“Working on a world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality.”

UNGEI vision
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I. OPENING

Welcoming Remarks

Frances Turner, Deputy Regional Director, UNICEF ROSA

Two years ago, also in Kathmandu, I opened the first workshop for the Young Champions. At that time, we worked with some of you, and you came up with strategies to enable young women and men to become advocates and spokespersons for girls’ education in your communities. Today, over 500 Young Champions work across South Asia to help promote not only girls’ education, but also a more inclusive social environment, and mitigate the negative effects of drug abuse. This is a commendable achievement, because South Asia also faces huge challenges of conflict, natural disasters, political instability and economic crises.

The Young Champions Initiative, as you know, is a flagship under the South Asia United Nations Girls’ Education Initiative (UNGEI), which operates at global, regional and country levels. UNICEF ROSA is the secretariat for the South Asia UNGEI.

This Consultation marks a milestone in the evolution of the Young Champions Initiative. I say this is a milestone because, during this Consultation, we will ask some of the most basic, and at the same time, some of the most profound questions.

The first question for the Consultation is the easiest to answer. “Why did we begin such an initiative?” We know why we began. We wanted to enhance the participation of young people. We wanted to work with young women and men so that they become effective spokespersons and advocates for positive change in the behaviours of parents, families and communities. We invested in the Young Champions because we saw this as an opportunity for collaboration, particularly as young people become an increasingly larger proportion of the population in South Asia.

The second and third questions for the Consultation – “What are we doing?”, and “How well are we doing?” – can also be answered without much difficulty. The country presentations and findings from the external progress review will provide these answers.

The fourth question for the Consultation – “Where do we go from here?” – is probably the most difficult one, because this question has implications for policy, country priorities and effective use of resources. I hope governments, partners and young people will review the progress and lessons learned so far, and come up with realistic and appropriate plans of moving to the next stage. UNICEF will continue to invest in and support the Young Champions to bring about sustained, positive change.
Concept Note

Context

The United Nations Girls’ Education Initiative (UNGEI) is a partnership of organizations dedicated to promoting girls’ education and gender equality. UNGEI is carried forward, among others, by champions who believe in and work toward a vision of “a world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality.”¹

The UNGEI champions in the South Asia region are young women and men who are advocates and change makers in their communities and societies and, through their activities, address the overlapping and specific disparities which affect girls’ education in the region. The South Asia model also recognizes an emerging demographic trend, the “youth bulge” that will constitute the next generation of leaders, workers, parents and citizens, and seizes the opportunity of working with and preparing young people to function successfully in these roles.²

The South Asia UNGEI has facilitated the implementation of this model in three ways:

- Organizing the training of young champions:
  - In May 2007, over 50 young people, UNICEF and government officers were trained from seven countries of South Asia. Subsequent to the training, the young champions returned home and began implementing their work plans. Many in turn trained cadres of young volunteers to help promote girls’ education and gender equality. Strategies varied across countries and communities, and included the use of community radio stations, the scout movement, newspaper articles, television documentaries, newsletters, school enrolment drives, campaigns for environmental protection and bringing drop-outs back to school. Most young champions worked at community levels with education officers, schools, teachers,

¹ Adopted at the UNGEI GAC business meeting, June 2008, Kathmandu, Nepal.
² Worldwide, the number of young people (12–24) is expected to increase from 1.3 billion to 1.5 billion in 2035 and gradually decline after that. Countries such as India will reach this peak in the next 20 years (IMF, Finance and Development 2006, volume 43). The total population of girls ages 10–14, already the largest in history, is expected to peak in the next decade (Girls Count: A Global Investment and Action Agenda, Ruth Levine et al., Washington DC Centre for Global Development, 2008).
youth groups/volunteers, village facilitators and parents. Also in 2007, it was agreed that a regional refresher training would be conducted the following year;

- In August 2008, another 50 young people, UNICEF staff members and government officials, many of whom had participated in 2007, came together once more for a refresher training. This was an opportunity to review the previous year’s activities and share experiences; prepare work plans for the following year; and begin the process, based on feedback from participants, for a generic training manual for adaptation and use at country levels.

In 2008, the scope of the model was broadened beyond UNICEF and the education section, through the participation of, and in partnership with, other sections and organizations. For example, in the Maldives, the young champions work in the areas of substance abuse and HIV and AIDS.

- Supporting the preparation of a training manual for the South Asia Region (now in draft), to be adapted, contextualized and used to train young champions in each country; and
- Commissioning an external review of the model in South Asia.

Since then, the draft training manual has been sent to UNICEF country offices for field-testing and comments. A progress review of the model in all 8 countries, including visits to 4 countries, is on-going.

Rationale

The South Asia UNGEI wishes to consolidate its investment so far in the Young Champions initiative through a consultation which aims to share the experience and finalize tools for further development of the Young Champions.

Objectives and outputs

- Share the findings, conclusions and recommendations of the progress review;
- Explore the potential, strategies and modalities for scaling up and/or mainstreaming by country, and include these in the work plan for the following year;
- Document and share experiences and lessons learned by the Young Champions;
- Finalize the training manual, based on inputs by participants, especially from countries where the manual has been field-tested.

Country delegations to the consultation will consist of up to 6 representatives from the government and partner organizations who are/will be involved in scaling up and mainstreaming the model, UNICEF staff member(s) supervising the Young Champions, and selected Young Champions.
Objectives and Expected Outputs of the Consultation

Raka Rashid, Regional UNGEI Coordinator

The Young Champions for education initiative began two years ago with about 30 young people from South Asia, a like-minded group that believed that young women and men can be effective change makers and spokespersons for promoting girls’ education in their societies.

By 2008, during the refresher training, we learned that many of the Young Champions had trained other volunteers to work with them, and that a contextualized version of the model was under implementation. Some Young Champions had moved beyond education to address other issues of social exclusion and gender. There was a lot to share, and we had allocated little time to do so. This year, then, we will, among others:

- Share Country Experiences: with enough time to share and learn from each other’s successes and challenges.

- Review of Progress: We also need to better understand how well the model is doing, and how we can improve it further. So the findings and recommendations of an external review will be presented for your information and comments.

- Finalize the Training Manual: Last year, we began, with your help, working on a training manual for the model for use by the Young Champions. You were a part of the process, and the draft manual has been shared. There is a session on conflict management in this Consultation, which will be added to the manual. We would like to finalize the manual based on your inputs and feedback.

- Ownership and Institutionalization into country processes, policies and practices, as appropriate: It is with this purpose in mind that this year’s consultation contains representation from governments and partners.

With this Consultation, the South Asia UNGEI enters a new phase in the Young Champions initiative. Our input will now be concentrated on countries, helping with country level roll-outs, scaling up and mainstreaming as required and requested by you.

We look forward to an interactive, interesting and enjoyable time with you.
Opening Speech

Fahad Ali Kazmi, Young Champion

Young Champion Fahad Ali Kazmi welcomed the participants, referring to four basic management principles that also apply to Young Champions. These four principles are planning, organizing, leadership and accountability. To answer the questions of what we want to do and how we want to reach our objectives, we have to plan. Since 2007, we as Young Champions have been planning to work around girls’ education and one of the objectives of this Consultation is to revise our efforts and to update our planning. Young Champions aim to change the status quo regarding girls’ education in South Asia. We want girls in South Asia to enrol and to stay in schools. Given that the situation differs from country to country and depends on local context, excellent country- or region-specific planning is a prerequisite.

Young Champions are not on their own. They operate under the guidance and with support of UNICEF and have to work together with governments and communities to reach their vision. Leaders make processes work and move people towards the goals. Young Champions are also leaders. They have a real and positive impact on the day-to-day life of youth. They live amidst other young people and are not alienated from the reality. By reaching out to youth, Young Champions serve as an example and a role model for their peers. However, the reality does not always appear as we projected. Young Champions have to look at the results of their actions. Are the outcomes in line with our objectives? If not, we have to ask ourselves why the goals weren’t achieved. And what can and must we do from here? Can we use the real outcome as a base for future goals, or do we have to make corrections? Never forget that we are accountable for our actions.

Saving a starfish

Young Champions can only do what is within their reach. We need support of governments. We hence have to send a message to all relevant government agencies and profile ourselves to the extent that any governmental official knows us and comes to us for input and assistance. We can make a real difference on the ground. Remember the story of the boy and the starfish. One day, hundreds of starfish were stranded on a beach. A boy who saw this happening quickly ran to a starfish, picked it up, and threw it back into the sea. A man who passed by asked him what difference this would make since the rest of the group wouldn’t make it anyway. The boy answered that at least for this starfish it made the difference between life and death. This truth is also applicable to the work of Young Champions. Though we cannot reach everyone, we should never forget that even a small influence is important.
II. BEING YOUNG AND SOUTH ASIAN
Priorities and Opportunities – Thematic Discussion

Introduction

Raka Rashid

The Young Champions for Education is a flagship initiative under the South Asia United Nations Girls’ Education Initiative (UNGEI). The core principle is to use education as an entry point, not just to promote girls’ education, but also to address other disparities that prevent girls and boys from completing a full cycle of basic schooling. The strategy is to work with young women and men as spokespersons to enable positive change at both community as well as policy levels.

South Asia shows significant progress in terms of the second United Nations Millennium Development Goal (MDG 2), which is about achieving universal primary education, and ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. There is progress in South Asia as two countries, Maldives and Sri Lanka, have already achieved MDG 2. Four others, Bangladesh, Bhutan, India and Nepal, are on track to do so by 2015. Afghanistan and Pakistan are behind for the 2015 target, but both of these countries show progress (Global Monitoring Report, 2008). This progress, however, conceals a disturbing trend, because the progress is not equitable and is unequal not just between countries, but also within countries. When a child, especially a girl, lives in the mountains of Nepal, or the slums of urban Bangladesh, in the south of Bhutan, in remote conservative parts of Pakistan, in a nomad family in Afghanistan, or a lower caste home in India, or needs special education in the Maldives, we have less progress to report.

September 8 is International Literacy Day. According to UNESCO, one fifth of the world’s population, or 776 million adults, are not literate. Two thirds of them are women. We know that mother’s literacy in particular, is linked to children’s education and well-being. In South Asia, according to Child Info, there are 35 million children out of school – 53% of whom are girls. Many enrol but do not complete even primary schooling. Drop-out of boys is an emerging concern in several parts of South Asia. The reasons for staying out of school are multiple and multi-faceted. Education of good quality and relevance, that addresses the aspirations of young people, children and families, is an important aspect, and promoting education, especially girls’ education, continues to play a central role in the work of Young Champions.

There are other aspects affecting young people, and we shall hear about some of them from young people themselves.
Afghanistan: Youth in Afghanistan

Sayed Aimal Baha, Young Champion

Young Champion Sayed Aimal Baha began his subject about Youth in Afghanistan with an interesting question. What is youth and what should be understood by this term? As soon as the discussion started, it quickly became clear that the concept of youth is not simply a matter of age. Rather, it is a social construct, intrinsically related to questions about intergenerational relations. Hence, it differs from country to country, and from region to region. The UN General Assembly in general defines youth as people between 15 and 24. However, there is not an internationally accepted nor a legal age definition of ‘youth’. For instance, in Nepal, the age for youth is understood to range from 16 to 39. In Pakistan, it is 18 to 29. In Bhutan youth is regarded to be from 15 to 24, in the Maldives it ranges from 18 to 29/35, while in India from 15 to 25, in Bangladesh from 18 to 35 and in Afghanistan from 18 to 25.

In the specific context of Afghanistan, according to UNFPA 68% of the population is younger than 25, with 33% belonging in the age category of 15–25. Afghanistan’s future lies in the hands of its young people. It is therefore more than important that the country invests in its youth. Young people have the power and the energy to move things forward. Give them the proper education and essential resources and they can be the driving force to develop the country.

However, youth in Afghanistan faces multiple serious problems, varying from security issues to economic and social problems. Social problems are related to education, health, and unemployment issues. Education for girls is a particularly big problem. Certain groups in Afghanistan still strongly disagree with the idea of education for girls. They try to enforce their ideas to local people and target girls’ schools. In addition, old customs where a girl’s future is regarded as less relevant than a boy’s, also hamper efforts for girls’ education. Boys are seen as future breadwinners and family heads, whereas girls are to be married out to another family, possible at a very early age. Some parents therefore do not have interest in sending young girls to school. Their focus rather lies on finding a good husband for their daughter. It is one of the responsibilities of the Young Champions in Afghanistan to keep on talking to parents and to
convince them of the benefits of sending their daughters to school. Despite the security danger and the fact that some parents do not want to send their girls to school, Afghanistan currently has an estimated 500,000 girls enrolled in schools throughout the country.

Gender discrimination:
- Girls’ education: Female adult literacy 14.1% – 8% in rural areas.
- Girls’ health: early marriage causes extremely high MMR and IMR. Pregnancy is a leading cause of death for young teenage girls with complications during childbirth or unsafe abortion. 1 out of 7 women in Afghanistan die from childbirth (MSH-Hewlett, 2006).

Family planning indicators:

<table>
<thead>
<tr>
<th>Family Planning Indicators</th>
<th>Before 15</th>
<th>Before 18</th>
<th>Before 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of girls married</td>
<td>14%</td>
<td>43.2%</td>
<td>88.5%</td>
</tr>
<tr>
<td>% of girls pregnant</td>
<td>10%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

Another key issue for Afghan youth is unemployment. 26% of 16–25-year-olds are unemployed:
- Lack of vocational training opportunities and business training for young people.
- Many young returnees, who have been educated and trained in other countries, cannot get their qualifications recognized by the Afghan authorities. They are therefore not able to work in their field (UNICEF, 2006).
- There are many skilled youth but not ‘an enabling environment’.

