www.uniteforchildren.org/>

Kicking AIDS Out. This programme was started in 2001 by Edusport Foundation (a Zambian sports organization), and is supported by the Norwegian Development Agency. It uses sports and traditional games to educate young people on HIV/AIDS and prevention. The programme is now a network across many countries. <http://www.kickingaidsout.net>
<http://www.kickingaidsout.net/news/Sider/AglimpseoftheNationalKickingAIDSOut!YouthSportFestival2009Namibia.aspx>

NATIONAL

Window of Hope programme. Developed by UNICEF in 2006-2010, this after-school programme for 10-14 year olds is based in Namibia. It informs students on HIV/AIDS and how to prevent infection. The programme serves 30 children at a time. All primary schools in Namibia are required to offer Window of Hope as a voluntary after-school activity.

News report:

http://www.unicef.org/infobycountry/namibia_31512.html

● **Sisonke HIV/AIDS Project.** The NGO Educo Africa offers a therapy programme and educational skills development programme for young people in South Africa, those affected by HIV/AIDS, and people working in this area. The project focuses on building positive knowledge and supporting those affected. It has assisted caregivers and participants in developing healthy lifestyles, maintaining family support and building a future.

<http://www.educo.org.za/whatwedo/sisonkeproject.asp>

Native Youth HIV Prevention Media Project. This project by the National Native American AIDS Prevention Center, based in the U.S., helps youth in the Native community gain knowledge about HIV/AIDS using media resources. <http://www.nnaapc.org/programs/native-youth-media/native-youth-media2.htm>

3b) Alcohol/Drugs

Young people in many countries experiment with drugs and alcohol. When they use too much, it can affect their health and behaviour towards others and seriously damage their future lives. It can be very difficult to stop using drugs and alcohol heavily.

There are many associations and support networks offering a place for young people and their families to gain information, share their experiences, and deal with addiction.



3. Youth and health or violence issues

INTERNATIONAL

World Drug Report. This 2008 UNODC report touches on the problem of substance abuse and drug trafficking among young people and offers information on involving young people in developing programmes. It also outlines legislation for drug control.

http://www.unodc.org/documents/wdr/WDR_2008/WDR_2008_eng_web.pdf

● **World Youth Report – Ch. 6 Youth and Drugs.** This 2003 UN report reviews the problem of substance abuse among young people and offers information on involving young people in developing programmes.



http://www.un.org/esa/socdev/unyin_documents/ch06.pdf

For the up-to-date report (2005) on Youth and Drug Abuse, look at the 2005 UN World Youth Report:

<http://www.un.org/esa/socdev/unyin/wpaydrug.htm#WYR2005>

● **Monitoring and Evaluating Youth Substance Abuse Prevention Programmes.** This 2006 guide was developed by the United Nations Office of Drugs and Crime (UNODC) for evaluating and monitoring programmes that help young people affected by substance abuse. It is useful for municipal governments.

http://www.unodc.org/pdf/youthnet/action/planning/m&e_E_0708.pdf

Youth, Drugs/Alcohol Fact Sheet (2002). This UNICEF factsheet is a good way to start understanding how young people are affected by substance abuse.

http://www.unicef.org/malaysia/Factsheet_Drug_Info_Clearinghouse_Families.pdf



A participatory handbook for youth drug abuse prevention programmes. In 2002, UNODC published this handbook for governments and youth groups. The handbook outlines the drug abuse problem among young people, and how to plan and develop a successful youth prevention program.

<http://www.unodc.org/pdf/youthnet/handbook.pdf>



Using the Internet for Drug Abuse Prevention. This programme is part of UNODC's Global Youth Network, which aims to get young people more involved in building drug abuse prevention programmes and policies. The online network gives information on drug abuse and steps on taking action in your community.

http://www.unodc.org/youthnet/youthnet_action_good_practice_net_for_dap.html



Using Sport for Drug Abuse Prevention. In 2002, UNODC published this document on the discussions and outcomes of the *Spirit of Sport* workshop at the 1998 World Forum, organized by UNODC's Global Youth Network. It explores how sports programmes can prevent drug abuse, and crime and violence among young people, explains how to start a sports programme, and offers alternate resources.

http://www.unodc.org/pdf/youthnet/handbook_sport_english.pdf



REGIONAL

● **Revised Plan of Action on Drug Control and Crime Prevention (2007-2012).** In collaboration with the UN, the African Union (AU) adopted this plan to review and improve national drug control and crime prevention policies, set up guidelines to help governments, and to support activities that promote the prevention of crime and violence. <http://www.unodc.org/documents/about-unodc/AU%20follow-up%20mechanism.pdf>

NATIONAL AND LOCAL

SMART. This non-governmental organization in South Africa focuses on helping young people, women, and communities affected by alcohol and drug abuse treatment, prevention and educational services and programmes.

For more information, email: info@smart-sa.org

● **Alcohol and Drug Operational Plan 2007 - 2010.** Organized by the City of Cape Town, South Africa, this plan outlines how different government departments and the community can collaborate to reduce and prevent alcohol and drug abuse in Cape Town. It also outlines the strategies used, such as increasing access to information, and support services.

http://www.capetown.gov.za/en/drugs/Documents/Drugs_CoCT_Draft_Operational_Alcohol_and_Drug_strategy_1_1911200711379_486.pdf

3c) Sex and pregnancy

Young women growing up have a greater risk of living in poverty, being infected with HIV/AIDS and heading a single parent household than young men. Social, cultural and economic realities seem to threaten young women's ability to protect themselves. More attention is now being given to young women and girls through services and programmes.

To get you started, here are some facts from the WHO (2008) on 'Making Pregnancy Safer':

http://www.who.int/making_pregnancy_safer/events/2008/mdg5/adolescnt_preg.pdf

http://www.who.int/making_pregnancy_safer/documents/mpsnnotes_2_lr.pdf

INTERNATIONAL

International Guidelines on Sexuality Education. In August 2009, UNESCO introduced its initiative to promote voluntary sexuality education to help young people learn how to protect themselves against HIV/AIDS, abuse, and exploitation.

<http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

The State of the World's Children. This 2009 UNICEF report outlines the main issues affecting maternal and newborn health, and new projects and policies that aim to improve the high levels of maternal deaths and disability, and infant and child deaths.

<http://www.unicef.org/sowc09/report/report.php>



3. Youth and health or violence issues

The International Women's Health Coalition (IWHC). This coalition of organizations in Africa, Asia, and Latin America aims to promote sexual and reproductive rights of women and young people, and influence policy. IWHC focuses on educating young people about adolescent pregnancy, maternal health, safe sex practices, prostitution, and sexually transmitted diseases. IWHC provides publications, fact sheets, and social services.

http://www.iwhc.org/index.php?option=com_content&task=view&id=2696&Itemid=622

Safe Motherhood Initiative. Started by the World Health Organization (WHO) over 20 years ago, this initiative provides mothers in low-



income or war-torn countries with safe environments for giving birth. Mothers are also provided with prenatal and postnatal care, as well as information on maternal and infant care. It aims to spread awareness on the high rates of maternal deaths during childbirth. <http://www.safemotherhood.org/>

Advocates for Youth (U.S. and International). Also known as the Center for Population Options, Advocates for Youth provides training and technical assistance, locally and internationally, to help young people get informed on reproductive and sexual health.

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

REGIONAL

Teen Health Promoters programme. The Latin American Youth Center was opened in 1974. The programme trains high-school aged students on peer health education. Results show that overall school marks of participants have improved. Internships are also offered in community clinics.

To apply or find out more information, visit:

<http://www.layc-dc.org/index.php/programs/social-services/prevention/teen-health-promoters.html>

NATIONAL AND LOCAL

Ana and Maria (Anna and Mary) programme. In 2006, Viva Rio, the Brazilian organization started this programme to support Brazilian teenage mothers by providing health education on the prevention of sexually transmitted diseases (STDs) and family planning, and organizing visits from nurses. It also offers vocational training for young mothers.

http://www.vivario.org.br/publique/cgi/cgilua.exe/sys/start.htm?infoid=1261&sid=31&UserActiveTemplate=_vivario_en

Nurse-Family Partnership Programme (NFP). This programme was first developed in 1997 in the U.S. It provided home visitation services to low-income, first-time mothers, with the goals of improving pregnancy outcomes, child health and development, and families' economic self-sufficiency. It has expanded to Ontario, Canada. Research has shown that NFP reduced child abuse and neglect, teenage violence and crime, and improved prenatal health and maternal employment outcomes. The website provides up-to-date publications and information on national childhood programmes and results, and news reports. <http://www.nursefamilypartnership.org>

You can also visit the website of **Info Joven**, a Chilean organization dedicated to adolescents and youth, and sexual and reproductive health. <http://www.infojoven.cl/3-proyecto.php>



3d) Violence and trauma

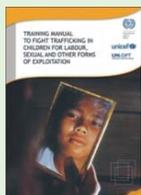
War and conflict affect young people psychologically and physically, and in terms of displacement, homelessness, poverty and unemployment. There are now countless groups and programmes around the world which offer information and services to help young people experiencing psychological trauma from violence and abuse, and to build their capacities. More information can be found in Part III.

INTERNATIONAL

● **Children's and adolescents' participation and protection from sexual abuse and exploitation.** The 2009 report by UNICEF Innocenti Research Centre informs governments on their responsibility to promote young peoples' participation to end sexual abuse and exploitation. It includes experiences of young people and some case studies.

http://www.unicef-irc.org/publications/pdf/iwp_2009_09.pdf

Training manual to fight trafficking in children for labour, sexual and other forms of exploitation. This manual has 3 sections,



an exercise book and facilitator's guide. It was published in 2009 by the International Labour Organization (ILO) and UNICEF, and is part of the ILO's 'International Programme on the Elimination of Child Labour'. It provides background information on the exploitation of young people, and ways to address this problem.

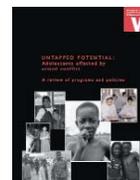
http://www.ilo.org/ipecc/areas/Traffickingofchildren/lang—en/WCMS_111537/index.htm

3. Youth and health or violence issues

● **Toolkit to Combat Trafficking in Persons.** This toolkit was published in 2008 by UNODC. It outlines the main issues involved in trafficking of persons, the international standards that aim to prevent human trafficking, existing action plans at the national and regional level, and how to develop mechanisms to prevent trafficking. It also discusses services for victims, and has a section on children and young people.
http://www.unodc.org/documents/human-trafficking/HT_Toolkit08_English.pdf

● **Youth and Conflict. A Brief Review of Available Literature.** This report was commissioned by the Child Rights Information Network in 2006. It outlines how to help young people affected by conflict build their capacities, and engage in participatory approaches in creating programmes that address health and gender issues, and violence prevention.
http://www.crin.org/docs/edu_youth_conflict.pdf

● **Untapped potential: Adolescents affected by armed conflict. A review of programmes and policies.** This report was published by the Women's Commission for Refugee Women and Children in 2000. It outlines young people's rights for education, health, etc. and the importance of these rights. It defines the roles of the international community, governments, and organizations in taking action.



http://repository.forcedmigration.org/show_metadata.jsp?pid=fmo:2450

3. Youth and health or violence issues

Children in Armed Conflict European Research Network is run by UNICEF's Innocenti Research Centre. It is an online space that provides information on specific projects, documents, contacts, partnerships, and activities to help children and young people involved in, and affected by conflict.

<http://www.childreninarmedconflict.org/home.html>

Rewrite the Future Campaign. Set up in 2006 by Save the Children Canada, this campaign is about providing education for children and youth in post-conflict areas. The campaign so far has helped 10 million children living in countries affected by conflict.

http://www.savethechildren.net/alliance/what_we_do/rewritethefuture/

● **Children's Rights programme.** The programme was set up in 2001 by the World Organisation Against Torture (OMCT) after an international conference. The programme aims to protect children from different forms of violence through prevention strategies and the promotion of children's rights. Members of OMCT and UNICEF work together to raise awareness by disseminating reports and appeals, and encouraging governments to secure rights of the child.

<http://www.omct.org/index.php?id=CHL&lang=eng&PHPSESSID=d03e749ec6407089a883e23cdb49aa94>

NATIONAL AND LOCAL

NaNe is an association located in Hungary that focuses on preventing violence against women, children and adolescents. NaNe has hosted various campaigns to spread awareness about domestic violence and to build support for victims. The group also offers training sessions and support services.

<http://www.nane.hu> (in Hungarian), e-mail: info@nane.hu

3e) Guns and small arms

Young people, especially young men, are increasingly involved in gun violence and small arms trafficking. They are the major cause of homicide among young men. In 2006, the United Nations adopted the Arms Trade Treaty, proposed by NGO's from around the world, which aims to stop the illegal trade in guns and other small weapons. Several international organizations involved in the treaty are dedicated to addressing these issues, promoting and enforcing the treaty, and building global support and awareness. Some good examples are the International Action Network on Small Arms (IANSA), the Small Arms Survey, Project Ploughshares (Canada) and OXFAM's Control Arts Campaign (International):

IANSA - <http://www.iansa.org/about.htm>

Project Ploughshares - <http://www.ploughshares.ca/>

OXFAM's Control Arts Campaign - <http://www.controlarms.org/en>
Small Arms Survey produces an Annual Report. In 2006 it looked at young men's involvement with guns and what can be done to reduce gun use - <http://www.smallarmssurvey.org/>

INTERNATIONAL

Children and Youth in Organized Armed Violence (COAV) Cities Project. This project involves a number of organizations such as Viva Rio and Save the Children. Its goal is to focus international attention on the impacts of armed violence and on young people involved in armed conflict, develop prevention strategies, and provide support.
<http://www.coav.org.br/>

● **Youth and Small Arms and Light Weapons (SALW) Training Module.** Transition International's Training and Education on Small Arms (TRESA) team created this module to provide background information on SALW and its impact on young people in post conflict areas, and how to help and support this population by working with them.
<http://www.tresa-online.org/database/files/YSA-06A02.pdf>

● **Putting Children First: Building a Framework for International Action to Address the Impact of Small Arms on Children.** This paper was published for the 2001 UN Conference on Small Arms and Light Weapons (SALW) to provide information to governments and international organizations on the problem of the illegal trade of SALW, what has been done, new action plans needed, and future challenges.
<http://www.smallarmsnet.org/issues/themes/children/childrenfirst05.pdf>

No Guns, Please - We Are Children. This pamphlet provides some brief points on youth in conflict and UNICEF's role in addressing this issue (see campaign).
http://www.unicef.org/emerg/files/Emergencies_No_guns_please_leaflet.pdf



3f) Gangs

The involvement of young people in gangs is a major concern for cities and communities in many parts of the world. Gang membership has grown tremendously since the 1970's, resulting in the deaths and imprisonment of many young men. Countries like those in Central America have thousands of gangs involving young people. Projects included here offer alternatives to the repression of gangs. Washington Office on Latin America (WOLA), and Children and Youth in Organized Armed Violence (COAV) are good sources.