Many young people are vulnerable to being recruited by anti-government groups. University graduates might be able to find work, but semi-literates and definitely young illiterate people have hardly any chance of finding a decent job. It is therefore important to introduce vocational training, including literacy courses.
Bangladesh: Young People and the Use of Technology

Tareque Mehdi, Young Champion

Young Champion Tareque Mehdi introduced the participants to the aspects of communication, how the new technologies affect youth’s life deeply, and why Young Champions should make use of these technologies to reach young people. Everyone is a communicator. Every idea we share, or email we send or meeting we attend, is an opportunity to communicate and an opportunity for others to value our information, knowledge, values and goals. Effective communication results in action. Awareness, behaviours and attitudes can be changed and enable us to change policy and steer best practices. Technology is an important aspect in communication. It provides us with the means to get in touch, but also to learn and to grow. We should utilize the power of technology to get our voice heard and to speak out on behalf of children and women in normal circumstances as well as in silent emergencies. In this era of ongoing technology innovations, new technologies are coming into our life all the time and this feels overwhelming for a lot of people. However, we should get used to it, and should learn to make use of these new technologies.

There is a wide platform of new communication technologies for connecting to each other and sharing information: e-grouping, social networking, blogging, podcasting, RSS feeds, mobile phones, etc.

- **E-groups**: E-groups are easy to create on the internet. They allow users to form their own mailing lists and others to sign up for the membership on the list. E-groups can include a discussion board, calendar, file space, group chat and a simple database. We as YCs have our own e-group:
  Another important e-group is UNICEF’s Voice of Youth. This is a very dynamic message group and forum with subgroups on various topics. It includes, for example, ‘Voice of Youth’ digital diaries, useful links and contacts, opportunities platform and a discussion board. See [http://www.unicef.org/voy](http://www.unicef.org/voy).

- **Social Networks**: Social networks like Facebook, Orkut, Myspace, etc. are another way to connect. They have become a massive phenomenon across the world. For instance, Barack Obama unveiled a social network for his presidential campaign. Politicians and activists in Bangladesh made use of the same medium during the recent parliamentary election. These networks are an interesting medium for bringing awareness to a larger public regarding issues of child rights, girls’ education, HIV and so on.
- Blogs: Blogs are part of wider network of social media. They enable individual commentary on a particular subject. In this way, every individual can communicate easily as a blogger with the rest of the world. Leaving comments is the most interactive format of blogs.

- Podcasts: Podcast is another communication instrument, making use of a different kind of medium. A podcast is an audio file that can be played on portable media players. These files can encompass radio shows, school lessons, personal guidance or even security alerts and updates. Whatever your interest is, there is definitely something out there. Podcast audio files can be easily found and downloaded from the internet. This platform is also an interesting medium for Young Champions get connected and to work with.

- RSS Feeds: RSS, or Really Simple Syndication, provide you the latest news flashes. You can easily set up an account (e.g. in Google) and get the latest news and stories you are interested in delivered to your own account without having to go from webpage to webpage. This is an easy way to keep updated on issues you are following and that affect you.

- Mobile Phones: Mobile phones have deeply penetrated our society so that they have become almost a must for us to communicate. Their relatively cheap price makes them affordable to low income people, their user-friendliness enables also poorly educated or illiterate people to use them, and the technology can connect us to even very remote areas. Besides person-to-person communication, cell phones are also more and more used for spreading group messages. Networks sometimes send messages such as advertisements or value-added services. This form of communication could in a next stage also be utilized to raise awareness among people regarding humanitarian issues.

*Cautionary tale*

Mobile telephones and internet have made this a very interesting and exciting time to live in regarding global communication. The internet has given ordinary citizens a chance to speak out and get their voices heard. However, the downside of these new technologies is that they have also opened a new range of dangers. Social networking sites can increase exposure to people with less than friendly intentions. Blogs are difficult to verify. Blog stories can affect the credibility of reporting correct news, especially when mass media picks them up without verification. Another issue regards the copyright aspect in blogs. Mobile phones misuse can include teasing, spamming and mobile tracking. Abuse of the communication media can spread rumours and lies which can have terrible negative consequences for people.
It is important to remember that in starting and using technologies for communication we have a responsibility to be honest, accurate and truthful, just as in face-to-face communication.

**Bhutan: Young People and Employment**

*Roma Pradhan, Young Champion*

Young Champion Roma Pradhan described the unemployment situation in Bhutan, how young people are affected and what the government plans to do to reduce the unemployment rate.

As of May 2009, Bhutan has a population of 672,083 people, of whom 325,700 are part of the economically active labour force. Bhutan’s sex ratio is 91 women to 100 men. Its unemployment rate is relatively low compared with neighbouring countries, but did increase to 4% in 2009 compared with 3.7% in 2007 (LFS, 2009). This figure corresponds to 13,000 unemployed people, of whom around 10,500 are youth between the ages of 15 and 24. The youth unemployment rate is now almost 13%, compared with 9.9% two years ago. The worst hit is the age group from 15 to 19, consisting mainly of school drop-outs, suffering a 20.1% unemployment rate. School drop-outs at the high and higher secondary level form the largest group of unemployed, with around 5,000 in total; this is more than the illiterate, whose number is around 3,900. There are also 500 unemployed graduates.

It is clear that young people who have a certain level of education but lack the skills required for immediate employment are a very vulnerable group. Females suffer more than males from unemployment. The good news, however, is that the gender gap in employment participation is shrinking. The female participation in the labour force has sharply increased from 53.9% in 2006 to 64.5% in 2009. Regarding rural versus urban unemployment, studies reveal that there is a higher unemployment rate in the latter, 3% versus 7.5% respectively. However, this is also explained by the fact that higher incomes in urban areas support more people, so people can study longer; while in rural areas, everyone has to work.

The unemployment rate in Bhutan has different underlying reasons. First of all, Bhutan has a very large youth population, which makes young people more prone to unemployment. In
addition, the country has a high number of well-educated students, making it more difficult to find a job for students who have dropped out. Nonetheless, also for skilled (young) people it can be difficult to find a job. Bhutan, as many countries, suffers from a certain mismatch between the skills and training people receive and the specific needs in the economy or the lack of a wide range of opportunities. Jobs in the government, an important employer, get saturated while the private sector is dormant. Another unemployment reason is rural–urban migration. People from the countryside might fall into an unemployment trap when coming to the city looking for work but lacking the required skills.

The leading employment sectors in Bhutan are agriculture, public administration and social services. Agriculture and forestry still lead the way employing 204,400 or 65.37% of the labour force. This is followed by public administration (including defence) with 8.99% and social services 8.57%. It is worth mentioning that there has been an overall employment growth in the non-agricultural sector over the last two years. The majority of employed people, 51.77%, work in a family business, mainly agriculture. Around 22.47% are self-employed workers. This indicates that small-scale enterprises are the biggest job generators.

The government has set a goal to reduce the unemployment rate to 2.5% by 2013. Policies to support this effort lie in developing the private sector to create new jobs in sectors like tourism and ICT, and in better aligning the school curriculum with employment needs.

**India: Gender and Social Inclusion**

*Sarita Mittal, Deputy Director, National Literacy, Government of India*

Sarita Mittal from the Government of India shared the framework of India’s approach regarding its gender and social inclusion policy, and showed examples of government initiatives to promote girls’ education throughout India.

Throughout the South Asia region, gender disparities are prevalent in almost all the countries and more so among the disadvantaged communities. Education has been regarded as the most significant instrument for improving women’s subjugated position. In India the constitutional guarantee of equality has changed the conceptual thinking since independence. There is a great political will to educate and empower girls and women. The Constitution of India in Article 15(1) on Right to Equality provides the basic framework that enshrines the vision of girls’ education and the spirit in which their education is to be provided. A new thrust has been given to girls’ education in the National Policy of Education in 1986 (modified in 1992) which provided a holistic vision for the education of girls and women and recognized the cross-cutting issues that inhibit the realization of this goal.
Drawing upon the Constitution of India and other policy statements the Government of India in partnership with the State governments has designed different strategies, interventions, schemes and programmes with specific objectives that impinge on girls’ education. Sarva Shiksha Abhiyan (SSA) is a flagship programme of Government of India for universalization of elementary education. This programme is has been implemented in a project mode in partnership with the State governments since 2001. One of the major goals of SSA is bridging all gender and social category gaps at elementary stage by 2010. SSA provides a clear thrust and special focus on education of girls in the planning and provision for universalization of elementary education. In partnership with the States, SSA works to ensure that all habitations in the country have access to elementary schools, with adequate infrastructure and teachers.

A number of interventions are provided for promotion of girls’ education under SSA:
- Intensive community mobilization efforts for enrolment and retention of girls in schools
- Need-based interventions under the ‘Innovation Fund’ in every District
- Back to school camps
- Bridge courses for older girls
- Early Childhood Care and Education Centres
- Free text books up to class VIII
- Recruitment of 50% female teachers
- Separate toilets for girls
- Education of Special Focus Groups, which lays a special focus on the children of disadvantaged groups (Scheduled Castes, Scheduled Tribes, Other Backward Caste and minority communities) through identification of districts where disparities are high and the development of context-specific educational interventions and strategies for these target groups.

Two specific schemes are being implemented to improve girls’ education:
1) Kasturba Gandhi Balika Vidyalaya Scheme, which foresees the setting up of residential schools at upper primary level for girls belonging predominantly to scheduled castes, scheduled tribes, backward communities and Muslim communities.
2) National Policy for Implementation of Girls’ education (NPEGEL), which is being implemented in educationally backward blocks and which addresses the needs of girls who are out of school, never enrolled in schools and are not attending to school regularly.

Besides all the above mentioned efforts on the part of central government and the State governments, other initiatives are also being taken, such as by the MEENA Manches and Kishori Manches girls’ forums and the Young Champions to empower girls to become leaders in their communities and to bring awareness among the society about girls’ education and other social issues, like child marriage, violence, sexual abuse, etc.

**Maldives: Mitigating Substance Abuse**

*Kulshoom Ali, Young Champion*

Young Champion Kulshoom Ali introduced the context of the Maldives and how substance abuse is a major threat for young people despite a high literacy rate.

The Maldives are a country with approximately 300,000 people which consists of 1190 coral islands, of which 201 are inhabited, divided into 20 administrative atolls. The capital is Male’, a city with a surface of less than 2 km² but home to a third of the total population. Everything is centralized in the capital, from education to job opportunities or medical facilities. The political context of the country changed recently. In 2004, a party system was officially introduced and in August 2008 a new constitution was adopted, resulting in the first election of a president through a democratic multi-party system in November of the same year.

The Maldives’ youth (18–35 years) consists of one third of the population. Though education is very good and the country has a high literacy rate of more than 95%, young people still face some serious issues. The main problems are the high rate of unemployment amongst young people, violence, and substance abuse and addiction.

Unemployment amongst youth is very high. On the one hand, there is a lack of sufficient white collar jobs to meet the professional expectations of the high number of well-educated people. On the other hand, the extended family and the level of parental care make it possible financially for young people to stay at home. This results in a behavioural lifestyle of voluntary unemployment.

The high unemployment rate, the density of the capital and the lack of recreational facilities have triggered other youth problems. Some young people tend to group in gangs. Violence is a big problem in the Maldives. In the first week of September 2009 alone, 32 cases of gang violence were reported to the police. Most of the gang members involved are young people below 18 years. Substance abuse and addiction is another big issue. Exact figures of addicts are unknown,
but what is known is that children as young as 10 years are involved. Most of the victims become criminalized and penalized where rehabilitation programmes are weak. There are no proper after-care services. This results in relapse. Some groups try to do something, for example Journey NGO, a group of recovering addicts that try to help drug users with their rehabilitation. Another group is SWAD, a group of mothers and other women who work with the families of drug addicts. There has also been a new government manifesto announced to address the drug issue. The main issue, however, is that much more research has to be done. It is necessary to understand the complete scope of the problem in order to take the right decisions and actions to tackle it. Young Champions can help in supporting initiatives to reach young people and to inform them.

Nepal: Political Instability – What can we do about it?

Hon. MP Gayatri Shah

As a young female Constituent Assembly member, Hon. MP Gayatri Shah shared with the participating Young Champions some facts and issues regarding education in Nepal.

Nepal’s present national Net Enrolment Rate (NER) at primary level is 91.9%, with girls’ NER 90.4%. The Terai districts in the south show rates significantly below this national average. The NER of girls is here just 85.4% and the Net Intake Rate of girls is only 74.4%. In addition, 15 per cent of boys and girls are still out of school in the focused Terai districts. Besides the low enrolment, also the promotion rate is quite low. Repetition and drop-out on the other hand show high ratios. Out of the total students enrolled in the year 2007/08 in grade one almost 40% could not continue to grade two, 28.3% had to repeat the same grade the next year and 12.1% dropped out from the education system. The quality of education and teaching/learning environment is a key factor to blame for drop-outs.

Nepal’s armed conflict started twelve years ago and is not yet completely resolved. At the same time, there is a new emerging threat of armed groups in the Terai and certain hill areas in the name of a federal or autonomous state. The fragile peace process and the present conflicting political situation impose many obstacles and challenges to the society. In this transitional
period, political parties do not pay much attention to education. Issues on education are not addressed at policy level. Yet at the local level, the educational system is strongly affected by the disturbing politics. Educational needs are only addressed in exchange for favours of political parties. Schools are being threatened or manipulated for political interest and personal gain. Teachers are being divided into different groups according to their different political ideology and together with students are used for political activities. In universities, student unions and school management committees are highly politicized.

This situation is the main hurdle to achieving quality education for all and an equity-based education. Resources provided by the government and different donor agencies are not properly utilized. The recruitment or protection of teachers who have the ‘right’ political affiliation puts qualified and capable but honest teachers at a disadvantage, and disrupts the stability within the educational service holders. Efforts to lessen the gender disparity gap also get distorted.

Yet, there are still some initiatives that aim to improve quality in education. The government provides free education for all up to primary level. Scholarships are given to girls, disabled children, minority ethnic groups, and marginalized students as way of positive discrimination. In addition, women constitution makers, whose presence at the Constituent Assembly is unprecedented, are committed to make a significant contribution in fighting discrimination and ensuring parity in education. All 197 women CA members from the Constituent Assembly have released a high level 15-point common political commitment on girls and inclusive education, and have started their initiative in collaboration with UNICEF and Educational Pages.

To conclude, the following recommendations on educations are made:

- No political interference at schools
- Political parties should underwrite a common manifesto with high priority on education
- School and the children are declared as Zones of Peace
- Recruitment of the teachers by professional bodies should be a prerequisite
- Model schools are to be developed and promoted
- A financial scheme is to be brought to the girls who have completed high school education
- Minimum 20% of the total national budget should be allocated for education.
Pakistan: Education in Emergencies

Mukhtar Aziz Kansi, Education Officer, UNICEF Pakistan

Mukhtar Aziz Kansi is the Education Officer for UNICEF in the turbulent area of Peshawar. He shared his experiences regarding internally displaced people (IDP) and the problem of education in emergencies.

South Asia is a region where emergencies occur regularly, whether caused by calamities such as floods or earthquakes, or by human conflicts and war. In Pakistan there was the 2005 severe earthquake in Kashmir and recently, in 2009, the escalation of the conflict with militants in the SWAT valley. Both emergencies disturbed local people’s social life completely with up to 1.5 million people fleeing their homes. This has a dramatic effect on children. Besides providing other needs, it is a challenge for UNICEF to guarantee children their basic right to education.

UNICEF tries to ensure the quality of educational services both to those children in IDP camps and to those children of the host community whose education has been disrupted by the influx of IDPs into the schools. Infrastructure and supplies are key issues that have to be addressed. Since the establishment of the camps following the crisis in the SWAT valley, UNICEF has been able to set up a cluster leadership to ensure 100% education coverage in camps in Mardan, Swabi, Peshawar,Charsadda, Malakand, Nowshera, Lower Dir and Upper Dir. Together with the Department of Education, INGOs and NGOs, 59 primary schools have been set up so far and 71 temporary sheds constructed with UNICEF assistance. UNICEF further provides basic school supplies, such as text books, bags, stationery, and teaching/learning materials. In addition, UNICEF has also focused on education in the host communities, in particular in Peshawar, Mardan, Swabi, Nowshera and Charsadda. Since February 2009, 79 host community schools have been supported, besides the rehabilitation of 273 government schools in Lower Dir.

However, a lot of tasks are still outstanding. More than 4,900 occupied schools have to be rehabilitated. 9,000 teachers have to be trained in psychosocial support and in ECD, MRE and emergency preparedness. Much-needed school supplies have to be acquired and distributed.
lot of schools in the conflict zone have been heavily damaged. UNICEF wants to assist the Department of Education with the reconstruction and rehabilitation of 280 damaged schools. Also, back-to-school campaigns and advocacy activities regarding girls’ education need extra focus.

Emergencies bring a lot of challenges with them. Notwithstanding, at the same time they may sometimes provide opportunities. By providing education in refugee camps, UNICEF can now also reach those children, and specifically girls, who had never been able to go to school before.

The lessons so far learned include that government leadership has to be ensured, without which it is difficult to provide education in emergency areas. Ownership is another key element to guarantee speedy and effective implementation. The recent emergencies have served as good lessons in cost effectiveness and sustainability plans of interventions over the medium and long term. Emergency preparedness plans and capacity building at district level also appear to be a key element for success. Finally, recurrence of emergencies demands maintaining of a contingency supply stock for thirty thousand children.

Panel Discussion

New communication technologies

Question: “Are the new communication technologies as presented by the Bangladeshi YC (internet, mobile services, etc. ...) as effective as we think they are in our regions? We have to take into account that on the one hand these technologies require a certain infrastructure and equipment, such as internet access or a computer, and that on the other hand, South Asia has a high number of illiterate young people, who cannot use those new technologies.”

Discussion: We shouldn’t underestimate the strengths of youth and their eagerness to adopt new communication technologies. Cell phones in particular are very affordable and widespread
amongst young people. Text messaging is one of the most popular ways of communication. Furthermore, the latest technologies enable cell phones to connect directly to the internet, making it easier to share messages, photos, etc. In addition, voice messaging and the latest podcast technologies are these days also effective means to reach illiterate people better. As the Bangladesh presentation revealed, the use of those latest mobile voice technologies is a very popular communication tool to reach young people.

**Girls’ education**

**Question:** “The YC of Afghanistan emphasized in his presentation the need to stand up against ‘old but bad customs’ in his country, such as child marriage, forced marriages, denying girls the right to education, etc. Is it up to UNICEF and the Young Champions to fight this battle of ideologies? What can UNICEF/YC do at the conceptual level to change traditional habits and customs?”

**Discussion:** The Young Champions of Afghanistan responded that Young Champions definitely have to stand up against “bad customs”. It is not a fight of ideologies, but a humanitarian case. The “bad customs” are detrimental to the entire society, the people and families. It is a matter of informing parents that they independently can make their own judgment regarding what is good or bad for their children – or in this specific case for their daughters – instead of mindlessly following what others dictate. This insight was taken over by the Young Champion of Pakistan whose testimonies of experiences in the field showed that in general it is a myth that parents do not want their daughters to go to school. It is rather that parents are above all concerned about the safety of their children. They don’t want to send their daughters to schools that are located too far away, that cannot provide security, or that do not have the necessary facilities to host girls. The issue is not a matter of demand, but one of supply. To promote girls’ education, good, nearby, and secure schools have to be provided. Another reason why young women drop out from school is early marriage. There is no practice in South Asia of keeping married women in school.

**Additional question specifically related to the situation in Afghanistan:** “Given the deep-rooted resistance of some groups to women having a job, what is the societal attitude when educated women enter now the job market?”

**Discussion:** The current policy in Afghanistan is one of positive discrimination in the formal job market. However, this only affects the literate and well-educated women. For semi-literate and illiterate women, the situation is very hard. The still prevailing attitude in some areas and by some groups is against women that work, while uneducated women have hardly any chance at all to work.
Quality of education

Discussion: Besides the discussion of demand versus supply in education, it was agreed by the panellists that there is also the element of quality necessary to keep children in school. Education should be seen as something that brings an added value. Enrolment in schools is one issue, keeping young people in school is another. Both parents and young people have to be convinced of the quality of the education to prevent drop-outs. Quality of education should also imply decent corresponding job prospects. A lot of young people enter the labour market these days without having employability skills. Education should be made more relevant and linked to the job market with special attention to vocational training. The issues of quality in education and (un)employment are connected to each other and governments have a main role to play here.

This brought the discussion to what role governments can play regarding enforcing and guaranteeing quality in religious schools, such as madrasas (Muslim), ashrams (Hindu) and gumbas (Buddhist).

There is a problem with the informal madrasas which are mainly funded by foreigners, are not open to the government and do not show any accountability. This is in contrast with the formal madrasas that follow key educational principles outlined by the government and that get in return accreditation and receive financial benefits. In India, the government only gives grants to religious schools that provide a minimum level of quality. By doing so, the government hopes to get those schools slowly into mainstream education.

Political interference in schools

Discussion: All participants were concerned by the experiences in Nepal regarding political interference in schools. It is clear that political turmoil is a bad thing for education. As experiences in Nepal show, when roads are blocked due to political or social disturbances, primary and secondary schools are directly affected. Teachers and/or students are unable to reach the school. The frequent interruption of classes badly affects the level of education. Furthermore, teachers or directors are often physically threatened by political groups if they do not follow the groups’ directives. In universities, the situation is even worse. Not only do universities suffer from closure during demonstrations, the fact that student unions are very much linked to political parties puts universities in the forefront of political protest activities. Student representatives and leaders do not use their power for good university management purposes, but are rather used by political groups to achieve certain political goals.

Question: “What can UNICEF do to protect the schools?”

Discussion: UNICEF doesn’t have a mandate to go directly into politics. It aims to spread a code of conduct for governments and all kinds of groups about how to deal with schools. It is a matter
of awareness raising and emphasizing the importance of keeping politics out of schools and making schools a zone of peace.

**Drug abuse amongst the youth**

**Maldives**

*Discussion:* The Maldives are badly affected by substance abuse amongst young people. Both the government and NGOs are trying to work around this. However, not enough accurate data is available. The current stage is still one of gathering information to understand better the problem. Nevertheless, the government and NGOs are running care programmes and rehabilitation centres. There are several reasons why substance abuse is such a big problem in the Maldives. There is a strong feeling of frustration amongst young people given the high rate of unemployment. Young people feel bored, and drugs are an easy means to gain instant satisfaction. The fact that the Maldives consists of small islands with a lot of people congested in the same space easily increases frustration, as well as enhances peer pressure to take drugs. Yet, all members appreciated that at least the Maldives has raised the issue of substance addiction and is trying to do something about it. Other countries face the same problem, but it is not studied or officially addressed.

**University students**

Participants also believed that, once enrolled in higher education, young and educated people tend to be more vulnerable to substance abuse. University students don’t have any activities to do after class. For them, it is easy to take drugs. A recommendation is therefore that students get much more involved in social activities after classes. Bangladesh can serve as an example, where youth is involved in different activities, such as recently assisting the government in its national birth registration campaign through distributing forms and providing information.

**Afghanistan**

*Question:* “One of the most damaging drugs is heroin, and its supply route begins in Afghanistan. Afghanistan is the world’s main provider of opium and its derivative heroin. Is there no possibility for the government to provide alternative means of living for the farmers, in order to halt the growing of opium plants.”

*Discussion:* The problem is more complicated than just dealing with the opium farmers. Of all the profits that the opium market generates, only 2% goes to the drug farmers; all the rest goes to drug lords and traffickers. Even so, this 2% is still much more than the farmers could earn if growing other crops. Drug lords put a lot of pressure on farmers to keep growing opium. As long as the drug lords are locally in a stronger position than the central government in Kabul, the government can do little. In addition, it has to be noted that one of the main areas of opium
cultivation is Helmand province, where the Taliban has a very strong foothold and government rule is very low.

**Penalty or empathy for drug addicts?**

*Question:* “What is the opinion of other Young Champions regarding drug users? Do they deserve a penalty, or should we have empathy with drug addicts?”

*Discussion:* It is important to help drug addicts. Rehabilitation centres are just one step in the process. Participants strongly believe that getting youth involved in social activities and in physical exercise works very well, both as a therapy as well as prevention. An individual who is socially involved and physically active does not need to reach for substances. It is furthermore very important to focus on awareness building of all the negative effects of drugs. Regarding the penalizing aspect, drug traffickers and drug lords should definitely be punished. Drug users can count on empathy, though one member suggested that too much empathy gives too much recognition and therefore could even worsen the problem.

*Side comment:* A method used in Peshawar and recommended to the group in order to help addicted people suppress the urge to take drugs, is to take a hot bath. This would reduce their physical need for substances.

*Additional question related to substance abuse and youth:* “Does the UN have a statement on the use of drugs and youth/children?” CRC 1989 refers to the protection of the children in general, under which we also can categorize the protection of children against drugs abuse.

[www.ungei.org/infobycountry/pakistan_1096.html](http://www.ungei.org/infobycountry/pakistan_1096.html)
III. COUNTRY PRESENTATIONS

Afghanistan

Youth are a vulnerable group in Afghan society. They are therefore more strongly affected by conflict, poverty and social ills. Some of the violations which youth suffer from in Afghanistan are forced labour and exploitation, kidnapping for ransom (106 cases in 2004, UNICEF), domestic abuse, violence and physical punishments, trafficking (303 documented cases in 2004, UNICEF), sexual abuse (both girls and boys) – homosexuality and paedophilia, forced marriages and early marriages (mainly girls) and even giving away girls to settle village disputes. The different wars have created an entire “lost generation” of 12–30-year-old Afghans deprived of an adequate education.

In some parts of Afghanistan, society is traditionally very conservative and hierarchical, causing:

- Deprivation in families: most decisions are made by the elders, such as marriage partner, education, professional endeavours, social activities.
- Psychological marginalization: alienation, loss of self-esteem and self-confidence.
- Socially imposed silence: in some parts youth do not speak in public gatherings, do not raise their views. A popular saying is that “elders are the brains and youth the arms”.

Consequences for young people:

- No development of critical thinking and other capacities
- Apathy, unproductive and destructive lifestyles
• Limited political and social engagement.

**Afghan youth civil society**

Current situation:
• Youth civil society is scattered – most youth leaders become absorbed in government, NGOs, UN agencies and the private sector.
• Most youth groups are urban-based, constituted by older members (from 20–30 years old), usually connected through a university.
• Although most youth groups tend to be fairly formal, they still have weak internal governance and undemocratic leadership systems. They need to be more representational and inclusive of more vulnerable and younger youth.
• Most youth CSOs, particularly in urban areas, have good gender representation.
• Many youth groups are akin to NGOs, act as service providers and seek donor funds.

**How do we reach youth?**

Working with:
• Government
• UN agencies
• Civil Society Organizations (CSOs)
• Youth (University students, Youth associations, etc.)

**UNICEF (YC)**

**YICC (Youth Information and Contact Centre)**

• In close partnership with the Deputy Minister of Youth, 16 Youth Information and Contact Centres have been established in provinces: Mazar, Jalalabad, Bamiyan, Kandahar, Hirat, Kundoz, Nemroz, Faryab, Helmand, Daikundi, Parwan, Laghman, Paktiya, Kunar, Badakhshan and Kabul province.
• YICCs provide fast and easy information to adolescent girls and boys through direct person-to-person or group counselling.
• Issues of counselling include HIV/AIDS, job placement, education (girls’ education in particular), early and forced marriage, legal issues and family discriminations.

**How can we implement YC activities through YICC:**
1. Capacity building of the YICC on YC through training/workshops and technical assistance.
2. Putting YC in the Afghan context.
3. National and sub-national training on YC for the focal points.
5. Development of sub-national plan of action for each YICC in the provinces.

6. Heavy involvement of Youth Federation. YF is a network of youth volunteers from different groups and civil society.

7. Involving some young celebrities or those youth having the vision of promoting girls’ education through local initiatives in each province.

8. Establishment of a Girls’ Education Committee within the Youth Federation of YICC. The committee will be trained on YC activities and have the responsibility of carrying them out through various initiatives of peer education, group discussion, etc. The committee will report its achievements every month in the Youth Federation Meeting.

9. Conduct one regional Young Champions workshop in each province with participation from Young Champions in other provinces. This includes orientation and planning for 2009. The training can be facilitated by those who participated in the ROSA training. If necessary, there might be a workshop at national level for all YCs.