Youth violence in Brazil is a big problem. Rates of violence by young people has increased since 1980, when for every 100 deaths, 23 were homicides of young men aged 15-24. By 2002, for every 100 deaths, 51 were homicides of young men aged 15-24.

INTERNATIONAL

Prevention, disengagement and suppression: A systematic review of the literature on strategies for addressing young people's involvement in gangs. Published in December 2007 by RAPCAN (Resources Aimed at Preventing Child Abuse and Neglect), this report outlines risk factors that affect gang involvement, and provides international strategies and the challenges and solutions for prevention. It is a good source for learning more about the programmes and projects of international and local organizations.
http://coav.org.br/publique/media/HSRC_gang_prevention_strategies.pdf

3. Youth and health or violence issues

REGIONAL

“Daring To Care: Community-Based Responses to Youth Gang Violence in Central America and Central American Immigrant Communities in the United State”.



This report was published by WOLA in 2009. It provides some excellent examples of gang violence programmes in the U.S. and Central America which work in the community to help young people in gangs.

<http://www.wola.org/media/Gangs/WOLA%20US%20CA%20Gangs%20fnl.pdf>

Contacts for the citizen security and youth violence prevention programme are: Adriana Beltran, abeltran@wola.org, and Geoff Thale, gthale@wola.org.

NATIONAL AND LOCAL

● ● **Stay Alive Programme (Fica Vivo!).** This 2002 programme was modeled on a programme set up in Boston, U.S. Fica Vivo, which is supported by UNESCO has now expanded to 21 regions in Minas Gerais in Brazil, including the Morro das Pedras favela in the city of Belo Horizonte. The goal is to reduce the number of murders by building partnerships between the community (i.e. community members 12-24 years old), municipal departments (i.e. health, education, social welfare), the university, civil police and the state. The involvement of all these groups aims to improve social services, such as education, health, social assistance, public security and social support, and offer young people more leisure activities as alternatives to joining gangs or taking part in harmful activities. The goal is to build a culture of peace, reduce fear, and improve patrolling and community participation. So far, there has been a reduction in shootings in the favela, decreased violence in community schools, and reduced fear in

the community. The programme's approach has been used to fight gang violence and domestic violence by Brazilian organizations ILANUD Brazil, Viva Rio, Sou da Paz, Afro Reggae, among others.

For more information contact Andrea Silveira:

andrea@crisp.ufmg.br OR

http://www.unodc.org/pdf/brazil/Crime_and_Violence_jan_2007.pdf

● **Espacio Crianca Esperanca Ece (Children's Hope Space).** Started in 2001 by Viva Rio, one aspect of this project is to provide education and recreational activities to young people involved in drug trafficking. The project also offers professional training to help with social reintegration. Since 2007, it has provided services to 44,145 community residents, and professional training sessions have helped 120 young people find employment. <http://www.vivario.org.br>

● **Insercion socio laboral de jovenes de ilobasco.** Run by the Association Moje in Ilobasco, El Salvador, the programme helps young gang members in Ilobasco to develop new skills by learning vocational skills, and engaging in community activities and craftwork. As a result, 300 gang members have received job training, and 40 youth have collaborated in setting up 15 micro-enterprises.

Email: moje@mojecasaartesanal.com.

http://www.ocavi.com/docs_files/file_441.pdf (in Spanish)

● **Epiphany Project.** Developed by Homies Unidos, an organization that works with gang members in El Salvador to reintegrate into society and stay out of violence through educational and employment opportunities. The project also offers tattoo removal services and now runs in 6 schools, and in 2 community centers in Los Angeles, U.S. <http://homiesunidos.org/programs/the-epiphany-project/>

3. Youth and health or violence issues

● **Jóvenes Jóvenes programme.** Funded and set up in 1998 by the government of Nuevo Leon in Mexico, this programme's goal is to provide young gang members with educational and economic opportunities to help them become more involved in productive activities. The result was a decrease in the number of gangs, and ex gang members have got jobs and stable family commitments. For more information, contact Mr. Juan Antonio Contreras Melin: juan.contreras@mail.nl.gob.mx

Youth Gangs in an English City: Social Exclusion, Drugs and Violence. This 2008 report was produced at the University of Manchester, U.K. It outlines an evaluation of a pilot study which provided mentoring to children and young people at risk of joining gangs. It explores the role of changing social conditions and social isolation on drugs and violence. http://www.law.manchester.ac.uk/research/centres/ccsls/gangunit/documents/RES-000-23-0615-5k_000.pdf

Cities Gang Prevention Network. Run by the National League of Cities and the National Council on Crime and Delinquency (NCCD) in California, U.S., this network works with 13 cities to exchange experiences on how to prevent gang involvement. It provides online access to publications on preventing gang membership among young people, upcoming conferences, and links to related organizations and services. <http://www.californiacitiesgangpreventionnetwork.org/home/htm>

● **Preventing Gang Violence and Building Communities Where Young People Thrive.** This 2009 toolkit was published by the Institute for Youth, Education & Families in the U.S. It is for municipalities, and outlines strategies used over 30 years by groups in the California Cities Gang Prevention Network that help prevent youth from getting involved in gangs. It also discusses programmes that help young offenders re-enter society, and encourages partnerships between the community and the criminal justice system. http://www.nlc.org/ASSETS/A2179E500B6D4A4896A23874CFBA013B/IYEF_CCGPN_Toolkit_01-10.pdf

● **Community Economic Development Programme (U.S.).** Run by the California-based organization Barrios Unidos, this programme aims to end gang warfare by providing gang members with training in leadership, marketing and administration in order to boost self-confidence and provide alternatives to joining gangs. <http://www.barriosunidos.net>



4. Youth and sports to affect change

Playing sports is a great way of connecting with others, learning about leadership and teamwork, and building self-esteem.

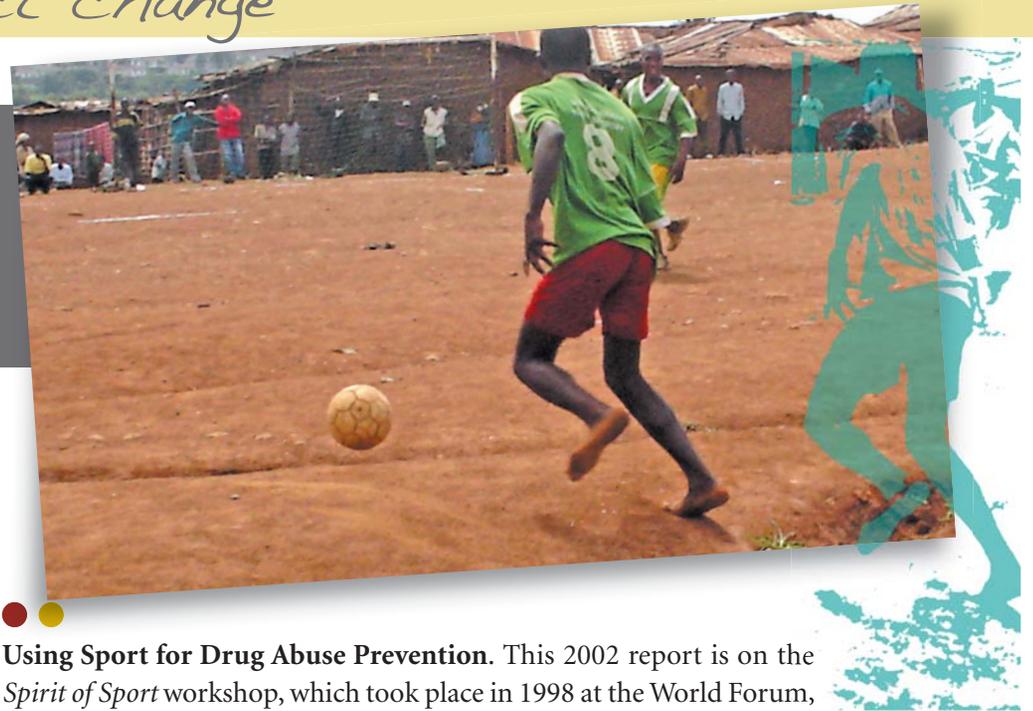
There are many organizations that use sports to help young people, especially those most at risk, and to stimulate young people's participation in community development. One example is the **Kilimanjaro Initiative (KI)** which was developed in 2005 in Kenya as a way to provide alternatives to youth violence (see below).

Listed below are a number of organizations worldwide that have set up sports programmes as a means of providing skills, support and mentorship to youth, as well as opportunities and alternatives to drug abuse or gang involvement:

4a) General

INTERNATIONAL

To get you started, you can look at the **6th UNESCO Youth Forum (2009)** presentation on UNESCO's Section for Youth, Sport and Physical Education: <http://projects.tigweb.org/UNESCO-6thYF>



● ●
Using Sport for Drug Abuse Prevention. This 2002 report is on the *Spirit of Sport* workshop, which took place in 1998 at the World Forum, was organized by UNODC's Global Youth Network. It explores how sports programmes can be used to prevent crime and violence among young people through drug prevention, explains how to start a sports programme, and offers some information on resources.
http://www.unodc.org/pdf/youthnet/handbook_sport_english.pdf

● ●
Youth Development through Sport (YDS) curriculum. Set up in 2008 by the GTZ (German Technical Development Corporation) and the South African-based organization United Through Sport, this interactive syllabus for young people around the world uses sport-related activities to increase awareness on health issues (eg. HIV/AIDS) and the importance of education. It addresses decision-making, gender equality and building self-esteem. It is being used in South Africa. GTZ has also developed a *Youth Development through Football programme* in Africa.
<http://www.unitedthroughsport.org/sports-charity-youth-development-through-sport-programme>

4. Youth and sports to affect change

● **UNODC Global Sport Fund.** This 10-year initiative supports organizations from around the world which are developing sports programmes to address and prevent substance abuse and violence among young people. The fund offers sports camps for youth leaders. <http://www.globalsportfund.com/>

REGIONAL

● ● **Forum on Productive Youth Development through Sport in Africa.** Organized by the United Nations Office on Sport for Development and Peace and the Jacobs Foundation in the U.S., the forum brought together governments, organizations, and young people to outline how sport can help young people build self-esteem, and positive behaviours. Participants also discussed potential resources in the region, and lessons learned from existing or past programmes. http://www.jacobsfoundation.org/cms/fileadmin/jacobs/pics/Activities/Nairobi_Conference/Forum_on_Productive_Youth_Development_through_Sport_in_Africa_Communique_and_Recommendations_FINAL.pdf

● **Commonwealth Advisory Body on Sport (CABOS)** was set up in 2005 to support programmes by Commonwealth countries (i.e. government departments) that use sport to improve the well-being of young people, and include youth in society. To read more about the types of programmes: <http://www.thecommonwealth.org/files/188365/FileName/6590CABOSReport.pdf>

NATIONAL AND LOCAL

● **Kilimanjaro Initiative (KI)** was set up in 2005 after a series of youth-related violence incidents with the aim of providing alternatives to other young people in similar situations of poverty, and for whom crime seems the only option for making a living and improving their lives. Their mission is to demonstrate that there are other avenues for young people. With effort, perseverance and self-determination, everything and anything is possible if you have the tools to realize your goals. Programmes and activities are built around sport as the central focal point, and linked with access to micro-financing, training and educational services and projects such as rebuilding sports facilities or setting up cultural centres. Sport promotes team building, cooperative working and helps improve self-image and confidence. It also brings communities together and forms a basis for discussing issues of crime and violence between communities. The highlight of the year is the climb to the summit of Mount Kilimanjaro, the roof of Africa. <http://www.kilimanjaroinitiative.org>

● **Tired of Hanging Around.** This report was produced by the U.K. Government Audit Commission in January 2009 after a study that focused on how sports can help prevent anti-social behaviour in young people. It helps government get the best outcomes from activities for youth at risk. It evaluates the impact of the activities and identifies the perspectives of young people involved. Important case studies: Pages 26, 59 and 84. http://www.audit-commission.gov.uk/localgov/nationalstudies/hangingaround/Pages/Default_copy.aspx

4. Youth and sports to affect change

Respect Athlete Mentor Programme (RAMP). Run by the Youth Sport Trust and Sport England, this programme operates as a mentoring system. It involves famous athletes who use sport to mentor young people in disadvantaged areas in England, and help reduce anti-social behaviour. The programme has expanded since its launch in 2007. Case studies are available on the website:

<http://www.youthsporttrust.org/page/ramp/index.html>

La Nouvelle Vision des Jeunes. This organization is based in Montreal, Canada. It provides recreational activities to young people at risk as a means of preventing crime and violence, and helping young people and their families integrate into society. It offers sports camps, after-school sports programmes, and support to families.

<http://www.nvj-nvy.com/index.html>

The Midnight Sports Programme. This initiative began in 1999 with a partnership between Brazil's federal public security and education ministries. The programme offers sport activities for low-income young people in the evenings, when most crimes occur. It also involves free transportation to school, and information sessions and counseling on health, and drugs. After the first 3 months of operation. There was a reduction in the number of violent incidents. For more information:

<http://www.comunidadessegura.org/?q=en/node/31679> **OR**

Email: esporteameianoite@ssp.df.gov.br

● **Fight for Peace.** Started in Rio de Janeiro, Brazil in 2000, this project was first part of Viva Rio's "Children and Youth in Organized Violence Programme" (COAV). It was set up by former English boxer Luke Dowdney. It is now an independent not-for profit organization that teaches boxing skills to young people in disadvantaged communities in Brazil and the U.K. It also offers education, access to the formal work market, and promotes a culture of peace as well as leadership training.