10. Quarterly Young Champions review workshops among youth in each province.

11. Communication activities. Development and distribution of leaflets, brochures, round tables on TV/radio, articles in the newspaper and active participation of the Young Champions in relevant events. The YICC newspaper will allocate one section specifically to YCs in all its publications. Meanwhile, where YCs are advancing, district youth volunteers can be provided with a hand-winding radio, which will be airing messages on girls’ education etc.

For all of these, YICC will facilitate and play the role of secretariat. It will actively involve the youth federation, which has representation from various youth organizations in civil society, clubs, groups, etc.
Bangladesh

Young Champions in Bangladesh

June 2007–September 2009

Objectives:

- Act as ‘advocates’ for specific issues, e.g.: girls’ education, child rights, HIV/AIDS, practices, behaviour, attitudes
- Gain more knowledge on issues of social exclusion
- Train volunteers at peer level
- Have frequent interaction with media (print media, electronics and radio as appropriate)
- Act as change agents for the society.

YC’s work plan activities (2008–09)

- Organize High Level Consultation Meeting with Ministry of Education for endorsement of UNGEI (YC)
- Development of CRC Cards
- Reporting in Daily Newspapers, Magazines etc.
- Publish YC’s own magazine
- Development of Training Manual in Bangladesh context.

Achievements of 2007–08 AWP

- High Level Meeting held in September 2008
- Process initiated for developing CRC Cards with DPE
- Around 52 Young Journalists were oriented from 11 districts
- Various contributions by 27 YC’s:
  o Running 3 slum schools (around 150 slum children), funded by YCs and civil society
  o 3 documentaries on domestic workers, child labourers and telecasted through private channels
  o Rescued 5 young girls from early marriage and two domestic children from abuse
  o Teaching the canteen boys working in the students’ hostels in Dhaka University
  o Awareness Campaigns on the Swine Flu outbreak at IER, Dhaka University
  o Participation in Photo Competition organized by UNESCO Bangkok
  o Development of Bangla CRC Cards for primary schools (83,732 schools) ongoing
  o Training Manual to be developed in the context of Bangladesh by December 2009 as planned.
Accomplishments till date

Contribution at National and International Level

- UNGEI concepts endorsed by GoB after High Level Meeting
- Core Group formed at BCO – UNICEF, UNFPA, UNESCO, DPE, DSHE, Save Alliance, CARE BD, Action Aid, ILO, UCEP, Dhaka University, BRAC, CAMPE
- 31 YCs developed and working with BCO with all programme sections
- Around 1800 reports (670 Young Journalists are closely working with YCs) on child abuse, child worker, street children, drop-out girls have been published in national and local level newspapers
- YCs’ network established in 64 districts through MMC Centres
- Girl Star CDs and DVDs have been shared in blogs, webzines etc.
- Documents of all South Asian Countries and UNGEI Issues are regularly shared in e-groups
- 1 YC participated in General Assembly (WFFC+5 Forum) in 2007 and contributed to CNN.

Challenges / lessons learned

- Resources/ funding
- Mainstreaming in the name of UNGEI/ YCs
- UNICEF (one officer as focal point) to act as the secretariat
- Overlapping issues with other BCO programme sections
- Initiatives to be taken more seriously by all.
**Principles and future direction**

- Integrate with existing adolescent programmes
- Manuals, materials, promotional items to be developed according to country context
- Programmes to be designed in a cost-effective manner
- Multiplier effect (using media), Core Group Members’ Organizations, Radio coverage, BRAC Programme, etc.
- Plan to get endorsement from PM and female MPs.

**Possible partners:**

- DPE, DSHE, Ministry of Education
- Bangladesh Radio
- NGOs – BRAC, …
- Other Youth Programmes.

**Conclusion**

In the course of two years (July 2007–September 2009) the ground work for mainstreaming UNGEI/YCs was established. DSHE and BRAC (the largest NGO in the country) have already shown positive indications of support.
Bhutan

Young Champions in Bhutan

Past activities

- Youth Festival (12\textsuperscript{th} and 14\textsuperscript{th} Dec 2008)
- Youth Camp (12\textsuperscript{th} – 16\textsuperscript{th} Jan 2009)
- Book Drive (Ongoing)
- Walk the River
- Golden Youth Award
- Kuzoo Radio Programme:
  - Introducing UNGEI Young Champions
  - Making programmes regarding EFA, child labour, substance abuse, HIV/AIDS
  - Holding interactive calling session with teachers, health personnel and counsellors
  - Getting the youth involved in radio programme making.

Challenges

- Time management
- Coordination and collaboration among the Young Champions
- Lack of knowledge and skills
- Lack of resources.

Future activities (2009 – 2010)

- Advocacy/awareness campaign among all groups including policy makers
- Strengthen Young Champions programme covering more districts
- Strengthen Kuzoo Programme – Voice of the Youth
- Build capacity of other Young Champions in districts through providing training.

Future plans

- Integrate UNGEI themes/activities in the Youth Festival and Golden Youth Award
- Observe International Youth Day jointly by DYS and BYDF
- Fund mobilization/raising campaign
- Book Drive (expanding to more Dzongkhags).
India

Girls’ Education

Context

| Literacy rate: 64.8% (75.3% male, 53.3% female) |
| Urban literacy: 79.9% (86.3% male, 72.9% female) |
| Rural literacy: 58.7% (70.7% male, 46.13% female) |
| 98% of rural population has access to primary school within 1 km of habitation |
| Girls’ enrolment at primary level is 47.8% and at upper primary is 45.8%. |

Barriers to girls’ education

- Economic: poverty, migration, low wages
- Social: attitudes of parents and community, deep-rooted social practices, early marriage, child labour, sibling care
- Infrastructural: access to school at UP, high pupil–teacher ratio, lack of girls’ toilets, lack of sensitivity of teachers towards girls’ special needs.

Objectives of Young Champions Work Plan 2008–09

- Institutionalizing Meena Manch and Kishori Manch as Young Champions for promoting girls’ education – not individual but girls’ collectives as YCs
- Government of India funds (SSA and MS) being provided for implementing Meena Manch and Kishori Manch
- UNICEF will contribute wherever necessary.
### Progress against work plan 2009 for YC

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<th>Activities</th>
<th>Progress</th>
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| **Meena Manch** | - 80,000 Meena Manch formed with 1.6 million girls as members. These collectives emulate Meena as their role model who deconstructs gender stereotypical roles.  
- 8,182 Kishori Manch formed with membership of 17.8 million girls. These girls’ collectives have emerged as a platform where adolescent girls meet regularly and discuss their problems. Efforts are made to help them reach a point where they become a force of change in their own lives as well as in their environment.  
- Training of Meena Manch members and Kishori Manch members is an ongoing process. |

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<th>Resources for the girls’ collectives</th>
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| - Meena Manch funded under Innovations for Girls head of Sarva Shiksha Abhiyan – Rs 7 million  
- Kishori Manch funded by the Mahila Samakhya Program of GOI – Rs 0.4 million  
- UNICEF supported with material, capacity building, developing framework for implementation, and monitoring. |

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<th>Activities</th>
<th>Progress</th>
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| Set up School Cabinet  
Finalizing the job charts with CRC as central agenda  
Training of school cabinets on CRC and gender equity and management issues | - School cabinets established and functioning in almost all schools  
- Training module for young champions in school cabinets on gender equity and CRC is being developed  
- Increased participation of children in school management |
Sharing of best practices of both Meena Manch and school cabinet through:
- Exposure visits
- Regional sharing workshops
- Documentation of best practices

|               | • Effective functioning of the Meena Manches and school cabinets
|               | • Guidelines for functioning of Meena Manch developed in all states where they have been set up
|               | • State-specific IEC materials developed
|               | • Documentation of good practices of Meena Manch done

National Young Champions Meet

|               | • Several rounds of discussions held between MHRD, NCERT, NUEPA and UNICEF
|               | • The plan is being drafted

Sarva Shiksha Abhiyan (SSA)

GOI’s endeavour for Universal Elementary Education. SSA was launched in 2001 in partnership with the States and reaches out to every district in the country. Recognizing the prevailing situation of girls’ education in the country the goals of SSA retain a clear focus on bridging and eliminating gender differences in enrolment, retention and quality of learning. SSA goals:

- All children in school, Education Guarantee Centre, Alternate School, ‘Back-to-School’ camp
- Bridging gender and social gaps at Elementary Level by 2010
- Universal retention by 2010
- Focus on satisfactory quality with emphasis on education for life.

UNICEF/India Country Presentation
Important schemes and programmes for girls’ education under SSA are:

**Kasturba Gandhi Balika Vidyalaya (KGBV)**
2,573 sanctioned – 2,511 operational – 108,000 girls enrolled
- To reduce gender gap at elementary education
- To bridge the enrolment gap at elementary level, especially at upper primary level
- To ensure access and quality of education to girls of disadvantaged groups of society by setting up residential schools at upper primary level.

**National Programme for Education of Girls at Elementary Level (NPEGEL)**
3,246 EBBs – 40,332 MCS
NPEGEL is a process-oriented program, where community ownership and the basket of components must evolve with local participation for the following target groups:
- Out-of-school girls
- Drop-out girls
- Overage girls who have not completed elementary education
- Working girls
- Girls from marginalized social groups
- Girls with low attendance
- Girls with low levels of achievement
- Girls rescued from work, trafficked children, daughters of sex workers, displaced girls including girls in disturbed areas and urban settings.

Key aims are:
- Enrolment of out-of-school girls
- Ensuring retention
- Quality education with life skills
- Community participation
- Teacher sensitization
- Girl friendly school environment
- Gender equality.

**Mahila Samakhya – A Programme of Government of India**
Mahila Samakhya is a direct outcome of the commitment for affirmative action in support of women’s education mandated in the National Policy of Education 1986.

Core activities:
- Issues of education of women and girls
- Health
• Accessing public services
• Addressing issues of violence, social practices discriminating against women and girls
• Gaining entry into local governance
• Seeking sustainable livelihoods etc.
**Maldives**

**Young Champions in the Maldives**

The Maldives have already achieved MDG2 regarding education. The Young Champions in the Maldives, who joined the UNGEI initiative only last year, therefore address other major issues that affect young people today in their education, with focus on drug abuse, child abuse and HIV.

**Work plan 2008–2009**

**Objectives:**
1. By the end of March 2009, a functional network of young champions from Maldives will be established.
2. By the end of 2009, 30% of children and adolescents in Male’ and two atolls will be able to identify signs of abuse.
3. By the end of 2009, at least 300 young people from Male’ and Addu will have developed their skills for HIV and drug prevention.

**Current situation:**
The Young Champions were unable to achieve objective 1 and 2 due to networking difficulties. Only 2 YC trained were in Addu atoll. Regarding objective three, having developed by the end of 2009 skills for HIV and drug prevention in at least 300 young people from Male’ and Addu, the Young Champions have set up a Peer Education Project (P.E.P.). It is an interactive peer drama for young people – based on the “Voices from the Shadow” Study (pilot project in Male’).

**Peer Education Project (P.E.P.)**

**The aim is:**
- To mobilize and engage students in drug abuse and HIV prevention activities, using an innovative and interactive approach like peer drama in other Secondary schools.
- To make the students at different Secondary schools aware of the potential dangers of drug abuse and HIV and reduce the number of young people experimenting with drugs.
**Why peer drama?**

Peer pressure is one of the common reasons why young people go into drugs. Therefore, methods of peer education can be used to address the peer pressure issues. Moreover, peer drama can be a more innovative way to practise peer education.

**Target group**

Students at Secondary schools, age group 13 to 17 years of age. Studies have shown that young people start experimenting with drugs in Maldives from the age of 11 and above.
Activities of the project

- Recruitment of 25 volunteers to perform peer drama
- Training on peer education issues such as drug abuse and HIV
- Training on performing peer drama and script writing
- Script writing, revision and rehearsals
- Meeting with representatives of different secondary schools to confirm venues for performances
- Performing peer dramas.

Partners of the project: UNICEF Maldives, Centre for Higher Secondary Education (CHSE), National Centre for the Arts (NCA), and other NGO’s, ‘JOURNEY’.

Progress

<table>
<thead>
<tr>
<th>As planned in last year’s work plan:</th>
<th>The current status:</th>
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<tbody>
<tr>
<td>• 3 scenarios of peer drama developed</td>
<td>• 2 scenarios of peer drama</td>
</tr>
<tr>
<td>• 10 young champions trained and involved in peer drama</td>
<td>• 25 young champions trained and involved in peer drama</td>
</tr>
<tr>
<td>• At least 75 young people in Male’ reached through peer drama</td>
<td>• To reach 600 young people in different secondary schools in Male’, HulhuMale’ and Villingili</td>
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</tbody>
</table>

Challenges

- Managing the time of the school students
- Addressing an issue like HIV in Maldives
- Possibility of volunteers dropping out after the training session.

Volunteers

- 72 students signed up from CHSE
- 48 of them attended to the interview sessions
- Among them, 25 volunteers have been selected to perform peer drama.

Video Project

Objective 3 – By the end of 2009, at least 300 young people from Male’ and Addu will have developed their skills for HIV and drug prevention

Aim:

- Train 5 young people on video production
- Produce two short movies based on stories from “Voices from the Shadow” study
Outcomes:
BCC resource materials produced to be used in outreach and peer education sessions.

Challenges:
• Funding
• Coordination and networking
• NGO functioning.

Results and opportunities:
• Young people trained to produce short documentaries
• These young people can be used to communicate with others.

Mitigating substance abuse
Innovative approaches have to be used to address substance abuse, such as P.E.P.
High level stake holder meeting held – initiated by president’s office:
• NGOs, private sector, education sector, youth groups, legal, youth service providers took part.
• Discussion on supply reduction, harm reduction, rehabilitation, etc.
• Long term and short term action plans to mitigate substance abuse were prepared.
Detoxification centres to be established: one centre already opened.

Challenges
• Geographical challenges
• Funding
• Congestion in the capital Male’
• Human capacity/lack of experienced people
• Sustainability of projects.

**Nepal**

**Issues**

Nepal has several main issues regarding negative school perceptions of children and youth, such as:

• Retention
• Drop-out (girls and disadvantaged groups)
• Socio-economic barriers
• Lack of ownership from the community
• Limited capacity of School Management Committees/Parent–Teacher Associations and lack of inclusion in both
• Too few school teachers and school heads
• Lack of child friendly environment
• Lack of physical facilities
• No transparency (social audit)
• Too ambitious SIP but no implementation (emphasis on physical infrastructure – lack of quality)
• Poor supervision and monitoring mechanism
• Imbalanced STR (in GE districts STR 71:1. Government target now: 58:1)
• Early marriage

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[Graph showing National NER in Nepal]
Young Champions in Nepal

- Formation of Young Champion groups in 8 Districts (Girls’ education enrolment – Low performing districts)
- More than 200 Young Champions in 8 districts
- Target: girls as well as disadvantaged groups
- Focus: Primary/Compulsory Education (up to Grade V).

Activities conducted

Policy level:
- Young champions in the districts working in cooperation with Gender Focal points in the districts
- Commitments from women CA members to support on Girls’ Education activities at national level (signature campaign in 2008)
- Collaboration with RED and DEO to support Young Champions initiative.

VDC/District/Regional level
- Developed TOR for Young Champions (District level, VDC level)
- Welcome to School Campaign to enrol out-of-school girls and disadvantaged groups
- Formation of Young Champions at VDC, District and Regional levels
- Formation of various networking groups at local level, created youth clubs, to reach and promote GE
- Publication/dissemination of IEC materials at local level
- Media mobilization at district and local level
- Community monitoring at school level
- Monitoring of students’ attendance
- Networking with other CBOs and child clubs
• Work in progress to integrate religious schools (madrasa, gumba and ashram) into formal education (in Kapilvastu)
• Coordination and follow-up on girls’ education activities with district partners
• SZOP/Girls’ Education activities – commitments from political parties and stakeholders at local level to keep schools open
• Awareness-raising campaigns on issues like early child marriage, child labour, child trafficking.

**Achievements**

- Replication of activities
- Mainstreaming madrasa in formal education
- WTS integrated as national policy
- Student Attendance Monitoring Tool used.

**Challenges**

- Limited capacity of Young Champions
- Lack of resources
- Unstable political situation
- Lack of government bodies in the district
- Lack of effective monitoring and evaluation
- Diversity in culture, language and religion.
Pakistan

The North West Frontier Province (NWFP)

Rationale of the YC Project in NWFP

The Young Champion project in NWFP was designed in 2007 to build on successes of two previous successful interventions with the Boy Scouts and Girl Guides movement. Boy Scouting is a part of Education Department in NWFP and carries a membership of over 130,000 registered Scouts. It is spread across 24 districts of the province. Initially, the focus was on building the capacity of Boy Scouts through life skills and organizing them in support of Girls’ Education as ‘change agents’ in the society. A C2C approach was used as training methodology, with week Long Summer Camps (LSBE) for each batch between May and September every year. Initially some Girl Guides camps were also organized; however, their role was restricted in community-based campaigns.

A multilateral arrangement was agreed between UNICEF, the Department of Schools and Literacy, Boy Scouts and YRC to implement the YC programme with defined roles and responsibilities. Rather than focusing on few role models, the theme of Young Champions was considered as the spirit and motivation of the entire scouting movement in NWFP. YRC believes in “Prosperity Through Empowered Youth” and aims to harness the strength of youth through promoting volunteerism and relevant capacity building for youth at all levels in public institutions and communities.
The Young Champions initiative in NWFP

In 2007 and 2008, more than 450 Scout Masters and around 5700 Scouts were trained in the Programme as direct beneficiaries covering 16 districts and more than 300 schools. Twice these numbers were reached through a cascade model. YRC facilitated the scouts to organize and conduct advocacy campaigns, co-curricular activities like sports competitions, Essay Contest, Arts and Science Exhibitions and enrolment campaigns in 6 UNICEF focused districts in girls’ education. The scope of the programme extended to FATA in 2008 and initially focused on introducing and institutionalizing Boy Scouting for the first time in the Tribal Areas. In late 2008, NWFP and FATA were confronted with an escalating emergency scenario as millions of IDPs got displaced. It was agreed to use the potential of the YC project in addressing the challenges of the large scale emergency.

Young Champions activities in regular settings

- Provincial Youth Forum (*empowerment of youth and role of civil society*)
- Provincial Youth Science Exhibitions
- Sports Events
- Debate Competitions
- Young Champions FATA Female Table Tennis Event
- Advocacy Walks (*Education for All*)
- International Day Celebrations (*Health Day/Literacy Day/Youth Day/World Water Day etc.*)
- Enrolment Drives
- Training on Life Skills Based Education
- Training on Leadership Qualities
- Awareness Campaign on HIV/AIDS/Hepatitis for Adolescents
- Development of Training Manual on Life Skills /First Aid/Citizenship – Pilot tested for Young Champions
- Establishment of more than 120 Youth Units in Govt. Secondary Schools.

Emergency in Pakistan

The current IDP crisis was spurred by last year’s takeover by the Taliban in FATA and Swat Valley of North-West Frontier Province. During the month of August 2008, over 500,000 people were displaced from FATA and Swat Valley when Pakistan Army launched the operation against militants. Large numbers of families were accommodated in official camps established by the government and have been able to access basic assistance in terms of shelter, food, water and health, spread in different districts of NWFP: Mardan, Nowshera, Peshawar, Charsadda, Abbotabad, Mansehra, Haripur and Swabi. Over 3 million people are displaced within Pakistan, making it the largest IDP population in the world.
**Rising to the challenge**

Because of the current conflict situation in the country, there was a need to engage Scouts for an organized delivery of services in a timely manner. This was based on their proven dedication, compassion, skills and strength during many earlier emergencies in the country. Some specific examples of their roles in emergency response are as follows:

**Registration:**

The boy scouts helped in the registration process, whether registration inside a camp village or door-to-door registration of IDPs.

![UNICEF/Pakistan Country Presentations](image1)

**Camp installation:**

Scouts have expertise in camp installation and they have rendered their services in providing shelter to the homeless.

**Distribution of food and non-food items:**

Discipline is one of the core skills learnt by scouts. They have efficiently distributed the food and non-food items in an organized and rational manner in camps.

**Health and hygiene:**

Scouts have organized sessions to impart knowledge related to health and hygiene in emergency situations.

**Awareness about clean environment:**

Scouts were actively engaged in awareness raising campaigns about the importance of a clean environment with reference to camp settings.

**Camp survey:**

Before starting formal education, a survey was conducted by Scouts to identify the number of students who were eligible for primary level education in camps.

**Enrolment drive:**

Volunteer scouts helped in an enrolment drive, and participated actively in social mobilization to convince parents to send their children, especially girls, to camp school.
**Fair play for girls ...**

Since the establishment of camp schools, Young Champions have been engaged in mobilizing the community to send the IDP girls to the schools. In particular, the figures of the newly enrolled students in ‘kachi’ or kindergarten reflected the success in bringing the girls to school. The enrolment of girls in kindergarten was double the number of the boys in camp schools.

**Young Champions for Education in Punjab**

**Vision**

UNGEI: The term is to be associated with *Actual Physical Intervention*. It is not restricted to girls’ education alone. Other vulnerable groups are also included (i.e. migrants, child labourers, street children, etc.). Young Champions have to become the faces of the programme. Their central role is one of advocacy (top-down and bottom-up approaches). Actual intervention calls for mobilization of resources which require presence of government, donor agencies and NGOs.

**Identification of Young Champions**

- Young Champions were identified through the Office of Child Facilitation (OCF), which came into existence in 2005
- Funded by UNICEF and Social Welfare Department of Punjab
- Young Activists associated with various NGOs (scouts, girl guides) were made members of OCF (Boy Scouts, Girl Guides)
- Through its network of various Adolescent Clubs it attempted to focus on areas of child protection, abuse and resorted to LSBE as a method of sensitization.
Young Champions and OCF

- OCF activists were made Young Champions.
- As it was a group of active activists, their participation offered a readily available platform for UNGEI related initiatives.
- OCF members as Young Champions were responsible for rolling out training, reaching the masses through various advocacy channels.

Launching UNGEI

- Project launched in 40 selected Union Councils in 2 districts of Punjab (Lahore and Faisalabad)
- Implementing Partners: Department of Education, Department of Social Welfare and NGOs
- Other Partners: Department of Literacy and Non Formal Basic Education, Department of Special Education, TEVTA, NGOs, District Governments in Lahore and Faisalabad

Objectives of the project

- To reduce drop-out rates and to improve primary school retention among children especially girls in classes 1–2 in forty selected union councils in 2 districts (20 union councils in 2 districts – Lahore and Faisalabad in Punjab).
- To enrol disadvantaged, marginalized out-of-school children (migrants, child labourers, street children, etc.) in schools (both formal and non-formal) in selected UCs.

Results 2008–2009

- A stock taking exercise/school/community mapping for identification of out-of-school children by sex and status and available facilities
- About 4800 OOSC (3–10 years) identified in Lahore/Faisalabad
- Identification of two community based organizations to facilitate ‘back to school’, non-formal education and opportunities for youth empowerment
- Expansion of scope of the initiative at the community level where youth and children were mobilized through organizing a sustainable approach and linking up with child protection activities in the community
- Strong inter-sectoral linkages within UNICEF (Education and Child Protection sections)

Challenges

- Slow implementation through the Social Welfare Department due to repeated transfers (bureaucracy)
Activities have been stand-alone in the Annual Work Plan 2007–2009 with limited funding
Political turmoil in the province limited the progress (judiciary versus the executive in 2007–2008)
Security concerns restricted movement.

Future direction

Re-strategizing the Young Champions’ Project with NGOs to accelerate pace of activities’ implementation and getting the marginalized OOSC in schools. Concept paper under review
NGOs identified to carry out implementation in 40 UCs in two selected districts
A special focus on Boy Scouts and Girl Guides as disseminators, advocates and agents of change.
IV. TOOLS AND TECHNIQUES
Communication and Advocacy

Shivangi Shrivastava, Communication Officer, Division of Communications (DOC), UNICEF New York

“A catchy slogan

How to build a successful advocacy programme

Strategic communication is crucial in advocating your programme. There are four key elements for building a successful advocacy programme:

- Have your goals clearly defined
- Make sure you have identified your target audience
- Know what moves your audience
- Transmit your message through different channels.

Goals
Define your goals clearly, measurably and in an achievable way. What do you want to achieve with the advocacy effort? Once you know your goals, you can identify the audience that you need to work with in order to attain them.

Audience analysis
Identify your target audience, whether it is government, media, students, youth, activists, community, general public, etc. Never apply the same strategy to different audiences.

Evidence
Match evidence to audience – what will move your audience? You can use the following approaches alone, or in combination:

- Human interest stories
- Academic research
- Case studies
- Statistics
- Policy proposals
• Campaigns
• Catchy slogans
• Anecdotes
• Facebook, Youtube, Blogs.

**Messages**

Transmit your messages in a variety of ways:

- Use media (press, radio, television, internet)
- Plan campaigns and actions around other major and newsworthy events: major governmental and global meetings, cultural events, etc.
- Use spokespersons to raise the profile of your issue (e.g. Queen Rania of Jordan who was appointed in July as the Honorary Global Chair of UNGEI)
- Word-of-mouth and repetition!

![Queen Rania of Jordan, appointed in July as the Honorary Global Chair of UNGEI](UNICEF/NYHQ)

In short, the key for successful advocacy depends on how you present your message. Keep in mind that there are different audiences for your messages, and that your evidence and approach differs depending on the specific audience.

**Group work**

The following instructions were given to prepare for the group work:

- Break out into groups around 5 issues: education, early marriage, substance abuse, environmental, emergencies.
- Study your group’s scenario and assign roles within the group.
• Present to and discuss your work with all Consultation members.

Scenario 1: Education
The government has just released new statistics on gender parity in the school system that report a small positive change in the enrolment and attendance of girls in school. However, a disparity still exists and many girls remain out of school all across the country. You have secured a meeting with the ministry of education to discuss the work of your organization and how you can better work together. You are the main representative of your organization for this meeting, and you will be leading a team of your colleagues during this meeting.

Remember that during discussions with the government officials, you are trying to highlight the positive change that has been achieved, but also stressing the work ahead and the importance of education to the future of the country. You also need to communicate clearly the work that your organization does, and what it has achieved, and its long-term aims.

Roles: Young Champions, government officials.

Scenario 2: Substance abuse
Substance abuse has been a huge problem in your region for many years – children as young as nine and ten are getting hooked to harmful drugs. Your organization has decided to launch a campaign against this dangerous trend. As you begin to start work on the campaign, you hear from a friend about a big cultural show being held in a college campus in your city. Many young people and celebrities will be present during the show. You decide to launch your campaign against substance abuse during this cultural show. Now, you must give a short speech as introduction.

In your speech, remember to outline the goals of the campaign and how each student and
members of the general public can contribute. You can also have a question and answer session with students/public after your speech.

Roles: Young Champions, students, public.

**Scenario 3: Early marriage**

In your region, early marriage is a common practice. You work for an organization that is launching a campaign to sensitize the community on the consequences of early marriage. You and your colleagues have to go door-to-door to each household within the community and hold a conversation with members of the household on why you hope they will change their cultural practice.

*You must be sure to communicate and advocate against early marriage while being culturally sensitive and respectful to the community’s belief systems, but also educate them on the consequences of this practice, especially for young girls.*

Roles: Young Champions, community leaders and members, general public.

**Scenario 4: Environmental protection**

Your organization has heard that during the upcoming United Nations Consultation on climate change in Copenhagen, Denmark, there will be a youth forum, where young activists like yourself can come together and share experiences around environmental protection issues from their region. For this purpose, you want to speak to other activists, youth organizations, civil society organizations and others to explore ideas on how to jointly contribute to this issue from South Asia, and mobilize youth opinion on this issue.