Graduates from the programme teach younger members. Both girls and boys are included. In 2009, more than 540 children and youth participated.

English: <http://www.fightforpeace.net/home.php>

Portuguese: http://www.fightforpeace.net/blog_pt.php

● **El Golbiano – El juego de la paz.** As a result of a partnership between the Colombian government, UNICEF and other international organizations, this programme promotes sports as a way of directing young people away from gangs and building positive skills such as leadership and teamwork. It has been developed in 39 municipalities. Over 18,000 young people have participated, and strengthened pro-social attitudes and community integration.

<http://www.colombiajoven.gov.co/golombiao.htm> (in Spanish) **OR**

golombia@presidencia.gov.co

<http://www.sportanddev.org/en/projects/see-all-projects/el-golombiao.htm>

Evaluation Framework. ECOTEC is a research and consultancy organization evaluating the impact of culture and sport activities provided by local governments in England and Wales. The report outlines an evaluation framework in 2008-2009. The results will be available online.

http://www.community-safety.net/documents/Seminar3_Alex_Culshaw.1-LgeGCXKiZ1mUxcv5-1246022131.ppt

4b) Football

Street Football World and Network. This organization was set up in 2002 to promote partnerships and action in social development through football. The Football for Hope movement is one of its well-known activities.

<http://www.streetfootballworld.org>

- Ser Paz is a network member. Since 2008, the organization has used football as a tool to promote dialogue and peaceful coexistence between gangs in Guayaquil, Ecuador. <http://www.serpaz.org/web/>



Homeless World Cup. This annual international football event first took place in 2003 in Graz, Austria, and is supported by the United Nations, the Union of European Football Associations (UEFA), Nike and individual football teams and players. It aims to empower homeless youth through sports. It also provides financial support to projects that help the homeless. In 2007, more than half of the players reported a change in lifestyles from substance abuse and addiction to being employed, going to school, and having more self-esteem. It has now expanded to 80 countries.

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

4c) Girls and sports

Goals for Girls! A joint initiative by UNICEF and FIFA that started in 2007 in China, this campaign aims to eliminate gender discrimination and empower women through football.

<http://www.fifa.com/aboutfifa/worldwideprograms/footballforhope/campaigns/goalsforgirls.html>

Homeless World Cup. A world cup event for female players is being developed in order to raise awareness about the female experience of homelessness. It aims to get more women involved and benefit from the positive results seen in the men's leagues. To support this event: <http://www.globalgiving.com/projects/support-women-at-homeless-world-cup/>



5. Schools and Education

Safe schools and communities are important for young people's ability to learn and develop healthy relationships.

School is often thought of as a safe place for young people, and education as a good way to help young people out of poverty and crime. However, schools can be unsafe places, especially for girls. In countries such as South Africa and Malawi, girls are often victims of rape and other forms of violence by school staff and male classmates.

School safety has become an important issue for governments and youth-led groups. International organizations such as UNICEF and Save the Children offer free manuals on how to develop a child/adolescent-friendly and gender-friendly school, and have also set up after-school programmes to prevent young people from getting involved in bullying, gangs and other risky activities.

There are some initiatives that provide alternative forms of education, and create positive spaces for young people to develop their skills, leadership abilities, and confidence. One good example is **Schools Without Borders (SWB)**, a youth-run Canadian organization that makes learning accessible to all youth through arts and project-based experiences with non-governmental organizations (NGOs) in Canada and around the world:

<http://www.swb.ca/archive/news/>

Watch a video about SWB:

<http://www.youtube.com/watch?v=3LgKJka5nbs>

5a) School and community safety

INTERNATIONAL

Read about Plan International's **Learn without fear: Global campaign to end violence in schools:**

<http://plan-international.org/learnwithoutfear/the-campaign>

● **School-Based Violence Prevention Toolkit.** The toolkit is being developed by the Urban Crime and Violence Prevention Group at the World Bank. The toolkit will provide local schools and communities in Latin America and the Caribbean with information on how to plan, develop, implement, and evaluate violence prevention projects, to design 'safe schools,' and form partnerships. It includes a step-by-step guide for creating a school-based violence prevention strategy. It will be available at:

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/EXTLACREGTOPURBDEV/0,,contentMDK:21084425~pagePK:64168445~piPK:64168309~theSitePK:841043,00.html>

Improving School Climate : Findings from Schools Implementing Restorative Practices. Compiled in 2009 by the International Institute for Restorative Practices (IIRP), located in the U.S., this booklet explores practices from schools in the U.S., U.K. and Canada. It outlines how restorative practices have helped reduce school violence and expulsions, and improved discipline.

For the booklet : <http://www.iirp.org/pdf/IIRP-Improving-School-Climate.pdf>

To visit the IIRP : <http://www.iirp.org/>



Child Friendly Schools Manual. In 2006, UNICEF produced this manual as part of the Child Friendly Cities movement. It focuses on making schools a safer place for young people, and reviews how to make schools protective environments (chapter 5).



http://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf

REGIONAL



Good School Programme Toolkit. This toolkit was created by the East African organization Raising Voices. It offers ideas and tools on what is a 'good school' and how to develop one.

http://www.raisingvoices.org/children/good_school_toolkit.php.

Materials on violence-free discipline approaches:

http://www.raisingvoices.org/children/communication_materials.php

School Violence in OECD Countries. Plan International, an organization that focuses on children's rights issues, published this report in 2008. It outlines problems of bullying and sexual harassment in schools in Europe, Australasia and North America, as well as types of interventions to promote school safety and the challenges in solving their problems.

<http://plan-international.org/learnwithoutfear/files/school-violence-in-oecd-countries-english>

NATIONAL AND LOCAL



Building School Safety: The Hlayiseka Project – A Whole School Approach. In 2008, the Centre for Justice and Crime Prevention (CJCP) in South Africa published this report and toolkit after a National Schools Violence Study. The report reviews the situation of violence in schools and uses the Hlayiseka Project to outline how to create a safe school environment by implementing early warning systems, monitoring the school's progress, and setting up reporting systems.

<http://www.cjcp.org.za/admin/uploads/Issue%20paper%206-final.PDF>

For a more general overview on school violence:

<http://www.cjcp.org.za/admin/uploads/Issue%20Paper%204-final.pdf>

School Free of Violence. Supported by UNICEF, the Association of Psychologists in Bulgaria ran this project (2007-2009). It included 1,500 children in 8 schools in the Sofia and Lovech municipalities of Bulgaria. The result was that initially more children reported and admitted to bullying, but over the first two years the number of children affected as well as harassment rates reduced.

http://www.unicef.bg/page.php?key=pr_release&id=103&lang_id=2



Be Safe and Sound in School Programme was developed in 2001 by the National Crime Prevention Council (NCPC) in the U.S. The programme provides information for youth and people working on school safety, on how to develop a plan and get different people involved (eg. teachers, parents, administrators, etc.).

<http://www.ncpc.org/programs/be-safe-and-sound-campaign/about> - **Community Works Programme** is a similar programme run by NCPC on school safety, and offers information on safety programme implementation, best practices, and funding.

<http://www.ncpc.org/programs/teens-crime-and-the-community>

5. Schools and Education

5b) Bullying

NATIONAL AND LOCAL

Anti-Bullying Programme in Schools. Organized by the District of Viersen, Germany, the programme addresses bullying and crime in schools by involving everyone in the school to do their part. The programme also offers support services for victims. There has been a reduction in violent, aggressive and anti-social behavior, and a drop in youth crime rates.

Email: Michael.heimes@viersen.polizei.nrw.de.

U.S. National Violence Youth Prevention Resource Center is an on-line source that provides articles, basic facts and best practices on preventing bullying in the U.S.

<http://www.safeyouth.org/scripts/topics/bullying.asp>

Anti-Bullying Network. This U.S.-based network offers a space for young people and parents to discuss experiences and ideas. It also acts as a place for support.

<http://www.antibullying.net/youngpeople.htm>

5c) Gender relations curriculum courses



http://www.yesmeansyes.com/mod.php?mod=userpage&page_id=46

NATIONAL AND LOCAL

● **Safe Dates** programme was created in 2009 by Washington, D.C. based organization Student Support Centre (U.S.). This school and community programme offers girls and boys (13–15-years-old) tips for safe dating through an educational curriculum, theatre production, and training for providers of community services, and support services. It led to a reduction of reports of physical and sexual dating violence.
http://www.csss.org/doc/SafeDates_2PageFactSheet.pdf

Youth Relationships Project (YRP). Health Canada and the Ontario Mental Health Foundation developed this project in 2009 to study the role of violence and abuse on relationships for youth at risk. The project includes a manual on avoiding harmful relationships, and information on empowering young people.

http://www.euowrc.org/05.education/education_en/yrp_youth_manual/01.yrp.htm



5d) After-school programmes

Providing young people with a space for after-school and weekend activities has been shown to help them from avoid getting involved in gangs and crime. These activities help to stimulate team work and leadership skills.

NATIONAL AND LOCAL

Open Schools programme (2000). Supported by UNESCO, this programme involves opening Brazil's public schools on weekends so that young people can participate in sports, arts and cultural activities. The programme has been replicated in Central America and the methodology was adopted by the Brazilian Ministry of Education in 2004. An evaluation showed that over half of the educators and students believed that the project helped reduce violence in the community and schools. Levels of violence decreased in Recife and in Sao Paulo.

<http://www.brasilia.unesco.org/publicacoes/pdf/Open%20Schools.pdf>

After-school for All Challenge. This annual convention organized by the After School Alliance (U.S.) brings together students, parents and educators to discuss expanding and improving after-school programmes as a way of preventing violence and crime among young people. For the convention:

<http://www.afterschoolalliance.org/challenge.cfm>.

For the report on the amount of investment put into after-school programmes in the U.S.:

<http://www.afterschoolalliance.org/roadmap.cfm>

Rural Youth Crime Prevention Programme. The YMCA of Honolulu and the Boys & Girls Club of Hawaii, U.S., recently partnered to establish the state's largest after-school programme for middle school students to prevent crime.

http://www.ymcahonolulu.org/community/youth_crime_prevention

On the Move. This after-school programme is part of the Australian Pathways to Prevention project in the City of Sydney. It works with low-income children (11-14 years old). It is run by the City of Sydney Youth Development Officer and teachers, and provides supervised after-school recreational activities at the Alexandria Park Community School.

[http://www.crimeprevention.gov.au/agd/WWW/rwpattach.nsf/VAP/\(93C446DBC14FB8146219B06F1D49FA6B\)~Redfern+Waterloo+-+Executive+Summary+Phase+2.doc/\\$file/Redfern+Waterloo+-+Executive+Summary+Phase+2.doc](http://www.crimeprevention.gov.au/agd/WWW/rwpattach.nsf/VAP/(93C446DBC14FB8146219B06F1D49FA6B)~Redfern+Waterloo+-+Executive+Summary+Phase+2.doc/$file/Redfern+Waterloo+-+Executive+Summary+Phase+2.doc)



6. Work and Skills Training

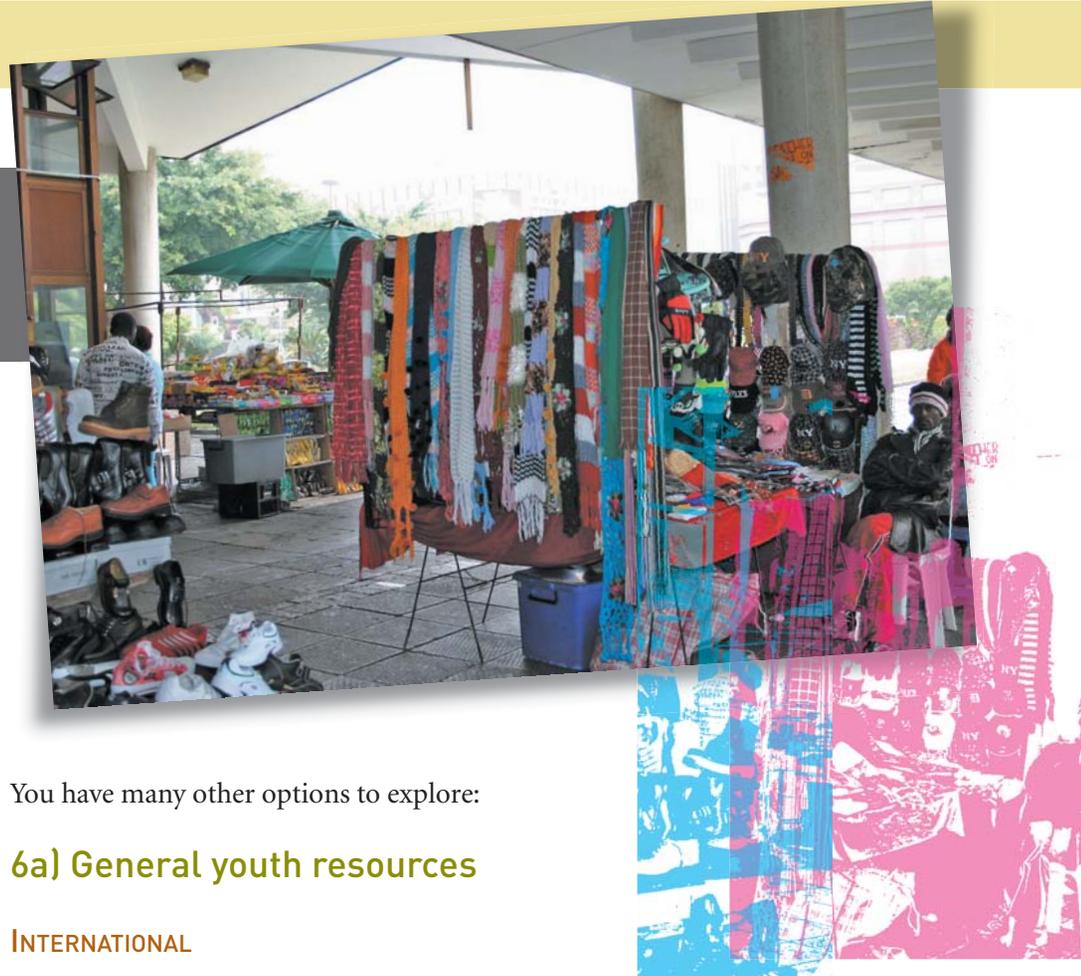
Compared to adults, youth are more than three times as likely to be unemployed. (ILO)

In many countries there are not enough jobs and young people are often unemployed. In others, young people find it difficult to get jobs. Getting a job requires specific skills that are sometimes hard to come by. Many organizations offer free services to help young people build skills towards future employment. Some of these services include training sessions, workshops and manuals that teach you how to set up a business. One good example is the International Youth Foundation's (IYF) programme "**Youth: Work**" (listed below), which offers job placement services, life skills, and technical training and support.

Dropping out of school is something which happens in all countries. People get bored or find it difficult, but staying in school is important for getting the right job skills. Some local organizations are willing to help young people stay in school. One example is the Canadian organization **Youth Fusion**, which started in 2007. The organization runs a series of programmes that link high school students with university students and professionals to gain experience in a specific field such as: healthcare, the environment, music, and sports. It has been very successful in helping students graduate. For more information: <http://www.youthfusionquebec.org/en/index.php>

Here is the **Resolution on Youth Employment**, which outlines an agreement made by governments, youth workers and employers across the world to promote youth employment and the protection of young workers:

http://www.ilo.org/youthmakingithappen/PDF/resolutions_en.pdf



You have many other options to explore:

6a) General youth resources

INTERNATIONAL

● **Youth Employment Programme (YEP).** YEP is a research-based programme run by the International Labour Organization (ILO). The ILO uses its research on youth employment across the world to promote national policies, projects and tools that improve access to jobs for young people. http://www.ilo.org/employment/Areasofwork/lang—en/WCMS_118114/index.htm

Governments and youth organizations can find more documents on promoting youth employment at:

http://www.ilo.org/employment/Areasofwork/lang—en/WCMS_DOC_EMP_ARE_YOU_EN

Adolescents and Civil Engagement: Social Entrepreneurship and Young People. Published by UNICEF in 2007 on the importance of helping young people develop **entrepreneurial** skills. This summary lists UNICEF's projects, and programmes by other organizations, and some background information.

http://www.unicef.org/adolescence/files/Learning_Series_3_Social_Entrepreneurship_24dec2007.pdf

World Youth Report on Employment. This 2005 report was produced by the United Nations. It looks at youth employment across the world.

<http://www.un.org/esa/socdev/unyin/wpayemployment.htm#WYR2005>



Global Youth Microenterprise and Livelihoods: State of the Field Report (2007). This report was published by the international organization Making Cents, based in Washington D.C., U.S. It discusses the current state of youth employment in the world and looks at small enterprise programmes that help young people gain professional skills.



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



Youth Employment Network (YEN). This network is run by the International Labour Organization (ILO) and the World Bank. Started in 2001, it helps build young people's employment capacity and develop youth employment projects. It brings together a lot of resources for youth employment and tries to get government to develop policies that promote employment for young people.

<http://www.ilo.org/public/english/employment/yen/>



Youth Entrepreneurship and Sustainability Campaign (YES) (2002-2012). This campaign started at the Alexandria Youth Employment Summit (September 2002), in Egypt. It was developed by the Education Development Center, in the U.S. It aims to encourage countries to build national strategies and infrastructure to promote youth employment. <http://www.yesweb.org/aboutus.htm>



Training workshop on Building Effective Youth Investment Programmes. This workshop in 2009 was organized by the International Labour Organization (ILO), World Health Organization (WHO), World Bank, GTZ and the Council of Europe, to promote policies and projects that invest in young people. Topics include non-formal education, youth participation, health and employment. To see the flyer: <http://www.itcilo.org/en/flyers/2009/a901373/view>



Youth: Work programmes. This five-year initiative was set up in 2009 by the International Youth Foundation (IYF) and is supported by USAID. The programmes offer young people opportunities to develop life skills, and skills in job training, entrepreneurship, information technology and other areas. Programmes are running in Jordan, Morocco and the Caribbean, and will be replicated in Asia. For more information: <http://www.iyfnet.org/section.cfm/5/24/1034>.

To read the newsletter:

http://www.iyfnet.org/uploads/YouthWork_Newsletter_V2.pdf

Other sources



United Nations Relief and Works Agency (UNRWA) provides free vocational and technical training courses to young Palestinian refugees. <http://www.un.org/unrwa/programmes/education/index.html>

6. Work and Skills Training

6b) Job creation and skills training

There are an estimated 88 million young women and men unemployed worldwide (ILO)

Finding a job can be a difficult experience for many young people around the world. In many countries, levels of unemployment are highest among young people. This may be due to lack of schools and training, or ongoing conflict and poverty. Girls and young people from different ethnic families in some communities may have even more difficulty finding a job or developing skills to prepare them for the future. A lot of organizations are working to provide training and opportunities for young people to gain the experiences they need.

You can visit the **Youth Employment Network** Newsletter for up-to-date information:

<http://www.ilo.org/public/english/employment/yen/downloads/newsletter/newsletter21.pdf>

INTERNATIONAL

Global Youth Enterprise Conference. Making Cents International hosts this annual conference to bring together young people to learn more about developing skills in enterprise and to discuss ideas. <http://www.youthenterpriseconference.org/>



WBI Youth Services. The World Bank Institute started this project in 2009. They want to promote youth participation in activities and help young people gain the professional experience and skills (information technology and communications, and networking) for working in an international organization.

For more information, please contact:

Chantal Dejou, cdejou@worldbank.org OR

Sabine Palmreuther, spalmreuther@worldbank.org

Gender equality at the heart of decent work (2008-2009). Organized by the International Labour Organization (ILO) to mark the 10th anniversary of its Gender Equality Action Plan, this campaign aims to show that young women do not have the same job opportunities as young men and how to change this.

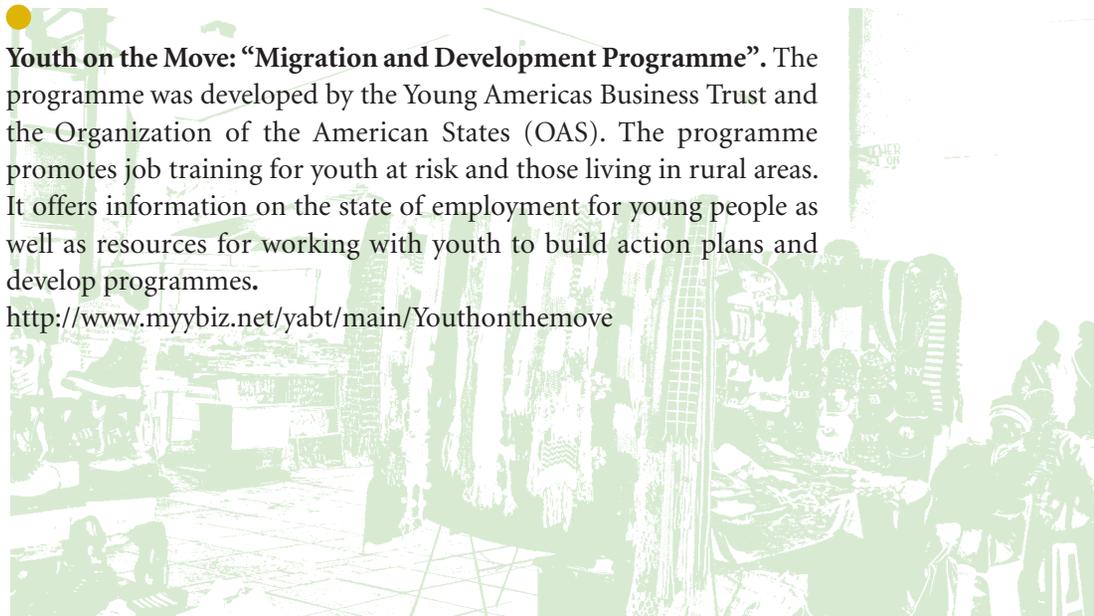
http://www.ilo.org/gender/Events/Campaign2008-2009/lang-en/WCMS_097842/index.htm

REGIONAL



Youth on the Move: “Migration and Development Programme”. The programme was developed by the Young Americas Business Trust and the Organization of the American States (OAS). The programme promotes job training for youth at risk and those living in rural areas. It offers information on the state of employment for young people as well as resources for working with youth to build action plans and develop programmes.

<http://www.mybiz.net/yabt/main/Youthonthemove>





6. Work and Skills Training

- **Youth Work Education and Training (YWET) Programme.** Organized by the Commonwealth Youth Programme, YWET offers young people opportunities to connect with governments, civil society leaders and the private sector, and receive training in Information and Communications Technology (ICT), and network building. It has been developed in 42 member countries and 6 territories, and works with 27 universities and research institutions.
http://www.thecommonwealth.org/Internal/152816/152834/152877/youth_work_education_and_training/

NATIONAL AND LOCAL

- ● **The Remix Project.** Started by Gavin Sheppard in 2006, this youth-led urban arts programme has been helping young people in the Greater Toronto Area, in Canada, turn their career dreams in music and creative arts into realities. Youth (aged 16-22) meet with mentors (professionals), and attend workshops on Media Arts, Creative Arts and Business over a 6 month period, in order to build skills for getting a job in the Hip hop community. Remix's Social Investment Fund supports youth training, workshops and mentors.
<http://www.theremixproject.ca/index.html>
- **Youth Employment and Social Dialogue in Southern India resource. ILO Norway Programme.** Set up in 2008 by the Department of Technical Education in the Government of Tamil Nadi in India, and the ILO, it provides apprenticeships and business training to young people, certification, promotes labour rights for youth, and works with employer organizations to encourage them to work with young people.
<http://yesd-actempchennai.org/>

- **Get Connected (Conéctate) programme.** In 2005, Nokia and the pro-United Nations Chilean Association (ACHNU) launched a three-year programme to help young people in Chile build their work skills, and community involvement. This programme is part of the larger "Make a Connection" programme, which also involves the International Youth Foundation (IYF), and operates in 57 countries.
<http://www.developingtelecoms.com/nokia-and-achnu-launch-chiles-qconateq-youth-programme.html> OR
<http://www.makeaconnection.org>
- **Edu - communication project.** In 2007, UNICEF and British Telecom (BT) came together to develop a project that targets low-income young people in São Paulo, Brazil. It provides them with education and skills in communications (internet, radio, art, film) to stimulate participation in community development and policy-making. It was found that those involved in the project were less likely to drop out of school, and to become involved in violence and crime.
http://www.unicef.org.uk/press/news_detail.asp?news_id=1116
- **Project desafio 10 and desafio 100.** This 2006-2008 UNESCO project provided youth at risk with opportunities for developing their own business. The project began as a reality television show in Guatemala that followed ten former gang members as they worked together to create businesses. The outcome was that the businesses successfully expanded to include 100 former gang members.
<http://www.desafio10.com> (in Spanish)

6. Work and Skills Training

● **Sungusungu participatory employment and training project.** As part of the Safer Cities Dar es Salaam programme in Tanzania, the project was developed as neighbourhood watch groups “Sungusungu” to patrol areas in the city. The project includes an income-generating programme. It also teaches employment skills.
http://www.unhabitat.org/downloads/docs/1825_12883_sungusungu.pdf

● **Youth Entrepreneurs Programme.** The Private Education Development Network (PEDN) developed this programme in schools in Uganda to **promote youth entrepreneurship**. <http://www.pedn.org/> You can read PEDN’s 2008 report on the Youth Entrepreneurship Conference on the programme and youth entrepreneurship in general: <http://www.pedn.org/docs/YouthEntrepreneurshipConferenceReport2008.pdf>

● **Youth Empowerment Programme (YEP).** Developed in Kenya in 2008 by UN-HABITAT, this programme includes the creation of the Moonbeam Youth Training Center, which offers skills training to young people from urban slums. They learn construction (building homes and infrastructure) and ICT (information and communications technology). About 300 young people are undergoing training, trainers are building partnerships with the private sector and civil society organizations, and construction groups are forming. The project is being replicated in Burundi, Rwanda.
<http://www.unhabitat.org/pmss/getElectronicVersion.asp?nr=2586&alt=1>

● **Cape Youth Care (CYC) programmes.** CYC is an organization located in Cape Town, South Africa. It offers training on life skills, literacy and business at its B.E.S.T. (Basic Education & Skills Training) Centre to hundreds of young people each year. <http://www.capeyouthcare.co.za/>

● **Tangentyere Model.** This programme is organized by the Tangentyere Council, an Aboriginal community agency in Alice Springs, Australia. The council provides vocational training for young people.
<http://www.tangentyere.org.au>

● **Ba Ya Ya.** Established in 2001, this Belgian offers training on Information Technology (IT) and other topics to young people from Sub-Saharan Africa. It aims to help them integrate into Belgian society.
<http://www.guidesocial.be/observatoire-bayaya/>

6c) Micro credit funding and development

● **State of the Campaign Report.** The 2009 annual report is produced by partners of the Microcredit Summit Campaign, which was first launched in 1997-2005, and then again in 2006-2015. The campaign aims to reach 100 million of the world’s poorest families by providing financial help and business training. The report provides up-to-date information on international microcredit organizations.
<http://www.microcreditsummit.org/>

● **Youth Microcredit International.** This student-run organization helps Guatemalan microentrepreneurs develop their businesses through internet training, and access international markets. They have a series of clubs in 5 Guatemalan schools to teach young people skills in handicraft making, selling goods and setting up a business.
<http://ymci.org/en/home>

Save the Children Economic Opportunity Network. Save the Children is an international organization that develops tools to help young people support their income-generating activities. The organization also provides financial support (eg. loans) to half a million families around the world, which helps around 2 million children. An example is a woman-focused microfinance programme in the Middle East that helps mothers earn income from their small businesses to improve the lives of their children. For more information on the programme: <http://www.savethechildren.org/publications/reports/The-20Middle-20East.pdf>

Save the Children Economic Opportunity Network:
<http://www.savethechildren.org/programs/economic-opportunities/programs.html>

● **Growing Sustainable Business (GSB).** Run by UNDP, this programme brings together civil society, national and local banks, and the local government to help young people aged 14-25 get business training and financial support to set up their own businesses. GSB is now running in Turkey.
http://www.undp.org/partners/business/gsb/Brochure%20material%202009/GSB%20Case%20Study%20-%20Turkey_C01.pdf

● **The Commonwealth Youth Credit Initiative (CYCI).** Run by the Commonwealth Youth Programme, CYCI works in Africa, Asia, the Caribbean and the South Pacific to provide financial support (micro-credit) to young people, and offers them training in small business development, and mentoring.
http://www.thecommonwealth.org/Internal/152929/152933/152934/152935/commonwealth_youth_credit_initiative/

6d) On-line courses

● **WBI Youth Services.** Since 2008, this project includes an e-learning course on Crime and Violence Prevention in Urban Zones. The course provides local government officials in Latin America with knowledge and tools to develop crime prevention programmes. It also provides a discussion forum. WBI is now developing an English version of the course and expanding to the Caribbean and Africa. For more information, contact: Chantal Dejou, cdejou@worldbank.org.