*In your discussions with fellow activists, what will you propose to achieve the goals listed above? Remember that you can use the internet to network with other young activists, and the broader public to develop joint strategies.*

Roles: Young Champions, other activists.

**Scenario 5: Emergencies**

Severe flooding has just hit one of the most remote areas of your country. There is massive damage to food storages, health facilities and schools. The few schools that operate in the area have been closed because they are now being used as shelters and distribution centres. There has been little attention to education issues in this area and now that the floods have hit many other priorities – like water, food and protections issues – are taking centre stage. The media has
requested an interview from you to describe the situation here and what your organization is doing to help.

*In your interview be sure to address clearly the key messages that you would like to convey to the public.*

Roles: Young Champions, media.
Finalizing the Training Manual

John Evans

One of the objectives of this Consultation is to finalize the Young Champions’ Training Manual. The purpose of the Manual is for the Young Champions to adapt it and use when training the next generation of Young Champions in their own country.

A draft Manual had been prepared based on discussions during last year’s Young Champions meeting, and circulated to countries earlier this year. The structure of the draft is:

- Introductory
  - About this manual
  - How to use the manual
  - How to organize a workshop
  - Tips for trainers
- Examples of training sessions
  - Sessions adapted from the two Young Champions training workshops and other sources. Supplementary materials on accompanying CD
- Young Champions in Action
  - Experiences from the participants
  - Experiences from other Young Champions
- Developing a work plan

In group work, participants considered the draft, and fed back comments on both its overall structure and some of the individual sessions in detail. Generally the draft was well received, and it was felt that it would be a very useful training document when finalized. Comments for inclusion in the next version included:

Comments and suggestions

Substantive comments on the Manual

- 4-ring binder seems to be the preferred format
- Needs to be more reader friendly – design/layout
- Have a core, compulsory set of sessions, and a set of optional ones
- Expand the Introduction so as to be clearer (especially about the need for adapting to local contexts; objectives of the Manual)
- More help needed on different methodologies in ‘Tips for Trainers’; bullet points which are easy to remember
- Sessions should say which methodologies to use.
- Include method/process for session starting
- More topics needed in Part III
- There should be feedback and evaluation forms for end of the training
- Country-specific examples needed (but must be provided by the countries)
- Many sessions still need supplementary materials
- Establish an Internet archive to download materials; must be kept updated
- Add an introductory component outlining key issues relating to girls’ education in specific countries
- Part III Section 1 should suggest some activities
- Sessions developed by individual countries should be shared with other countries via UNICEF ROSA.

Detailed comments on the Manual
- Include Acronyms list
- Include an Index and References
- In the post-training report, highlight successes and challenges
- In the training, trainers should set basic ground rules and emphasize the need for good time-keeping
- Include a sheet to note who borrows the materials at country level
- Include accompanying CD in the Manual
- Include names of those who developed the Manual
- Make writing style more direct: ‘Ask the participants ..’ rather than ‘The facilitator should …’.

Suggestions for further Topics
- Violence Against Children
- Violence Against Women
- Early Marriage
- Community Mobilization and Social Mapping
- Problem Pictures for Sensitization
- Opportunities for Young Champions
- Time Management
- Resource Management/Public–Private Partnership
- Reproductive Health/Hygiene/HIV/AIDS

Working group
At the end of the session a working group was established, which will take forward the process of finalizing the Manual. Members are: John Evans, Fahad Ali Kazmi (Pakistan), Hawwa Zahira (Maldives), Kulshoom Ali (Maldives), Atahar Kamal (Nepal), Neelam Raisinghani (India),
Tareque Mehdi (Bangladesh), Kezang Deki (Bhutan), Gabrielle Galanek (UNICEF NY HQ – from 2008 list).

**Stress Management Sessions**

*Resource person: Dr Pramod Kumar Gautam*

Clapping therapy  
Maintaining our posture (healthy spine) Preventive and Curative  
TV posture  
Cobra 1 and 2  
Half locust  
Tree pose and head to knee pose  
Bajrasan, Sukhasan  
Special breathing techniques for mental and physical balance  
Alternative breathing  
Cooler and chiller 1-2-3  
Humming of bee  
Useful tips on diet and lifestyle
KNOWLEDGE

Young People, War and peace

Manish Thapa

Conflict

Not all conflicts are bad. Human development inherently includes conflicts. Conflicts are an integrated and necessary part of human life. When we describe conflict as “incompatible goals”, we have conflicts in many parts of our societies. There are conflicts on different levels: globally, on nation or state level, within groups, within the family or amongst individuals. Culture is a key component in conflict. Culture influences the process of conflict and the interpretation of events and messages.

Three types of violence

The problematic side of conflicts comes when violence is used by one or more actors. Most conflicts are probably solved without use of violence. Violence can be categorized into three forms, which are the basis of violent conflicts all over the world. These are:

- Direct violence
- Structural violence
- Cultural violence

Direct violence is killing, harming with intention. Wars or domestic violence are typical examples. Direct violence can be physical or psychological.
Structural violence relates to those systems and structures that deprive people of their basic needs. It kills 125,000 people daily. Structural violence consists rather of intangible violence; it is not always directly visible. This kind of violence is embedded in the society and can be discrimination based on sex, caste or race.

Cultural violence in the end is used to justify direct and/or structural violence.

*Violence triangle: Direct personal violence, Structural violence and Cultural violence*
Global military spending

“Let me speak for a moment to the donors, to the rich world where I come from: Let us be honest with ourselves about our policies. We in the U.S. have pursued tax cuts on the order of $250 billion a year, and defence spending of $450 billion a year, and yet we are managing ODA of only around $15 billion per year. Something is wrong when military spending of $450 billion per year outpaces development aid by a ratio of some 30 to 1. Ironically, all of that military spending is not buying peace and stability, which can only be achieved with shared prosperity.”

Jeffrey D. Sachs, Special Advisor to the UN Secretary-General
July 5 2004

Some figures and examples:

- Global military expenditure and arms trade form the largest spending in the world at over $950 billion in annual expenditure. Global military expenditure last year was US$1.2 trillion – on average more than US$2.8 billion every day.
- Official aid to developing countries in 2004 was US$78.6 billion, the highest level ever but still less than 8% of what governments choose to spend on maintaining and equipping armed forces.
- Global military spending in the recent years outstrips the highest figure reached during the Cold War in real terms, and roughly fifteen times current international aid expenditure. This growth in military budgets has caused a boom for the arms industry with the top 100 arms companies seeing their sales increase by almost 60 per cent from US $157 bn in 2000 to US $268 bn in 2004.

(Source http://www.globalissues.org/article/75/world-military-spending)

Sri Lanka’s rising military expenditure in billion rupees:

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The Conflict Triangle

A conflict is a complex entity and is subject to a dynamic triangle consisting of attitude, behaviour and the content or contradiction.

This gives us three possibilities for acting in a conflict:
- We can act to change or influence the attitude to be less hostile or hateful.
- We can act to change the behaviour to be less violent.
- We can act to transcend the contradiction and help the parties to find new possibilities.
Young people and conflict

Since the end of World War II, there have been a total of 231 armed conflicts in 151 locations throughout the world, with the majority occurring in the poorest developing countries (UCDP).

Armed conflict has put many youth at risk of succumbing to violence. There are some tens of thousands of under-18s estimated to have been recruited by armed forces in at least 60 countries.

There is no conflict without youth participation; indeed, young people constitute the majority in most armed forces.

In the past decade, an estimated 2 million children and youth have died in armed conflict, and 5 million have been disabled, 12 million have been left homeless, more than 1 million orphaned or separated from their parents, and more than 10 million psychologically traumatized.
How can Young Champions contribute?

- Support governments and national counterparts in developing and implementing National Youth Policies (e.g. Bhutan, Maldives)
- Advocate policy for employment generation for youth, both short- and long-term (all South Asian countries)
- Support community action for social reintegration of marginalized and youth at risk (all South Asian countries)
- Use sports and other socio-cultural activities to engage youths on constructive activities (e.g. Maldives, Bhutan)
- Advocate and promote peace building and cross-community reconciliation among young people (e.g. Nepal, Sri Lanka, Pakistan, Afghanistan)
- Advocate for promotion of youth volunteerism, in particular through supporting the creation of National Youth Volunteer Services (e.g. Bhutan, Maldives)
- Promote constructive youth participation in political process so that youth are a constructive political force rather than a destabilizing force (all South Asian countries)
- Advocate for promotion of Peace Education/Civic Education/Citizenship Education to promote civic responsibility, social cohesion and stronger resilience to conflict among youths (all South Asian countries)
- Advocate for Demobilization and Reintegration of Underage and young Ex-Combatants into society to prevent re-recruitment, retribution, and abuse
- Ensure voice and inclusion of youth in all programme and policy making, but even more so in post-conflict settings (Nepal, Sri Lanka, Afghanistan, Pakistan, etc.).
V. CASE STUDIES
Youth to Youth, using the Radio

SSMK: Saathi Sanga Man Ka Kura

Kaustuv M. Pokhrel, Programme Manager, Equal Access Nepal

Saathi Sanga Man Ka Kura (‘Chatting With My Best Friend’), as described by Programme Manager Kaustuv M. Pokhrel, is a radio project that has now reached its eighth anniversary in Nepal. It was started by UNICEF in 2001 to meet the needs of young people who felt that they had no-one with whom to share their fears and longings.

In Nepal, 30% of the people are between 15 and 29 years old. As in other South Asian countries, the society tends to be closed towards topics such as emotions, sexuality, marriages, domestic issues, etc. Young people’s questions are ignored and they have a lack of good information. The transition from child to adult is not always easy, and the society in Nepal does not pay sufficient attention to the stage of adolescence.

SSMK tries to make listeners more self-aware and wants to make them more confident by providing information in an entertaining way. SSMK answers questions without inhibitions while aiming not to be judgmental. The programme stimulates young people to express their feelings and to speak up. Each weekly one hour episode of SSMK combines music with drama, and talks between young female and male hosts. The programme is first broadcast on national radio and is then rebroadcast on some local radio stations. The content of the programme is guided by the 1000 or so letters received every month, and addresses issues such as:

- HIV/AIDS
- Worries about study and career
- Gender and caste discrimination
- Early marriage
- Interpersonal relationships
- Sexual reproductive health
- Migration – internal and external
- Physical appearance
- Social problems: how to deal with traditional norms and values, the traditional mindset of parents, society, dealing with superstitions
- Problems due to low economic situation
- Disabled persons
- Rape, sexual harassment, pre-marital sex.
A survey in 2006 indicated that every week a million young people listen to SSMK. There are about 1000 listener clubs around the country. Many young people find it easier to listen in these clubs than in front of their parents. Youth club members listen together to the programme, discuss the items in their group and even work along themes that matter to them at local level. Besides radio, SSMK tries to also reach youth through its new website and monthly magazines that are distributed to clubs. In addition SSMK hopes to give birth to another programme with employment and skills as relevant main topic.

Updates to the programme since 2007:

- Looking for other funders besides UNICEF
- SSMK trained 110 producers from local FM stations
- Replicating the programme in other countries
- Introducing SMS as a way to communicate with young people
- Preparing to hand over the programme production to a new generation.

SSMK now receives more than 1500 letters, 2500 SMS texts and 100 e-mails weekly.

www.ssmk.org
Video: Time for School series (3)

Push and pull factors regarding school drop-out

WIDE ANGLE’s unprecedented, award-winning 12-year documentary project, *Time for School*, returned in 2009 to several classrooms in different countries to offer a glimpse into the lives of seven extraordinary children who are struggling to get what nearly all Western children take for granted: a basic education. The filming started in 2002, watching as the children first entered school in Afghanistan, Benin, Brazil, India, Japan, Kenya and Romania, many despite great odds. Several years later, in 2006, an update had been made – and now, three years later in 2009, the crew travelled again back to check in on the young teenagers who are making the precarious transition to middle school.

In *Afghanistan*, the film crew reunited with 16-year-old Shugufa, who resolutely remains in school despite the Taliban’s recent acid attacks on young women her age. “If they continue attacking schools, our country won’t progress. Without an education you can’t get anywhere,” said Shufuga, whose own education was delayed when her family lived in a refugee camp in Pakistan during the years when the Taliban ruled her country.

In Rio de Janeiro in *Brazil*, a young boy Jefferson from the slums is initially not eager to go to school. He is attracted to play on the streets instead, like so many youth in Rio. His mother is afraid that he will end up in one of the gangs, or get hurt or killed in a shootout between the police and competing gangs. She receives a small monthly government stipend through the *Bolsa Escola* programme, credited with increasing primary school enrolment. She finds a school for him at the other end of the city.

Since she has to work, Jefferson and his older sister have to go every morning alone to the school. The boy is a bright student and is even allowed to skip one year. Though, when he is about to finish his 5th grade in 2009, he hears that he will not be allowed to graduate this year. The principal is afraid that he is too young to sit in with the older teenagers in the sixth class. His mother and after-school teacher are afraid that he will lose his attention and motivation when redoing the 5th grade, and might get attracted by the street and drop out from school.

www.pbs.org/wnet/wideangle/episodes/time-for-school-series/slideshow-through-the-years/4384/
In India, the earlier films showed a young girl Neeraj living in the blazing desert of Rajasthan who had to take care of the goats during the day, so she could not attend day class. The school however provided special night classes for her and children in a similar position. She was very eager to learn and hoped to make it to 10th grade. When we see her again in 2009, some things have dramatically changed. The government, keen to get every child enrolled in day classes, has been very successful. However, for Neeraj there was a serious downside. With only two students left, the school had to stop its night programme. Neeraj’s entry into day classes was not successful. Despite being 12 years old, she had to go into grade two. Being four years older than the other children, she didn’t feel comfortable and dropped out. She now helps support her family by grazing the livestock full-time.

www.pbs.org/wnet/wideangle/episodes/time-for-school-series/slideshow-through-the-years/4384/

In Japan, Ken has the privilege of being born in a country with a very high school enrolment rate. Education is compulsory in Japan and the level is very high. Students are expected to strive to a high performance in school. On his first day of school, Ken could already read and write, having attended state-supported nursery school in one of the world's finest educational systems. After school he manages to find time for lessons in English, swimming, tennis, baseball, and soccer. He isn’t always eager for constant striving, and sometimes prefers just to play. His teacher is not happy with a recent shift in the government’s education policy to decrease the level of pressure and expectations in the school system. He believes it reduces the quality of education and makes students less conscientious.

www.pbs.org/wnet/wideangle/episodes/time-for-school-series/slideshow-through-the-years/4384/

These children’s stories put a human face on the shocking fact that more than 75 million children are currently out of school; of these, two thirds are girls. One in four children in developing countries does not complete five years of basic education, and there are nearly one billion illiterate adults – one-sixth of the world’s population. WIDE ANGLE plans to continue revisiting all the children, and their peers and families, through 2015, the year they should graduate – and, not coincidentally, the UN’s target date for achieving universal education, a Millennium Development Goal endorsed by all 191 members of the United Nations.