● **GET-IT (Graduate Entrepreneurship Training through IT)** programme. In June 2009, the United Nations' Industrial Development Organization (UNIDO) and technology company Hewlett Packard opened new Information Technology (IT) training centres in Africa and the Middle East. The programme offers training to young people (16-25 years old) in IT, marketing and finance. <http://www.graduate-training-through-it.net/>



7. Youth and the Environment

One of the greatest challenges facing the world is environmental degradation, including deforestation, desertification, pollution, and climate change (International Committee of the Red Cross).

There is a lot of concern about the environment and caring for our world. Many young people grow up in poor environments in cities and take an active part in cleaning up neighbourhoods so they are healthier and better to live in. Young people can guide the way to sustainable and 'greener' living.

Listed below, you will find many sources on how young people are working towards achieving an environmentally-friendly world, starting with their own communities:

7a) General

INTERNATIONAL

To get you started, check out the **Tunza Youth Strategy**, which was set up by UNEP to engage young people in environmental activities, and the UNEP **Environmental Youth Network**, which is a global database of youth organizations and young activists worldwide who are working towards environmental development:

<http://www.unep.org/tunza/Home/tabid/700/language/en-US/Default.aspx>

Get involved in UNEP's **Kick the Carbon campaign**:

http://www.unep.org/pdf/tunza/Tunza_6.1_EN.pdf



World Youth Report: Youth and the Environment (Chapter 5). This 2003 report was published by the United Nations. It is a good review of the importance of promoting environmental education, the role of the media, and what is being done to confront the issue of environments which are being destroyed or degraded.

<http://www.un.org/esa/socdev/unyin/documents/ch05.pdf>



Green Meeting Guide 2009. This guide was published by the UN Environment Programme. It aims to help government, organizations and community groups on organizing 'greener' meetings (i.e. meetings are environmentally-friendly). It explains the idea of greening meetings, and offers tips on improving the ecological footprint of meeting management, communication and location.

There is a checklist to help you follow the steps.

<http://www.uneptie.org/shared/publications/pdf/DTIx1141xPA-GreenMeetingGuide.pdf>



Youth XChange Towards Sustainable Lifestyles – Training Kit on



Responsible Consumption. This 2008 guide was produced by UNESCO and UNEP. It informs young people about the Youth XChange Sustainable Lifestyle project. It offers tips on how to make life 'greener', and take action in order to promote sustainable and healthy environments. The project involves an online global network of young people.

<http://unesdoc.unesco.org/images/0012/001240/124085e.pdf>

To learn more about the Youth XChange Sustainable Lifestyle project:

<http://www.youthxchange.net/main/home.asp>

Unite for Climate. This online source brings together young people from around the world by providing information and news concerning the environment. It promotes campaigns and conferences, and offers a discussion forum.

<http://uniteforclimate.org/>



Environmental Youth Alliance (EYA). Since the early 1990's, EYA has connected young people from around the world on issues of sustainability and environmental preservation. It offers many programmes, workshops and resources that aim to build young people's capacity to make changes.

<http://www.eya.ca/index.php?id=2>

7b) Local clean-ups

INTERNATIONAL



Clean up the World Campaign. Since 1993, this campaign, with the help of UNEP and volunteers, promotes the rejuvenation of the environment through tree planting, recycling, and educational exhibitions. It operates in more than 120 countries. To find out more about activities in each country, visit:

<http://www.cleanuptheworld.org/en/>

REGIONAL

Indigenous Climate Connections (ICC). This 2009 conference was organized by the Asia Pacific Indigenous Youth Network (APIYN) and TAHABAS, a network of Indigenous peoples in Malaysia. ICC aims to be an annual event. It works to empower Indigenous youth by connecting them to exchange ideas and experiences, and to develop projects on Indigenous rights, sustainability and climate change.
<http://climate.conscious.maori.nz/>

South Asian Youth for Environment Education. This network was set up through the United Nations Environment Programme in 2002. It gives access to projects that focus on environmental education, from energy to air quality, awareness campaigns and access to publications.
<http://www.sayen.org/>

7. Youth and the Environment

NATIONAL AND LOCAL

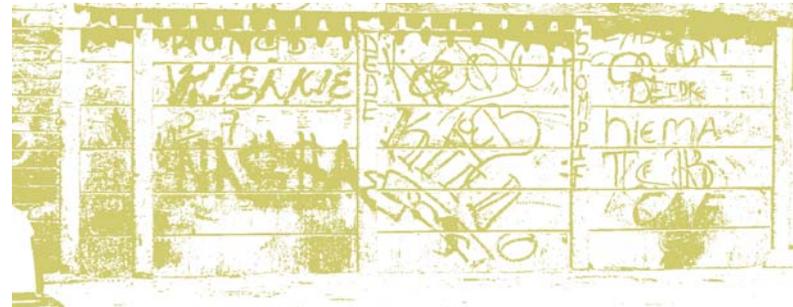
Youth Decide 09' Campaign. The Australian Youth Climate Coalition (AYCC) and World Vision Australia set up this campaign to help young people vote nationally on climate change and reducing carbon emissions. To see the results visit: <http://www.youthdecide.com.au>

Youth Empowerment Programme & Environmental Clean Up Project. This 2006 project began in Jericho and the Al-Ghor Rift Valley in Palestine by the Centre for Environmental Diplomacy. The Centre organizes community clean-ups, and other activities. <http://www.cedsite.org/pdfs/060202YouthProject.pdf>

Unite to Combat Climate Change. The campaign was organized by the Kilimanjaro Initiative (KI) in 2009. KI started in 2005 to end youth-related violence by providing young people in East Africa with alternatives, such as micro-financing, training and educational services, and using sport to build self-confidence. The campaign encourages young people in East Africa to engage positively in their communities. This event was one way how young people can reduce climate change. It raises money for local groups working on youth empowerment. <http://www.kilimanjaroinitiative.org/>

● ●
'Education by Action' programmes. These programmes are run by Ocean Net, an organization in Newfoundland and Labrador, Canada, which runs beach and shoreline clean-up programmes with local communities. They promote job creation, community involvement and environmental preservation in communities in Newfoundland and Labrador. Ocean Net also runs an annual youth conference on the ocean environment. <http://www.oceannet.ca/>

●
National Children and Youth Conference for the Environment. This annual conference, run by the Ministries of the Environment and Education in Brazil, connects young people on the topic of environmental education, and promotes youth participation in national environment decisions and policies. http://portal.mec.gov.br/brasil2010/en/index.php?option=com_content&view=article&id=57&Itemid=60



Part III

CAPACITY BUILDING
WITH YOUTH VULNERABLE
TO RISKS



Part III

CAPACITY BUILDING WITH YOUTH VULNERABLE TO RISKS

1. Post-conflict, child soldiers

Approximately, 300,000 children and youth, under the age of 18, are currently participating in armed conflict (World Programme of Action for Youth).

COUNTRIES / TERRITORIES WHERE CHILD SOLDIERS ARE INVOLVED IN ACTIVE CONFLICT (2001-04)*



*http://savethechildren.ca/Resources/Protecting_Children_in_Emergencies.pdf



1. Post-conflict, child soldiers

Young people are deeply affected by conflict, but especially those forced to become soldiers or left homeless and displaced. There are several organizations that help child soldiers and street youth during tough times by providing supports.

To get you started, you can join the *Young Voice from Conflict Zones* petition:

<http://petitions.tigweb.org/machel>

You can learn more about your rights from “Get on the Rights Side: A youth friendly version of the Optional Protocol to the UN Convention on the Rights of the Child on the involvement of children in armed conflict” (OPAC):

http://www.unicef.org/voy/explore/rights/explore_4406.html

The United Nations has several departments working on peace-building and helping those affected by conflict:

UN Development Programme – Crisis Prevention and Recovery -

<http://www.undp.org/cpr/>

UN Department of Peacekeeping Operations -

<http://www.un.org/en/peacekeeping/>

UN Development Group (Post-Crisis Transition) -

<http://www.undg.org/index.cfm?P=6>

UN Peacemaker - <http://peacemaker.unlb.org/index1.php>

Here is a good publication for governments and organizations:

United Nations Policy for Post-Conflict Employment and Reintegration (2008)

http://www.ilo.org/employment/Whatwedo/Publications/lang—en/docName—WCMS_117576/index.htm

1a) General resources

INTERNATIONAL

Release and reintegration of child soldiers: One part of a bigger puzzle. This 2009 paper was presented by the U.K. Coalition to Stop the Use of Child Soldiers at a conference on rehabilitation and reintegration of war-affected youth. It outlines international projects that help young people affected by conflict, and what can be done to stop the recruitment of child soldiers.

http://www.child-soldiers.org/Coalition_paper_for_RRCAW_Conference_October_2009.pdf

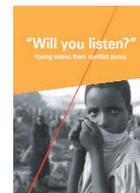
Visit the Coalition’s Child Soldiers’ Global Report (2008):

<http://www.hrw.org/en/reports/2008/12/11/child-soldiers-global-report-2008>

● **Interactive Thematic Module.** This training methodology is being produced by HPRC International and Harvard University. It will be web-based and for academics, government, and organizations working on peace-building and youth involved in conflict. It will offer information on past experiences, lessons learned, new ideas for helping young people, and a forum for discussion. For more information contact: newyork@hpcr.org

● **Will you listen? Young voices from conflict zones.** This 2007 UN report includes stories by young people affected by conflict. It also discusses how young people can participate in resolving conflicts and in post-conflict strategies.

http://www.unfpa.org/upload/lib_pub_file/720_filename_will_you_listen_090607.pdf



● **Building peace out of war: Children and young people as agents of peace: The young generation's challenge.** A report produced by Save the Children Norway in 2005, it looks at how to protect young people's rights during and after conflict, and the role of young people in promoting peace.

<http://www.reddbarna.no/default.asp?HMFILE=42817>

Information on the conference: <http://childhoods2005.uio.no/>

● ● **Protecting Children in Emergencies.** Save the Children Canada published this brief document in 2005. It informs organizations, youth groups and government on how to help young people after conflict, and what types of services they need right away and in the long-run. It also focuses on protecting girls from violence during post-conflict situations.

http://savethechildren.ca/Resources/Protecting_Children_in_Emergencies.pdf

1b) Supports and action

INTERNATIONAL

Gua Africa. This organization was founded by Emmanuel Jal, an ex-child soldier in Sudan People's Liberation Army, who is now a well-known rap artist. Mr. Jal's organization provides education to young people and communities affected by war and poverty. To read the news report: http://www.unicef.org/people/sudan_45251.html.

Gua Africa: <http://www.gua-africa.org/>

● **Tapping the Potential of Displaced Youth.** In January 2008, the Women's Refugee Commission started a 3-year research project that helped spread awareness and provide education and job training for young people during and after displacement due to conflict. For more information:

<http://www.womensrefugeecommission.org/programs/youth/79-untapped-potential-displaced-youth->

To read the report:

http://www.womensrefugeecommission.org/docs/liberia_youth_report_2009_final.pdf.

We Are the Future (WAF). This worldwide project was co-founded in 2004 by Glocal Forum and the Listen Up Foundation. It promotes setting up programmes for children and young people in conflict and post-conflict situations, and improving access to health, nutrition, and education. There are also some WAF Child Centres that offer training for capacity building.

<http://www.glocalizationconference.org/file/PDF/WAF.pdf> **O R**
<http://www.unhabitat.org/print.asp?cid=6116&catid=292&typeid=13>

REGIONAL

Save the Children Suecia (Latin America and Caribbean) provides publications on children in armed conflict and disaster.

<http://www.scslat.org/eng/hacemos/2.php>

1. *Post-conflict, child soldiers*

NATIONAL AND LOCAL

Promoting Youth Employment in Post-Conflict Reconstruction. This paper was published by the Afghan Youth Organization (AYO) to explore the issue of youth employment in post conflict reconstruction, with Afghanistan as a case study.

<http://www.yesweb.org/gkr/res/bg.promoting.in.post.conflict.doc>.

For more information:

http://www.edc.org/newsroom/articles/youth_employment_post-conflict_afghanistan

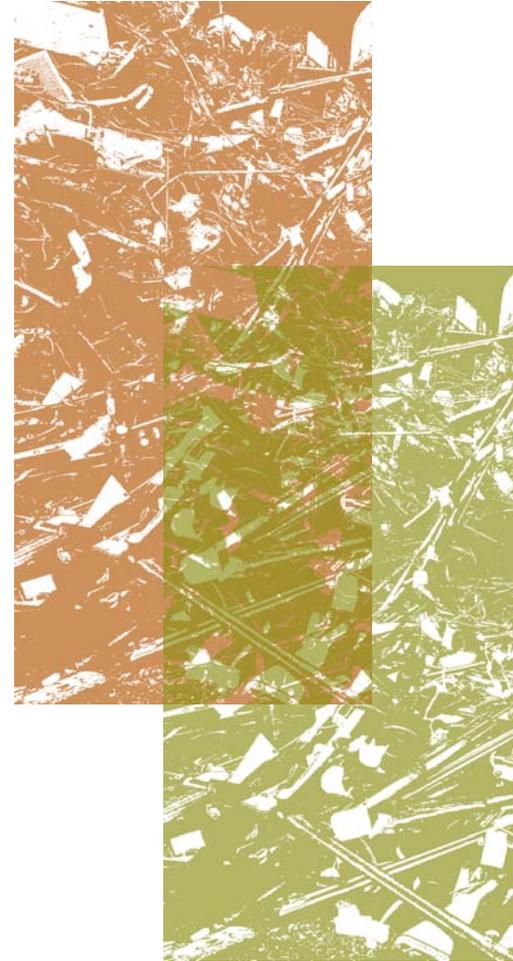
For a UN Draft Report (2004) on **Youth Employment in Post-Conflict Reconstruction in Arab Countries:**

<http://www.un.org/esa/socdev/unyin/workshops/Beirut-Draft-Report.pdf>

A good network to consult for setting up schools in post-conflict areas is the

Inter-Agency Network for Education in Emergencies (INEE):

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



2. Street Children

UNICEF estimates that there are 100 million street children worldwide and that number will continue to grow.

Street children may end up on the street for many reasons. Living on the street makes young people vulnerable to diseases, and sexual and physical abuse and crime and violence. Street children do not have access to education, formal work or legal rights. There has been increasing international concern as total numbers of street children rise especially in low-income urban areas. Organizations provide a series of publications, programmes and support networks.

Here are some organizations helping street youth:

Street Connect - <http://streetconnect.org/>
Human Rights Watch - <http://www.hrw.org/children/street.htm>
Students Helping Street Kids -
<http://www.helpthekids.org/SHSKI/Welcome.html>
SOS Children's Villages -
<http://www.helpthekids.org/SHSKI/Welcome.html>
Free the Children - <http://www.freethechildren.com/>
European Federation for Street Children (EFSC) -
<http://www.efsc-eu.org/index.php>

To read some brief articles about street children across the world, visit
World Street Children News:
<http://streetkidnews.blogspot.com/>

Watch UNICEF video: A second chance for street children in Uganda
<http://vodpod.com/watch/2923038-UNICEF-a-second-chance-for-street-children-in-uganda>



2a) General resources

INTERNATIONAL

● **State of the world's street children: Violence report.** Published in 2007 by the Consortium for Street Children (CSC), this report is the first that looks at the situation of street children across the world – at the local and national level. It offers tools on how to help protect street children against violence in the home and outside.
<http://www.crin.org/docs/street.pdf>

2. Street Children

● ●
What's going on? Lesson plan on homeless children. This online lesson plan for teachers around the world provides activities for students, and questions to stimulate discussion about the issue of homeless young people. It offers a good list of organizations, documents and books, and interactive sources, such as radio shows and films that focus on street youth. Young people can also use it to teach others.
http://www.un.org/works/goingon/mongolia/lessonplan_homelessness.html

●
Child and Youth Participation Guide. In 2006, UNICEF published this guide on how to promote youth participation. In Part Three, there is a section on “Participation of working and street children,” which outlines the situation of street children in the world and offers some ideas on planning and implementing projects to help street youth.
http://www.unicef.org/ceecis/Child_Youth_Resource_Guide.pdf

●
Voices from the Streets. Published in 2005, this free workbook and video for students (11-14 years old) was set up by the Consortium for Street Children (CSC), an international network. It introduces the theme of street children and outlines why children are forced to work or live on the street. It looks at issues of health and education. Activities are included, such as how to develop critical thinking skills.
<http://www.streetchildren.org.uk/voicesfromthestreets>
Watch this video: <http://www.youtube.com/watch?v=n65zGSPgXJU>

REGIONAL

European Networking for the Social Inclusion of Street Children. This 3-year Framework (2008-2010) involves the European Federation for Street Children (EFSC) and the European Commission, and builds

partnerships between European Union countries and EFSC members. It is part of PROGRESS, a 7-year programme that encourages the development of social inclusion and employment policies that integrate street children into society.
<http://www.efsc-eu.org/index.php?pid=33>

Casa Alianza (Covenant House) is an organization based in Costa Rica. It defends the rights of street youth in Costa Rica, Guatemala, Honduras, Mexico, and Nicaragua, and offers rehabilitation, crisis shelters, group homes and street outreach. The organization has “street teams” that meet with street youth to teach them about their rights and provide support services.
<http://www.comminit.com/en/node/119700/307>

●
The Problem of Street Children in Africa: An Ignored Tragedy. Written for the 2000 International Conference on Street Children, in Tanzania, this report discusses the growing problem of street children in Africa. It calls on government and the community to take action, build infrastructure to promote employment, and give a voice to young people.
<http://www.fiuc.org/iaup/ssi/PDF-doc/IDS-doc/Streetchildren.pdf>

NATIONAL AND LOCAL

A Life Without Basic Service: “Street Children Say”. In 2003, Save the Children U.K. with the Nepal organization SathSath conducted a study in Nepal on street children. This report outlines the study, the challenges, outcomes and future recommendations to help street youth.
http://www.savethechildren.net/nepal/key_work/street_children.html





2. Street Children

2b) Supports and action

INTERNATIONAL

Road to Awareness. This 2009 bike ride event was organized by UNICEF to raise awareness and funds for street youth. The event raised enough money to support 2,000 street youth in Cairo, Egypt. It also raised funds for a youth radio project in Mozambique.

<http://www.roadtoawareness.com/>

● **Working with street children.** In 2000, the World Health Organization published this training package for educators and people working with street youth to improve their health and quality of life. The package offer tips on educating street youth about substance abuse, sexually transmitted diseases (STDs) and reproductive health, and helping young people affected by drug and alcohol abuse and STDs.

http://www.who.int/substance_abuse/activities/street_children/en/index.html

NATIONAL AND LOCAL

● **TransiTIon Path.** This programme was developed by CyberCap, a Canadian non-governmental organization set up in 2000 in Montreal. The programme trains unemployed and socially excluded young people aged 18 to 25 on multimedia. CyberCap has integrated 300 youth into the programme, whereby 70% entered into the workforce or went to school. <http://www.cybercap.qc.ca>

● **Education for All: Non-formal Education among Street Children in Nepal.** This 2005 report on street children and barriers to education was published by UNESCO Kathmandu. It outlines ways for youth to push governments to provide education for street youth.

http://www.unescobkk.org/fileadmin/template2/appeal/street/publications/Policy_Forums_Nepal.pdf

● ● **BAYTI (My Home) Association.** This organization, located in Morocco, helps street and homeless youth get basic education and access to social services through a series of workshops and programmes. It also offers professional training to people working with homeless and street youth.



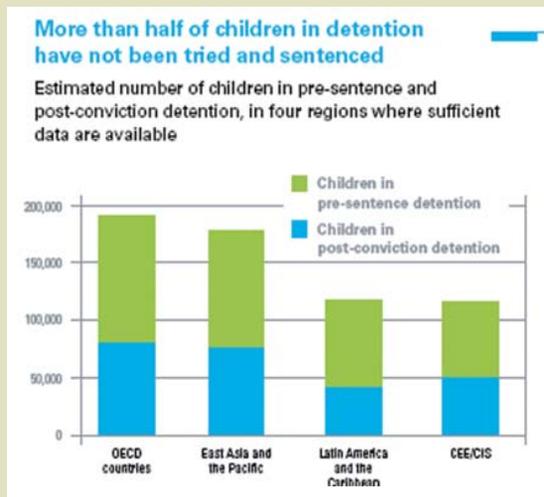
<http://www.bayti.net/en/index.php>

● **Colourful Horizons (Orizzonti a Colori).** From 2005 to 2008, Save the Children Italy ran Colourful Horizons in Rome, Italy. It worked to support young migrants to integrate into Italian society with mediation services, legal advice, training on peer education, and art therapy workshops. The CivicoZero Project now runs educational centres that offer legal and mediation services, and recreational activities for young people from other countries.

<http://www.savethechildren.it/2003/download/pubblicazioni/Save-Col.Horiz.2009b.pdf>

3. Youth in care, the justice system and in custody

It has been estimated that more than 2 million children are in institutional care around the world. More than 1 million children worldwide are detained through justice systems.



http://www.unicef.org/publications/files/Progress_for_Children-No.8_EN_081309.pdf

Experiencing family problems, living with abusive parents or being in foster care can be harmful to young people. Coming out of youth custody is difficult too. Many organizations provide support services and tools for families and communities to support young people coming out of custody, or care.

A number of governments and organizations have created programmes which try to help them by offering alternative life-styles, income generating projects, and new skills.

Listed below are information, tools and support services for youth in care and in custody:

3a) General resources

INTERNATIONAL

Youth Offender Profile. This tool is being developed by UN-HABITAT's Safer Cities Programme to provide information on youth in trouble with the law and those that are vulnerable to risk. It aims to collect data and interviews on the experiences of young offenders, reasons as to why they become involved in criminal activities and ideas on helping young offenders. This is a good tool for organizations, government and people involved in the youth justice system around the world. This tool is based on experiences in Kenya, South Africa and Tanzania.

The right of children to be heard: Children's right to have their views taken into account and to participate in legal and administrative proceedings. This 2009 paper by UNICEF's Innocenti Research Centre looks at legislation in some countries concerning young people and the justice system. It argues that legal and administrative proceedings for young people must be sensitive to their views.

http://www.unicef-irc.org/publications/pdf/iwp_2009_04.pdf.

3. Youth in care, the justice system and in custody

Child protection from violence, exploitation and abuse. UNICEF provides brief up-to-date information on the situation of children and youth in custody and without parental care.

http://www.unicef.org/protection/index_juveniljustice.html

http://www.unicef.org/protection/index_orphans.html



Children without parental care. This 2006 information sheet provides some brief facts on children and youth in care across the world. It outlines legislation that protects the rights of children and youth in care, what governments can do to help them, and how UNICEF is helping them.

http://www.unicef.org/protection/files/Parental_Care.pdf

REGIONAL



The development of juvenile justice systems in Eastern Europe and Central Asia. Published in 2009 by UNICEF, this report outlines some good and bad practices that came out of the juvenile justice system reforms in Eastern Europe and Central Asia over the last two decades. It addresses government and people working on youth justice issues. It draws on improvements and identifies some good resources, and how young people can get more involved in protecting their rights while in custody or care.

http://www.unicef.org/ceecis/UNICEF_JJSynthesis08.pdf



Improving the protection of children in conflict with the law in South Asia. This 2007 guide is for government, policy makers and people working in the juvenile justice system. It outlines good practices and how they can be replicated in other South Asian countries, and discusses how government can improve the situation for young people in custody or care, and for rehabilitation and reintegration services.

http://www.ipu.org/PDF/publications/chil_law_en.pdf

NATIONAL AND LOCAL

Kids, Crime and Care. Health and Well-Being of Children in Care: Youth Justice Experiences and Outcomes. A 2009 report by the British Columbia Provincial Health Office in Canada. It outlines a 10-year national study conducted in Canada on the circumstances of young people involved in the justice system.

<http://www.rcybc.ca/Images/PDFs/Reports/Youth%20Justice%20Joint%20Rpt%20FINAL%20.pdf>

3b) Supports and action

INTERNATIONAL



Terre des Hommes Foundation for Child Relief. Since 1960, this international organization provides legal support to young people in conflict with the law. It organizes training for people who work in the justice system (i.e. judges, lawyers, police officers, youth and social workers) on respecting children and young people's rights, and ensuring appropriate legal custody and adoption procedures. It also works with political and judicial authorities.

http://www.tdh.ch/website/tdhch.nsf/pages/juvenile_justiceE

<http://www.tdh.ch/website/tdhch.nsf/pages/adoptionE>
http://www.ipu.org/PDF/publications/chil_law_en.pdf



3. Youth in care, the justice system and in custody

● **No Kids Behind Bars!** This campaign was launched in 2005 by the organization Defence for Children International (DCI) during a conference in Bethlehem, Jerusalem. It works to provide alternatives to detaining young people in custody, and adopting prevention strategies to reduce youth involvement in violence and crime. It also aims to improve conditions for young people in custody. DCI recently organized a conference on “Child Participation in Juvenile Justice”. To get more information on the campaign and gain access to materials: <http://www.kidsbehindbars.org/english/about.htm>

Additional International Resources:

● **Juvenile Justice Training Manual.** This 2007 manual was published by Penal Reform International (PRI) and the United Nations Children’s Fund (UNICEF). It is for governments and individuals working with youth on how to organize training sessions about youth rights, and to develop systems that protect those rights. http://www.juvenilejusticepanel.org/resources/?act=res&cat=&nod=_root_&id=PRIUNICEFUNODCJJManual06&start=1

● **Lost in the Justice System.** This 2008 UNICEF report outlines the status of juvenile offending in the world and suggests ways to make the justice system more ‘youth-friendly’. http://www.unicef.org/russia/Lost_in_the_Justice_ENG.pdf

REGIONAL

● **National Network for the Defense of the Adolescents in Conflict with the Law (Renade).** This network was started in 2008 by ILANUD Brazil to protect the rights for young people and young offenders in Latin America. The network offers information on the Juvenile Justice System,

a virtual discussion (renade@googlegroups.com) and workshops for young offenders. It held a mobilization week, which took place on October 12th, 2009.

For information in Portuguese: <http://www.renade.org.br>

English: <http://www.ilanud.org.br/midia/doc/Renade—folder-in-English-for-web.pdf>

● **Foster Care programme.** The Latin American Youth Center provides foster care to Latin American youth (up to age 21) living in the United States. It also offers reintegration services for youth at risk and health education, and has helped hundreds of young people gain employment. <http://www.layc-dc.org/index.php/foster-care.html>

NATIONAL AND LOCAL

● ● **Northern Cape Community Based Diversion Project, or the Groblershoop Youth Resilience Project.** This project was launched in 2007 by Northern Cape Youth Crime Prevention, Centre for Justice and Crime Prevention (CJCP) and the Department of Social Development Northern Cape, South Africa. The project works to reduce youth crime in the Kimberley region, offering conflict resolution training to young people, family workshops, leadership training, mentoring, and group activities. This is a good document on what worked and what did not. <http://www.cjcp.org.za/>

● **U-Turn – Diverting Young People from Vehicle Theft in Tasmania.** This project was developed by the National Motor Vehicle Theft Reduction Council (NMVTRC) in Tasmania, Australia, to help prevent young people from participating in motor vehicle theft by providing courses on literacy and education and skills for employment. The website offers pod casts, discussion forums and newsletters for young people. <http://www.uturntas.com.au/>

3. Youth in care, the justice system and in custody

● **Building Blocks for Youth.** This American programme is run by young people and professionals working in the justice system. It aims to reduce racial discrimination towards young people and cut the high number of racial minorities in custody.