While each child in Time for School 3 has a unique story, taken together their lives tell an epic tale, shedding light on one of the most urgent and under-reported stories of our time.

http://www.pbs.org/wnet/wideangle/episodes/time-for-school-series/introduction/4340/
Working with the Private Sector

Standard Chartered Bank’s approach towards CSR

Mr Diwakar Poudel, Head Corporate Affairs, Standard Chartered Bank, Nepal

Mr Diwakar Poudel gave the participants an introduction to Corporate Social Responsibility (CSR) in the private sector, and more specifically which CSR approaches Standard Chartered undertakes.

Corporate Social Responsibility is in essence the way in which a company acts both responsibly and transparently. Community activity is the most visible aspect of CSR, though CSR goes beyond that. It is also about:

- being responsible to all stakeholders
- being transparent for the whole organization
- exemplary governance and ethics
- management discipline.

SC’s CSR aspiration is to be known for its serious commitment to the communities, economies and the environment in which they operate. The bank focuses both on continuing to manage its core banking practices in a responsible way, as well as on seven specific areas that have been identified as the heart of the bank’s sustainability strategy. Those areas also form the seven pillars of the CSR strategy.

Standard Chartered Bank’s CSR policy

1. Protecting the environment

The bank wants to reduce its environmental impact and to help others to do the same. Starting with small things, the bank raises awareness amongst staff regarding small but significant environmental friendly measures, such as switching off lights and PCs, paper recycling and video conferencing instead of travelling. SC further has set up a special environment committee that organizes environmental activities in Nepal.
2. Sustainable finance
Addressing the environmental, social and governance risks and opportunities involved doing business with customers:
   - Sustainable lending practices
   - Ethically correct risks.

3. Access to financial services
Standard Chartered Bank wants to make finance more accessible to people excluded from formal banking services by reaching out to the villages in the form of micro-financing. There are a big number of micro-finance groups; through non-commercial vehicles and lending to village-based NGOs SC aims to enhance micro-finance.

4. Tackling financial crime
SC focuses on detecting and preventing activities, such as fraud and money laundering, corruption and terrorist financing. Customs due diligence is a key segment that has to be analysed by staff. The bank has also appointed an anti-money laundering officer.

5. Responsible selling and marketing
Customers should be treated fairly through the highest levels of service; banking practices should be transparent and responsible. In response to the financial crisis where banks received a lot of the blame, SC trains staff regarding how to treat customers. Clients should know the benefits but also the drawbacks from banking products in advance.
6. Great place to work
Standard Chartered profiles itself as a great place to work. By attracting, developing and retaining the best talent, the bank wants its people feel valued, included and engaged.

7. Community investment
Standard Chartered International strongly favours community investment. In 2003, two major global community programs have been launched under the ‘Believing in Life’ campaign: ‘Living with HIV/AIDS’ and ‘Seeing is Believing’. Standard Chartered is an Asian, Middle East and African Bank, hence the focus on HIV/AIDS and Avoidable Blindness, which are severe issues in these regions.

‘Living with HIV/AIDS’

There is a severe lack of accurate information on how to avoid exposure to HIV and AIDS. SC aims to reduce the spread of this virus by promoting behavioural change through education. The bank not only wants to help to protect its own employees, but hopes to reach out to more than one million people through an awareness and education programme.

A clear HIV/AIDS policy and basic HIV/AIDS awareness education was rolled out by the bank under the ‘Staying Alive’ campaign in 1999. Together with the Clinton Global Initiative commitment, SC wants to educate globally one million people about HIV and AIDS by 2010.
‘Seeing is Believing’

Over 75 per cent of blindness is avoidable. Standard Chartered aims to help tackle preventable and curable blindness. Since its launch in 2003, the programme had already supported two million sight restorations by the end of 2008. The bank wants to invest a further $20 million to provide sustainable eye-care services for 20 million people in deprived communities in 20 cities. In Nepal, more than 4,000 sight restorations have been achieved.

In Nepal in particular, Standard Chartered also focuses on Youth, Health, Education and Environment. For the sixth consecutive year, the bank continued its support to students of Shree Mahendra Shanti High School in Bhaktapur by providing incentives and scholarships through its VISC OSS programme. In addition, the bank has sponsored for three consecutive years the education and living expenses of two HIV-infected children from Maiti Nepal (MN). Standard Chartered is further co-sponsor of the Senior Nepal National Cricket Team. In addition, the bank provided support for the Koshi flood victims last year and recently to the victims of diarrhoea. It has facilitated a blood donation camp with technical assistance from Nepal Red Cross Society.

Discussion
The presentation by Mr Diwakar Poudel provided some ideas on how (I)NGOs and Young Champions can work together with the private sector to make a difference to society. Young Champions and Mr Poudel discussed the options for cooperation between SC in different countries with Young Champions.

A question that arose was what kind of initiatives Standard Chartered foresees in rural areas. Mr Poudel clarified that SC tries to support micro-finance initiatives in villages and hopes to make some difference through their education programmes on, for example, HIV/AIDS awareness. Though it has to be understood that SC is a commercial bank, and cannot open branches in areas that are economically unprofitable. In India, the government promotes Public–Private Partnerships (PPP) and wants to engage the private sector in co-developing the community. PPP can imply a commercial interest for private companies, and is not only part of CSR. In Nepal, however, the country, and more specifically the government, needs to do more in creating a congenial environment to expand this concept. As long as there is political instability, cooperation amongst private partners appears to be more successful.

The amount of money that the bank in Nepal allocates to CSR is currently not a fixed percentage of the annual profit, rather an amount that annually gets internally approved. However, the bank
also builds some financial flexibility into its initiatives. For instance, SC Nepal has several programmes running that guarantee some financial match from the bank for funds collected by staff, customers and any other stakeholders through its fund-raising events.

When an institution such as SC includes community development in its CSR programme, there might be a commercial interest behind it. This commercial interest, however, does not always have to be in the form of financial gain or return. Commercial institutions prioritize their CSR approaches, since they are also part of the community. Improving the community implies working on the bank’s long-term future. Though maybe having different premises, there is a common interest between private organizations and (I)NGOs. It is definitely possible to have a win–win situation when both partners work together on projects.
VI. PROGRESS REVIEW YC PROGRAMME

Mainstreaming Strategy

There are various possible mainstreaming strategies for the Young Champions programmes at each country level:

2. Exploring possible avenues for cooperation with government stakeholders – exploring possible cooperation with Ministry/Department of Education and Ministry/Department of Youth.
3. Exploring possible partnership with other development partner organizations (outside UNICEF) – UN bodies (UNAIDS, UNDP) or INGOs (Aga Khan Foundation, Save the Children, Plan International, World Education) for further mainstreaming the programme.
4. Exploring possible partnership with not-for-profit organizations such as NGOs (BRAC), University, Federation of Chambers of Commerce, Youth Organizations Network, etc.
5. Exploring possible partnership with private sector organizations as part of their Corporate Social Responsibility (CSR) initiatives – seeking support for resources.

When trying to mainstream their activities, it is important for Young Champions to look both at the grassroots level, the local beneficiaries, as well as the higher elite level, whether government or other partners. Certain issues have to be thought through:

1. Reality Check – Which issues do we want to focus on? Too many issues may put stress on resources and input of Young Champions – realistic planning is essential!
2. Branding v/s Identity – When we are partnering with the other stakeholders, one of the major issues that may arise is how to name the Young Champions programme. Partners may have their own idea of the programme. How do we resolve this?
3. Sustainability of Programmes – Make plans in such manner that they address the issue of sustainability. Young Champions should not just be a project but a continuous process.
4. Attribution or Contribution to National Goals – In order to be effective on a larger scale, it is important that YC programmes contribute or are in line with the country’s national goals and priorities.
Findings and Suggestions

Objective of the Progress Review

To review, assess and document the work of Young Champions in the eight countries of South Asia, including the support functions of UNICEF country offices and other partners; and to provide recommendations for improvement and/or scaling up.

Four major questions were considered:

- To what extent have the Young Champions fulfilled their mandate as advocates and spokespersons for gender equality and girls’ education in their communities, including their role focusing on the prevention and management of HIV and AIDS, substance abuse and other issues according to context?
- How can the work and the strategy of the Young Champions be improved?
- What has been the role of UNICEF country offices, the South Asia UNGEI and other partners and stakeholders in facilitating this process?
- Does the model have potential for scaling up and mainstreaming? If so, what are the recommended strategies for each country?

Methodology

- A literature and documentation review of materials available at UNICEF ROSA and within the UNICEF country offices.
- In-depth Appreciative Inquiry Consultation with the Young Champions in 4 countries (Bangladesh, Bhutan, Nepal and Maldives).
- Key informant interviews with concerned government officials, representatives of UNICEF Country Office, other development partner organizations, private sectors and relevant thematic experts.
- Information from the remaining 4 countries (Afghanistan, India, Pakistan and Sri Lanka) will be conducted through feedback from country offices, Young Champions and other partners/stakeholders through telephone and/or questionnaire.

Appreciative Inquiry

Appreciative Inquiry (AI) is a strength-based approach to facilitate positive change. The foundational premise of AI is that by engaging people in dialogue and sharing stories that focus on their experiences of success, they unleash creativity and energy for envisioning the potential of the programme and implementing changes that help bring that potential into reality. AI is especially effective where there are diverse stakeholders and there is a sincere desire to engage many, if not all, of them in an open and collaborative process, where the objective is innovation and change that achieves transformational results, and in complex situations where there are “no
easy answers”. The basic process of appreciative inquiry is to begin with a grounded observation of the best of what is, then through vision and logic collaboratively articulate what might be, ensuring the consent of those in the system to what should be and collectively experimenting with what can be.

Countries reviewed

Manish presented in his review six regions from five countries: Nepal, Bangladesh, Bhutan, the Maldives, Punjab in Pakistan and NWFP in Pakistan. India and Afghanistan are under review.
Bangladesh

Mainstreaming Strategy

Thematic Focus: Girls’ Education and Early Child Marriage; WASH; Youth Unemployment, Life Skills Education.

Avenues for Partnership:
• Ministry of Education; Department of Youth Development. The Department of Youth Development has very elaborative objectives and programmes that are in line with the YCs’ work. DYD can be an important government stakeholder in mainstreaming the YC programme.
• BRAC is a potential NGO partner for scaling up the Young Champions programme in Bangladesh. Mass Line Media Centre (MCC) is another potential partner for scaling up the YCs’ programme as they are already implementing the Shishu Prokash programme, which has now 640 young journalists reporting about child rights and other issues of young people from 64 districts of Bangladesh.
• National Federation of Youth Organizations – Bangladesh (NFYOB) is another potential stakeholder for further scaling up the YC programme in Bangladesh.
• UN agencies and other international organizations can contribute to achieving the goals of the YC programme.
• Private Sector – Commercial banks and corporate entities fulfilling the ethical standards of UNICEF can be complementary partners for funding YC activities.

Recommendations for scaling up Young Champions in Bangladesh

• Scaling up of Young Champions is very necessary in Bangladesh. Currently all the YCs are around Dhaka, thus YCs should reach out to rural parts of Bangladesh.
• The YC programme in Bangladesh should have a distinct thematic focus based on the needs of young people.
• Child Protection Section has its own flagship programme known as KISHORI ABHIJAN (Adolescent Peer Leaders Programme) which has already reached an advanced stage. The programme includes multi-stakeholder partners including GOs, Save the Children – Australia (technical partner), BRAC and Centre for Mass Education in Science (CMES) as implementing partner. Instead of reinventing the wheel, this programme can be further strengthened by putting in more resources.
• The YC programme should look into the avenues that are provided under Bangladesh’s Youth Policy as this clearly lays a foundation for creating appropriate opportunities for youth involvement in all sectors of development. It also has a strategy for the voluntary involvement of youths as well as employment-generation training for youths.
Bhutan

**Mainstreaming Strategy**

**Thematic Focus:** Substance Abuse; Youth Unemployment, HIV/AIDS and Reproductive Health; Life Skills Education, etc.

**Avenues for Partnership:**

- The Department of Youth and Sports has very elaborative objectives and programmes that are in line with the YCs’ work. DYS can be an important government stakeholder in mainstreaming the YC programme in Bhutan.
- Similarly the National Commission for Women and Children (NCWC) can be an ideal partner to work on the issue of child and girls’ education. It is now apparent that many underage children (especially girls) are used as domestic helpers as well as parking fee collectors. Similarly there is an increasing trend towards bar girls (entertainers in bars) who are the most vulnerable as they are out of school and vulnerable to risks such as HIV/AIDS, substance abuse, prostitution and teenage pregnancy.
- Youth Development Fund (YDF) is a potential NGO partner for scaling up the Young Champions programme in Bhutan. YDF is already coordinating a similar programme Y-VIA, which is very much in line with the YC programme.
- UN agencies and other international organizations can contribute to achieving the goals of the YC programme.
- Private Sector – Commercial banks and corporate entities fulfilling the ethical standards of UNICEF can be complementary partners for funding YC activities.