<http://www.buildingblocksforyouth.org>

● **Offender “My Path” Rehabilitation Programme.** The South African organization Khulisa Services started this programme to help young people in the justice system with skills development, coping with anxiety and depression, and learning how to communicate better and solve problems. This link shows some of the programme’s course content.

<http://www.khulisaservices.co.za/Links%20Progs/My%20Path%20-%20final.pdf>

● **Offender Reintegration Programme.** This programme is run by NICRO, the South African National Crime Prevention Organization, and offers special services for offenders, former offenders and their families to help them reintegrate into society.

http://www.nicro.org.za/programmes/programmes_offenders.asp

● **Prêmio Sócio-Educando Award.** Created in 1998 by the United Nations Latin American Institute for the Prevention of Crime and the Treatment of Offenders (ILANUD), ANDI (News Agency on Children’s Rights) and others, this award promotes the protection of children’s and adolescents’ rights in Brazil. It rewards groups and programmes that strengthen and protect the rights for young offenders, and provides social and educational opportunities to them. **For information in Portuguese and English:** www.socioeducando.org.br

Information leaflet in English: http://www.socioeducando.org.br/site/index.php?link=premio_oque_e

<http://www.ilanud.org.br/midia/doc/folder-PSE-ingles-final.pdf>

3c) Youth and the police – positive projects

NATIONAL AND LOCAL

● The **Youth and the Police** project was set up in the City of Belo Horizonte in 2004 by the Brazilian organization AfroReggae, with help from the Center for Studies on Public Security and Citizenship at University Candido Mendes, Brazil. AfroReggae trains the police to break negative stereotypes of young people in the favelas, and develop positive



views and better relationships with them. AfroReggae gets the police to participate with young people in the favelas in cultural and artistic workshops on theatre, music, and graffiti art.

For information in Portuguese:

http://www.ucamcesec.com.br/at_proj_conc_texto.php?cod_proj=213

In English: <http://www.ucamcesec.com.br/english.php>

The Police Force Listening Posts (PEG) project. Set up in 1999 by the Juvenile Delinquency Prevention Brigade of Isère, France, the project aims to increase contacts and trust between police officers and young people.

For more information, email: dg.prevengend@wanadoo.fr

The Kids ‘n’ Kops Programme. This annual joint programme between Big Brothers Big Sisters Abbotsford, in British Columbia, Canada, and local police departments, lasts 3-5 days each summer. It aims to build positive and trusting relationships between young people and police officers, with police-related and recreational activities. Big Brothers and Big Sisters groups throughout Canada have developed similar programmes.

<http://www.mentoringworks.ca/en/Home/BBBSprograms/kidsnkops.aspx>

PART IV

YOUTH-FRIENDLY MUNICIPALITIES

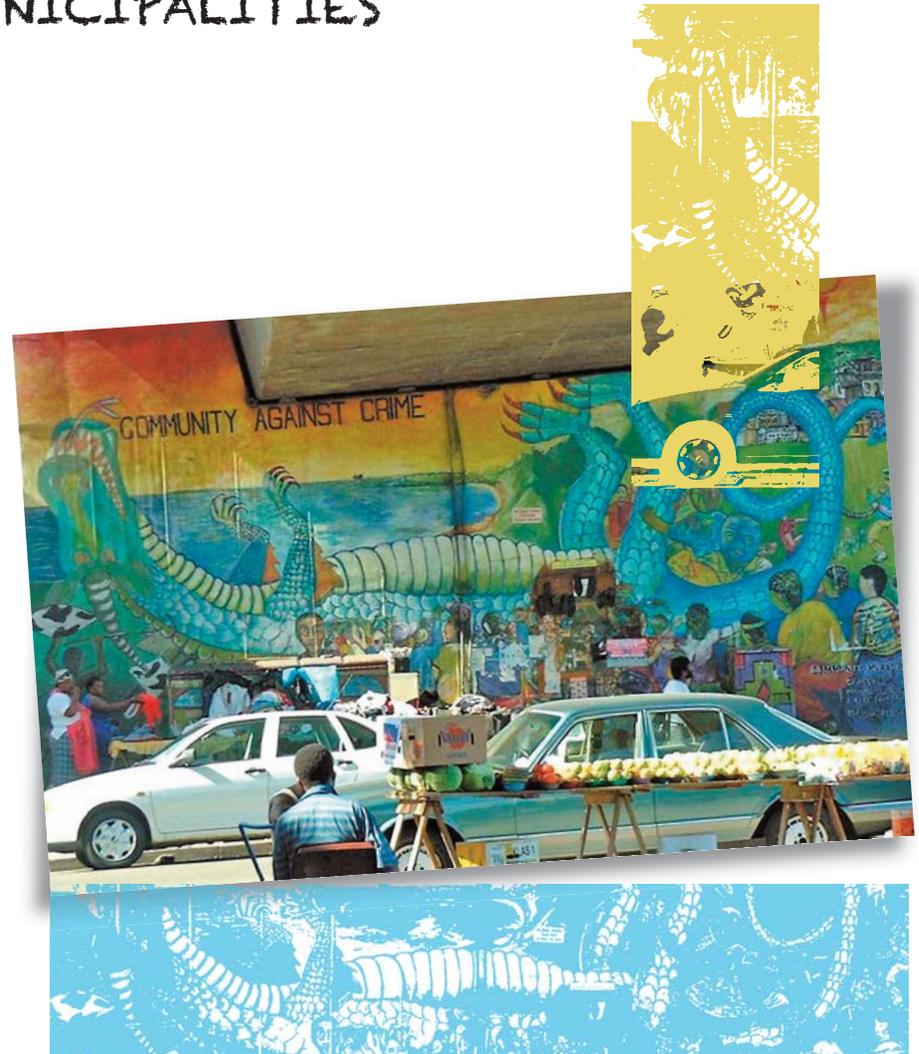


PART IV

YOUTH-FRIENDLY MUNICIPALITIES

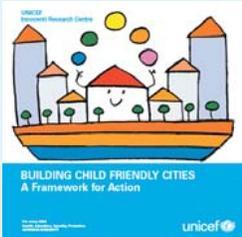
As young people increasingly represent a significant portion of the world's population, some communities and cities have begun to change their approach and become 'youth-friendly' municipalities. According to the 1989 United Nations Convention on the Rights of the Child (UNCRC), municipalities have a legal obligation to engage with young people. Since the adoption of the UNCRC in 1989, children and youth (0 to 18 years) have the right to express their views and participate fully in relevant issues to their lives. Several initiatives, such as the Child-Friendly Cities (CFC) movement started by UNICEF, focus on integrating young people into city government through participation, education and citizenship, and trying to address their needs. Other municipalities have invested in "participatory budgeting" or set up regular youth forums as ways to support and include young people and their views.

Here are some examples of youth-friendly cities and projects that help communities integrate young people into important decisions and activities:



1. City youth policies

1a. International



Building Child Friendly Cities Framework. In 2004, UNICEF launched the Child Friendly Cities movement, which came out of the 1996 Child Friendly Cities Initiatives (CFCI). This Framework offers tools for building a ‘child-friendly’ city, case studies and a database with related materials. It documents experiences from different cities. Some of the major challenges were high levels of urban poverty, effective youth participation, and giving access to services to young people located in informal settlements. UNICEF offers a *Municipal Seal of Approval* to municipalities that have improved the quality of lives of young people. <http://www.childfriendlycities.org/pdf/CFCI-fact-sheet-14-sept-final.pdf>

UNICEF has listed some “building blocks” for developing a CFC:

1. Ensure children’s participation
2. Have a child friendly legal framework
3. Develop a city-wide children’s rights strategy
4. Create a children’s rights unit or have a coordinating mechanism
5. Ensure a child impact assessment and evaluation
6. Have an appropriate children’s budget
7. Ensure a regular state of the city’s children report
8. Make children’s rights known among adults and children
9. Support independent advocacy for children

Listed below are examples of cities that are working towards being ‘Youth-Friendly Cities’:

Morocco. In December 2009, five municipalities agreed to establish pilot initiatives that would secure Child-Friendly Cities certification by 2011. In collaboration with UNICEF, the municipalities will develop plans to prioritize young people’s needs.

Philippines. Since September 2001, 27 neighbourhoods in 5 cities have developed youth-friendly cities with a focus on child protection and participation, as well as seminars on child rights. Children and women now have greater access to basic services. Involving community members and groups to help monitor and organize, as well as establishing councils for the protection of children made the initiative successful. A database was created. <http://www.childfriendlycities.org/pdf/racelis.pdf>

Brazil. Brazil has been involved in the CFC initiative for many years. Several municipalities in the Semi-Arid region have been awarded the UNICEF Municipal Seal of Approval. In the state of Ceará, 184 municipalities participated in the CFC process. Education and health improved, child immunization increased, primary school drop-out rates decreased, malnutrition rates declined, and infant mortality dropped. To read the report: http://www.childfriendlycities.org/pdf/brazil_ceara_fulldocument.pdf
<http://www.selounicef.org.br/>

The Greater Amman Municipality, Jordan. This municipality launched the CFC initiative in 2004, and developed an Executive Agency for a Child Friendly City to implement and monitor it. It launched the “Policy and Priorities for Children” to help develop a strategy to improve young people’s health and level of safety, and educational attainment. This strategy includes the establishment of libraries, an IT centre and public parks. Young people are able to participate at the municipal level through the establishment of 4 children’s councils.

1. City youth policies

Spain. The CFC initiative “Ciudades Amigas de la Infancia” includes UNICEF Spain, the Ministry of Employment and Social Affairs, Federation of Municipalities and Provinces, and the Local Network for the Rights of Children and Young People. Cities involved developed action plans, a council for children and young people, and town council meetings to discuss implementation. A website has been developed, as well as a questionnaire on indicators.
<http://www.ciudadesamigas.org/>

France. In 2002, the French Mayors Association and French National Committee for UNICEF set up “Ville amie des enfants” in 170 cities. The municipalities focus on: improving the quality of life of children, developing child participation programmes, and promoting knowledge of children’s rights in partnership with UNICEF. A website and questionnaire have been developed, as well as annual meetings.
<http://www.villesamiesdesenfants.com/> **OR**
http://www.unicef.org/russia/france_eng.pdf

Switzerland. The CFCI was set up in September 2006 in association with the government and several organizations. Each municipality involved is expected to create a situation analysis, self-assessment and an action plan, establish a working group and workshops open to the public, and receive a certificate of recognition. An award (“Pestalozzi-Preis” initiative) is granted bi-annually to initiatives that are youth-friendly. Here is an example of the questionnaire for municipalities:
http://www.unicef.org/russia/swiss_eng.pdf

Germany. Since 1999, Munich is a child-friendly city. Through its Playing in Munich Initiative, the city promotes play facilities, and safe and healthy spaces. It has set up a Children’s Office, and a Children’s Coordinator that acts as a representative for children, as well as a children’s council that provides a space for young people to get involved in decisions by the Ministry of Social Affairs.
http://www.childfriendlycities.org/pdf/munchen_activities.pdf

Other Youth Friendly Cities:

Nairobi, Kenya
Rome, Italy
Johannesburg, South Africa
La Paz, Bolivia
Vilnius, Lithuania
Oslo, Norway
Mexico City, Mexico
Bombay, India
Warsaw, Poland
Moscow, Russia
Bangkok, Thailand
Dubai, UAE
London, UK
Melbourne, Australia



2. Promoting youth-friendly communities: Resources and initiatives

Municipalities have an important role to play in creating youth-friendly environments, and in encouraging young people to get involved in their local government and community through participatory approaches. Here are some good examples of how municipalities are engaging young people and working with them to improve their lives:

RESOURCES

2a. International

Positive indicators of child well-being: A conceptual framework, measures and methodological issues. UNICEF's Innocenti Research Centre published this series of indicators in 2009 to help local government build youth-friendly cities and improve the lives of young people.

<http://www.unicef-irc.org/cgi-bin/unicef/Lunga.sql?ProductID=580>

A better childhood in the city. This 2007 UN-HABITAT publication discusses how cities can be more youth-friendly. It proposes that children and youth should be integrated into urban planning decisions, and more youth-friendly (e.g. playgrounds) and healthy (i.e. clean water and access to basic needs) spaces should be created.

<http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2473>

Integrating Children's Rights into Municipal Action: A Review of Progress and Lessons Learned. This 2005 paper by Sheridan Bartlett from the Children's Environment Research Group outlines past and existing programmes that incorporate children and young people into community development and decision-making.

http://www.colorado.edu/journals/cye/15_2/15_2_02_CFCReview.pdf



Joining Forces with Young People: A Practical Guide to Collaboration for Youth Employment. This document was published in 2007 by the Youth Consultative Group of the UN Secretary-General's Youth Employment Network (YEN). It explores how to engage youth in collective solutions concerning employment and the labour market, as well as the benefits involved.

<http://www.yesweb.org/documents/YCG-PUBLICDRAFT23Jan.pdf>

2. Promoting youth-friendly communities: Resources and initiatives

Guide for Youth and Children Councils. The 2007 guide produced by UNICEF focuses on the emergence of youth and children councils in the Dominican Republic, and provides information on the challenges involved, and how other countries can set up a council. **It is available only in Spanish:**

http://www.unicef.org/republicadominicana/resources_10625.htm

2b. Regional

Children and young people build participatory democracy in Latin American cities. This 2005 paper by Yves Cabannes shows how participatory budgeting was used in four Latin American cities. The cities developed projects to foster active participation of young people in city governance. The results were positive: the building of children's parks, purchasing of school equipment, and the creation of indicators to track the development of children and young people.

http://www.colorado.edu/journals/cye/15_2/15_2_11_Chldrnyoungpeople.pdf

Municipal Violence Observatories: The Panama Experience. From 2004 to 2007, PAHO-Panama; the Panamanian Ministry of Health and the Inter-American Coalition for the Prevention of Violence (IACPV); set up a pilot project to reduce violence in three Panamanian municipalities. Violence observatories, which are set up to evaluate and assess rates of violence and crime in an area, and help to disseminate information for research, were established in these areas. **More information can be found in Spanish only:**

http://www.cepis.ops-oms.org/bvsdevio/fulltext/Manual_Observatorios.pdf

Methodological Guide for the Implementation of Municipal Violence Observatories:

http://www.bvsde.paho.org/bvsdevio/fulltext/guia_metodologica.pdf

Basic Methodological Guide for the Implementation of Violence Prevention Observatories and other Lessons:

http://www.bvsde.paho.org/bvsamat/guia_basica.pdf

2c. National and local

Early Childhood Development: A Local Priority in Brazil. Published in 2009 by Brazil's Instituto para o Desenvolvimento do Investimento Social (IDIS), this report outlines how municipalities deal with issues that affect young people, such as protecting their rights, tackling poverty, and improving education and access to social services. It reviews programmes such as Primeira Infância Melhor (Better Early Childhood Programme), supported by UNICEF and UNESCO and municipalities in southern Brazil, and the Instituto da Infancia's (IFAN) Programa Infancia Rural (Rural Childhood Programme).

<http://www.comminit.com/en/node/305275/303>

Youth and Public Safety Free Conference, Report Summary. This summary outlines the 2009 conference in Brazil, which was organized by the Ministry of Justice, ILANUD Brazil, Instituto Sou da Paz and others. It provided a space for sharing ideas and bringing attention to issues that affect young people in Brazil: school violence, police and youth relationship, juvenile rights and proceedings, and the media. The summary is available on the ILANUD website:

<http://www.ilanud.or.cr/>

Making London better for all children and young people; The Mayor's children and young people's strategy. This 2004 strategy paper outlines how to make a city such as London a safe place for youth, and how to confront the main issues that affect young Londoners.

For the child-friendly version:

http://www.childfriendlycities.org/pdf/london_strategy_childversion.pdf

For the full paper:

http://www.childfriendlycities.org/pdf/london_strategy_full.pdf

Safe Neighbourhood Programme. This document outlines the 2004-2005 programme set up by the City of Birmingham in the U.K. It discusses the general situation of the neighbourhoods, the importance of safe communities, the resources they accessed, and how the city council monitored progress.

[http://old.birmingham.gov.uk/epislive/bccfinalrep.nsf/fe26c59da7950f8d80256bfa00499cf3/50b964685f3b51d080256eb50030b376/\\$FILE/CS%20Part%20II%20Safe%200504.doc](http://old.birmingham.gov.uk/epislive/bccfinalrep.nsf/fe26c59da7950f8d80256bfa00499cf3/50b964685f3b51d080256eb50030b376/$FILE/CS%20Part%20II%20Safe%200504.doc)

A guide to youth-friendly practices: Youth engagement. This 2004 document, produced by the City of Calgary, in Canada, is a guide for developing youth-friendly municipalities. It provides brief points on getting young people involved and engaged in their communities. It includes a database of nation-wide youth centres and groups.



http://www.calgary.ca/docgallery/bu/cns/cys_guide.pdf

Youth-Friendly Criteria Description. This brief list of criteria was developed by the organization Child & Youth Friendly Ottawa (CAYFO), based in Canada. CAYFO works with the government, private sector and local organizations to ensure that youth are fully integrated into the community and local decisions.

<http://www.cayfo.ca/documents/youthfriendlycity/Playworks%20Partnership%20Youth%20Friendly%20Criteria.pdf>

California Cities Gang Prevention Network. Run by the National League of Cities and the National Council on Crime and Delinquency (NCCD) in California, U.S., this network works with a series of cities to exchange experiences on preventing gang involvement. It supplies online access to publications on preventing gang membership among young people, upcoming conferences, and links to related organizations and services.

<http://www.californiacitiesgangpreventionnetwork.org/home/htm>



PART V

SOME WEB-BASED RESOURCES



PART V

SOME WEB-BASED RESOURCES

a) International, Regional and National

Amnesty International
<http://www.amnesty.org>

Activist Toolkit: <http://www.amnesty.org/en/campaigns/stop-violence-against-women/activist-toolkit>

Campaign for Youth Justice (U.S.)
<http://www.campaignforyouthjustice.org/>

Canadian Best Practices Portal
<http://cbpp-pcpe.phac-aspc.gc.ca/intervention/findTargeted>

COMESA Gender Policy
<http://www.chr.up.ac.za/undp/subregional/docs/comesa2.pdf>

Commission on Sustainable Development Youth Caucus
http://www.un.org/esa/dsd/csd/csd_csd18.shtml

Defence for Children International (DCI)
<http://www.defenceforchildren.org/>

Development Connections (Caribbean and Latin America)
<http://www.dvcn.org/>

ECHO UNICEF
(European Commission Humanitarian Aid Development)
http://ec.europa.eu/echo/index_en.htm

EDC (Education Development Centre)
<http://www.edc.org/>



Environmental Journalism Center

Environmental Youth Alliance

<http://www.eya.ca/>

European Knowledge Centre for Youth Policy (EKYCP)

<http://www.youth-partnership.net/youth-partnership/ekcyp/index>

European Commission Youth

http://ec.europa.eu/youth/index_en.htm

Gender Matters

<http://www.gender-matters.org.uk/>

HAQ Centre for Child Rights India

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

Institute for Juvenile Justice Reform and Alternatives (U.S.)

<http://www.stopschooltojails.org/ijjra-newyork.html>

International Action Network on Small Arms (IANSA)

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

International Association of Youth and Family Judges and Magistrates

<http://www.judgesandmagistrates.org>

International Juvenile Justice Observatory

<http://www.ijjo.org/home.php?idioma=en>

International Labour Organization (ILO)

<http://www.ilo.org/global/lang—en/index.htm>

International Development Law Organisation

<http://www.idlo.int/>

International Office on Migration

<http://www.iom.int/jahia/jsp/index.jsp>

International network of drug dependence treatment and rehabilitation resource centres (Treat.net)

<http://www.unodc.org/treatment/index.html>

Juvenile Justice Panel

<http://www.juvenilejusticepanel.org/en/>

NACRO

<http://www.nacro.org.uk/>

OCHA (United Nations Office for

the Coordination of Humanitarian Affairs)

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

OHCHR (Office of the United Nations High Commissioner for Human Rights)

<http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

OMCT (World Organization Against Torture)

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

Save the Children

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

Small Arms Survey

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

Terre des hommes Foundation (Tdh)

<http://www.tdh.ch/website/tdhch.nsf/pages/HOMEPAGEE>

The Commonwealth

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

UN-HABITAT

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

UNEP TUNZA for Youth

<http://www.unep.org/Tunza/>

UNFPA (United Nations Population Fund)

<http://www.unfpa.org/public/>

UNGIFT (Global Initiative to Fight Human Trafficking)

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

UNICEF Innocenti Research Centre

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

UNIFEM (United Nations Development Fund for Women)

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

UNODC (United Nations Office on Drugs and Crime)

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

UNRWA (United Nations Relief and Works Agency)

<http://www.un.org/unrwa/>

UNTFHS (United Nations Trust Fund for Human Security)

<http://ochaonline.un.org/TrustFund/UNTFHSaroundtheworld/tabid/2231/Default.aspx>

World Programme of Action for Youth (WPAY)

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



b) Funding resources

General list of foundations:

<http://www.freechild.org/funds4progress.htm#foundations>

http://siteresources.worldbank.org/INTMACEDONIA/Resources/Resources_for_Mobilizing_Funding_for_Development.doc

A Toolkit for Funding (U.S.)

<http://www.connectforkids.org/node/245>

The Crime Prevention Action Fund (CPAF) – Canada:

<http://www.publicsafety.gc.ca/prg/cp/cpaf-index-eng.aspx>

European Social Fund

European Regional Development Fund

European Youth Foundation (EYF)

http://www.right-to-information.eu/EN/cult_train/index.htm

Funders for LGBT

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

Open Society Institute

<http://www.soros.org/grants>

National Crime Prevention Centre (Canada)

<http://www.publicsafety.gc.ca/prg/cp/index-eng.aspx>

Peace Child International - <http://www.peacechild.org>

Rio Tinto Aboriginal Fund

<http://www.aboriginalfund.riotinto.com/youth.aspx?ID=2-0&SID=2-3>

The Rank Foundation

<http://www.rankfoundation.com/whatwedo/home.cfm?subwhatwedoid=10>

UN Capital Development Fund

<http://www.uncdf.org/english/index.php>

UN-HABITAT:

The Opportunities Fund for urban youth-led development
<http://www.unhabitat.org/content.asp?typeid=19&catid=531&cid=5695>
<http://www.unhabitat.org/content.asp?typeid=19&catid=531&cid=z6329>

UNDP Small Grants Programme
<http://sgp.undp.org/>

UNODC Global Sport Fund
<http://www.globalsportfund.com/>

United States National 4-H Council Youth Grants Program
<http://4-h.org/>

Walter & Duncan Gordon Foundation (Aboriginal, Canada)
<http://www.gordonfn.org/grantprogrammes.cfm?cp=15>

World Bank Institute Youth Leadership and
Innovation Grant Fund for Youth Investment (MENA region)
<http://go.worldbank.org/XPZF7V4C80>



c) Training and evaluation resources

Child and youth participation resource guide
http://www.unicef.org/adolescence/cypguide/index_working.html

UNICEF 2009 Youth national participation - 'We've Got Something to Say - Promoting Child and Youth Agency: A Facilitator's Guide' - June 2008 – Manual for programming
(http://www.unicef.org/adolescence/cypguide/files/Weve_Got_Something_To_Say_Facilitators_Guide.pdf)

UNICEF compiled list of Radio resources
http://www.unicef.org/voy/explore/media/explore_2762.html

Youth Crime Watch of America (OECD America) -
Evaluation Toolkit Introduction
http://www.ycwa.org/download/evalpack/2004_YCWA_toolkit_cover_and_intro.pdf

Youth Justice Board (U.K.)
<http://www.yjb.gov.uk/en-gb/practitioners/Prevention/Mentoring/MentoringManagementGuidance/MonitoringandEvaluation/UsingEvaluationtoMeasureImpact/HowtoEvaluateYourProject/>
Youth in Focus - <http://www.youthinfocus.net/>

d) Youth-led and general youth networks

Aboriginal Youth Network (Canada)
www.ayn.ca

African Regional Youth Network
http://www.africaninitiative.org/af/index.php?option=com_content&task=view&id=1&Itemid=2

Asia Pacific Indigenous Youth Network (APIYN)
<http://apiyn.org/>

Asia-Pacific Knowledge Network on Youth Employment (APYouthNet)
<http://ap-youthnet.ilobkk.or.th/>

Baobab Connection
<http://www.baobabconnections.org/>

California cities gang prevention network, US,
www.californiacitiesgangpreventionnetwork.org/home/htm

Child Rights Information Network
<http://www.crin.org/>

Communication Initiative Network
<http://www.comminit.com>

Community of Youth Entrepreneurs
<http://www.reformsnetwork.org/youth>

Hague International Model United Nations (THIMUN) Youth Network
http://www.thimunyouthnetwork.org/index.php?p=t_conf_14

ILO – Youth Employment Network
<http://www.ilo.org/public/english/employment/yen/>

International Child and Youth Network
<http://www.cyc-net.org/opening.html>

International Education and Resource Network 2009:
<http://iearn.org/>

Just Focus – Youth Focus for a Just World
<http://www.justfocus.org.nz/>

Latin America Youth Center
<http://www.layc-dc.org/index.php/home.html>
Latin-American and Caribbean Youth Portal
<http://www.youthlac.org/>

Media Awareness Network (MNet)
<http://www.media-awareness.ca/english/index.cfm>

Municipal Network on Disconnected Youth
www.nlc.org/iyef

South Asian Youth for Environment Education
<http://www.sayen.org/>

Street Football World
www.streetfootballworld.org

Network of Indigenous Peoples in Malaysia (TAHABAS)
Partners for Peace - A Toolkit for Setting Up European Youth Peace Projects in Partnership. United Network of Young Peacebuilders (UNOY Peacebuilders)
<http://www.unoy.org/downloads/resources/partnersforpeace/PartnersforPeace.pdf>

TakingITGlobal
<http://www.tigweb.org/>

Thai Youth Action Program Foundation – Youth Media Network (HIV/AIDS)
http://www.tyap.org/?page_id=14

The Youth Network against Racism and Intolerance
UNICEF Innocenti Research Centre – Children in Armed Conflict
European Research Network
<http://www.childreninarmedconflict.org/home.html>

UNICEF Children’s Climate Forum
<http://www.unicef.org>

UNODC Global Youth Network
http://www.unodc.org/youthnet/youthnet_whats_on.html

West African Youth Network
<http://www.waynyouth.org/>

Worldwide Youth Movements
<http://www.youthmovements.org/guide/globalguide.htm>

YouThink!
<http://youthink.worldbank.org/>

Young Innovations Europe
<http://younginnovationseurope.org/>

Youth Action Net
<http://www.youthactionnet.org/>

Youth AIDS Coalition
<http://www.youthaidscoalition.org/resources.html>

Youth, the Arts, HIV & AIDS Network
<http://www.yahanet.org/>

Youth Business International
<http://www.youthbusiness.org/home.aspx>

Youth Crime Watch of America (OECD America)
Discussion Forum:
<http://www.ycwa.org/cgi-bin/yabb2/YaBB.pl>

Youth Employment Summit (2002-2012)

<http://www.yesweb.org/aboutus.htm>

Youth Employment Network Newsletter
<http://www.ilo.org/public/english/employment/yen/downloads/newsletter/newsletter21.pdf>

YouthXchange Bulletin
youthxchange@unep.org

Youth Media Reporter
<http://www.youthmediareporter.org/2009/09/documents.html>

Youth Millennium Development Goals (MDG) Portal
<http://www.tigweb.org/themes/mdg/>





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Website: <http://www.unhabitat.org/>



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