**Recommendations for scaling up Young Champions in Bhutan**

- Child Protection Section has a similar programme known as Young Volunteers in Action (Y-VIA). This programme is undertaken by the *Youth Development Fund* in cooperation with the Department of Youth and Sports and is supported by UNICEF. The Y-VIA programme recruits the youth who are committed to volunteerism and they are mentored to carry out activities to address the challenges of young people in Bhutan such as substance abuse, unemployment, reproductive health, etc. This is an existing and well functioning network. Thus rather than replicating the programme it is wise to complement this programme to further the goals of the Young Champions programme.
- Another way that UNICEF can scale up Young Champions is through using media as a means to promote youth issues and address the challenges they face. Radio programmes like *Saathi Sanga Man Ka Kura* (*Chatting With My Best Friend*) of Nepal should be a model to be promoted in Bhutan as it combines music with drama, and discusses issues...
and challenges of young people. For this Kuzoo FM is the best medium as its target audience is young people aged 12–25.

- The department of Youth and Sports (DYS) is now involved in drafting the Youth Policy for Bhutan.

**Maldives**

**Mainstreaming Strategy**

**Thematic Focus:** Substance Abuse; Youth Violence; Youth Unemployment, HIV/AIDS and Reproductive Health; Life Skills Education, etc.

**Avenues for Partnership:**

- Ministry of Human Resources, Youth and Sports is an ideal government organization for mainstreaming the Young Champions Programme in the Maldives.
- Journey, Rights for All and other youth organizations can be instrumental in promoting YCs’ work in the Maldives.
- UN agencies and other international organizations can contribute to achieving the goals of the YC programme.
- Private Sector – Commercial banks and corporate entities fulfilling the ethical standards of UNICEF can be complementary partners for funding YC activities.

**Recommendations for scaling up Young Champions in the Maldives**

- Scaling up of Young Champions is very necessary in the Maldives. Currently all the YCs are around Male’, thus YCs should reach to all atolls.
- Apart from substance abuse, YCs can work on other thematic issue such as curbing youth gang violence, promoting volunteerism, sensitizing youth to their national cultural heritage and reinforcing moral education in the wake of growing exposure to external influences and contacts.
- YC programmes should use sports and other recreational activities to engage youth. Radio could be a means for information and entertainment sharing among young people (SSMK model).
- YCs should be involved in advocating for the Youth Policy and Disability Policy as well as lobbying for the creation of a National Youth Volunteer Service in which young people are motivated to serve their own community and in the overall nation-building process of the Maldives.
Nepal

Mainstreaming Strategy

Thematic Focus: Girls’ Education and Early Child Marriage (15 Districts); Sanitation and Environmental Protection; HIV/AIDS; Youth Political Violence, etc.

Avenues for Partnership:

- Ministry of Youth and Sports; Department of Youth. Nepal’s Draft Youth Policy clearly lays a foundation for the involvement of youth in the nation-building process. It also has a strategy for a National Youth Voluntary Service and National Youth Fund.
- Association of Youth Organizations – Nepal (AYON); Nepal Youth Entrepreneurs’ Forum (NYEF), Federation of Chamber of Commerce and Industries (FNCCI), Private and Boarding Schools Organization of Nepal (PABSON).
- Save the Children Alliance, Plan International and World Education Nepal can be partners to further scale up the Young Champions programme.
- Private Sector – Standard Chartered Bank Nepal and other Commercial Banks in Nepal; private airlines such as Yeti and Buddha Air; corporate groups such as Chaudhary Group and Jyoti Group.

Recommendations for scaling up Young Champions in Nepal

- The induction of mid-level Young Champions who can advocate for policy and who can at the same time be instrumental in supporting the work at grassroots levels is very much needed in Nepal.
- Funding is the major challenge for the promotion of Young Champions’ work in the districts. UNICEF and Young Champions should seek cooperation and partnership with other stakeholders (GOs, the private sector and INGOs) to secure adequate funding for making it a flagship programme.
- Young Champions have been working with the Ministry of Education but there are avenues for cooperation and partnership with the Ministry of Youth and Sports. The latter is a newly established Ministry and is drafting the Youth Policy of Nepal. The Young Champions programme can serve as model to establish a National Youth Voluntary Service.
- Young Champions can integrate various thematic approaches to the existing programme such as the WASH (Water Sanitation and Hygiene) programme, Civic Education (Civic Leadership School) and HIV/AIDS in partnership with concerned stakeholders.
Pakistan (Punjab)

Mainstreaming Strategy

Thematic Focus: Girls’ Education; Life Skills Education; disadvantaged and marginalized out-of-school children.

Avenues for Partnership:

- Office of Child Facilitation (OCF) under Social Welfare Department (SWD) seems the best partnership model of the government and UNICEF with other GOs being facilitators in this process. A partnership with the Ministry of Youth Affairs in Pakistan is very necessary to mainstream Young Champions under the Youth Policy.
- Partnership with NGOs is a must for mainstreaming the YCs’ activities.
- Boy Scouts and Girl Guides might be replicable in other countries’ situations.
- UN agencies and other international organizations such as Aga Khan Foundation can contribute to achieving the goals of the YC programme.
- Private Sector – Commercial banks and corporate entities fulfilling the ethical standards of UNICEF can be complementary partners for funding YC activities.

Recommendations for scaling up Young Champions in Pakistan’s Punjab

- Young Champions should also focus on the promotion of peace education and civic leadership skills for young people.
- Funding is the major challenge for the promotion of Young Champions’ work in the Punjab. UNICEF and Young Champions should seek cooperation and partnership with other stakeholders (GOs, the private sector and INGOs) to secure adequate funding for making it a flagship programme.
- A multi-sectoral coordinated response to the broad range of issues in girls’ education should be identified and addressed by involving other partner organizations (NGOs, INGOs and the private sector).
- A linkage between YCs and Ministry of Youth Affairs can be instrumental to advocate for youth and gender-friendly policies at the federal as well as provincial level.
Pakistan (NWFP)

Mainstreaming Strategy

Thematic Focus: Girls’ Education; Life Skills Education; disadvantaged and marginalized out-of-school children.

Avenues for Partnership:
- The Department of Schools and Literacy, Boy Scouts and Youth Resource Centres seem to be the best partners of government and UNICEF with other GOs being facilitators in this process. A partnership with Ministry of Youth Affairs in Pakistan is very necessary to mainstream Young Champions under the Youth Policy.
- Partnership with NGOs is a must for mainstreaming the YCs’ activities.
- NWFP Boy Scouts Association and NWFP Girl Guides Association might be replicable in other countries’ situations.
- UN agencies and other international organizations can contribute to achieving the goals of the YC programme.
- Private Sector – Commercial banks and corporate entities fulfilling the ethical standards of UNICEF can be complementary partners for funding YC activities.

Recommendations for scaling up Young Champions in Pakistan’s NWFP

- Young Champions should also focus on the promotion of peace education and civic leadership skills for young people.
- Funding is the major challenge for the promotion of Young Champions’ work in NWFP. UNICEF and Young Champions should seek cooperation and partnership with other stakeholders (GOs, the private sector and INGOs) to secure adequate funding for making it a flagship programme.
- A multi-sectoral coordinated response to the broad range of issues in girls’ education should be identified and addressed by involving other partner organizations (NGOs, INGOs and the private sector).
- A linkage between YCs and Ministry of Youth Affairs can be instrumental to advocate for youth and gender-friendly policies at the federal as well as provincial level.
VII. YOUNG CHAMPIONS WORK PLANS

### Afghanistan

**Period:** 2010–2014  
**Goal:** Net enrolment of children in schools for both boys and girls increased by 75% and 60%, respectively.  
**YC objective:** To contribute to the government target of enhancing children’s enrolment by as stated above.

<table>
<thead>
<tr>
<th>SN</th>
<th>Activity</th>
<th>Budget $</th>
<th>Responsible Person</th>
<th>Partner(s)</th>
<th>Expected Results/Outputs</th>
<th>Expected Outcome/Impact</th>
</tr>
</thead>
</table>
| 1  | Mapping out about some young celebrities or those youth having vision of promoting girl’s education by some local initiatives in each province. Training of youths as change makers in Education in 16 provincial YICCs. Conduct one regional young champion workshop in each province with participation from young champion in other provinces. If necessary, we might have one at national level for all of them. | 80,000   | YICC Managers          | MoE/DMoY/YICC/UNICEF | Identification of 200 new young champions.  
1- Training module adopted.  
2- Training conducted for 200 young champions. | Number of young champions increased and contributed to the increment of net enrolment. |
<p>| 2  | Communication activities. Development and distribution of leaflets, brochures, round tables on TV/Radio, articles in the newspaper, boys and girls sports events | 160,000  | YICC Managers          | MoE/DMoY/YICC/UNICEF | XXX number of Seeking Peace and YICC newspaper/publications published and distributed. | Girls’ education became an important agenda for the government and its development partners |</p>
<table>
<thead>
<tr>
<th></th>
<th>To disseminate messages on the importance of Education from a right based perspective through Seeking Peace. YICC News paper, other publications, round tables, group discussions etc</th>
<th>80,000</th>
<th>YICC Managers</th>
<th>MoE/DMoY /YICC/ UNICEF</th>
<th>One round table each quarter on the root causes of the gender disparity in education in Afghanistan and strategies on the elimination of the causes arranged and telecasted.</th>
<th>Girls’ education is an issue for the media.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lobbying/advocacy on the strengthening of the efforts to promote girls education Establishment of Girls Education Committee within Youth Federation of YICC. The committee will be trained on YCs activities and have the responsibility of carrying them out through various initiatives of peer education, group discussion etc.</td>
<td>80,000</td>
<td>YICC Managers</td>
<td>MoE/DMoY /YICC/ UNICEF</td>
<td>1- Collaboration established among young champions and child clubs. 2- Out of school children identified. 3- Children enrolled in schools.</td>
<td>XXX # of out school children are attending school.</td>
</tr>
<tr>
<td>4</td>
<td>To enrol 500 out of school children in to school for the each academic year.</td>
<td>80,000</td>
<td>YICC Managers</td>
<td>MoE/DMoY /YICC/ UNICEF</td>
<td>1- 5 messages broadcasted. 2- 2 radios dramas broadcasted 3- Messages aired</td>
<td>People of XXX are aware of the importance of education and sending their children to schools.</td>
</tr>
<tr>
<td>5</td>
<td>To utilize 22 community radio stations for broadcasting messages on the importance of Education with focus on girls education.</td>
<td>80,000</td>
<td>YICC Managers</td>
<td>MoE/DMoY /YICC/ UNICEF</td>
<td>1- 5 messages broadcasted. 2- 2 radios dramas broadcasted 3- Messages aired</td>
<td>People of XXX are aware of the importance of education and sending their children to schools.</td>
</tr>
<tr>
<td>Hand Winding Radio for youth volunteers, which will be airing messages on girls’ education etc.</td>
<td>through Hand Winding radios and shared with XXX of youths.</td>
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<tr>
<td>Monitoring and evaluation of Hand Winding radios</td>
<td>Achievement V</td>
<td></td>
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<td></td>
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<tr>
<td>Quarterly young champion review workshops among youth in each province.</td>
<td>planned reviewed, constraints and recommendations discussed.</td>
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<td></td>
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</tr>
</tbody>
</table>

**Total Afghanistan:** $720,000

### Bangladesh

**Period:** October 2009 to December 2011

**Goal:** Contribute to the completion of primary by---------- and Secondary by ----------

**Outcome:** -----------% Young People

*(Goal and Outcome figures still under discussion at the time of the Consultation)*

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target</th>
<th>Unit Cost</th>
<th>Responsible Person</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BANGLADESH</strong></td>
<td></td>
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</tr>
<tr>
<td>1. a) Develop YC’s Training Manual in the context of Bangladesh</td>
<td>I Training Manual and 1 Guide Book for adolescent.</td>
<td>15 lac taka</td>
<td>UNICEF, DSHE, BRAC, YCs</td>
<td>√</td>
</tr>
<tr>
<td>b) Printing of Training Manual and other material, scripts, posters etc.</td>
<td></td>
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</tr>
<tr>
<td>2. Work with adolescent and youth programmes by utilizing existing best practices within the country</td>
<td>At least 20 Youth Programmes in Bangladesh (5,00,000 adolescent and youth, 3,000 peer leaders/trainers)</td>
<td>4 lac taka</td>
<td>UNICEF, BRAC, YCs</td>
<td>√</td>
</tr>
</tbody>
</table>


3. a) Organize training for radio programme producer/technical personnel
   b) Develop radio programme scripts and other materials jointly by YCs and RJs.
   c) Orient children’s page editors from leading dailies.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>15 lac taka</th>
<th>UNICEF, GoB, BRAC, YCs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) 8 Radio Personnel to be trained</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>b) 48 scripts (1 per week)</td>
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<tr>
<td></td>
<td>c) 10 editors of children’s page</td>
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</tr>
</tbody>
</table>

4. Organize a high level meeting

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>20 lac</th>
<th>UNICEF, GoB, BRAC, YCs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PM, female MPs and Ministry (MOE, MOPME, Youth and Sports and MAWCA), NGOs, Academia, DPs and Civil Society and YC</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. a) Design and organize training (phase wise) for primary and secondary school teacher
   b) Organizing YCs Debating Society

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>??</th>
<th>UNICEF, GoB, YCs, BRAC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) 1,00,000 Primary and Secondary 80,000 teachers,</td>
<td></td>
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<tr>
<td></td>
<td>b) 500 Debate Clubs (1 in each Upozilla)</td>
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</tbody>
</table>

6. Work with BRAC Education Programme and implement UNGEI issues as appropriate.

<table>
<thead>
<tr>
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<th>??</th>
<th>UNICEF, BRAC, GoB, YCs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12,000 peer/adolescent leaders, 4,000,000 adolescent and youth</td>
<td></td>
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</tbody>
</table>

Bhutan

**Period:** 2009–2010

**Goals:** To promote a sense of social responsibility and volunteerism among the young people of Bhutan, thus contributing towards the achievement of Gross National Happiness (GNH).

**Objectives:**
- Expanding the Young Champions programme in at least 5 more districts.
• Develop capacity of at least 30 young people and establish a network of young people to address issues affecting their lives and the society at large in their respective districts.

**Strategies:** This crucial venture will be implemented as a collective effort with the involvement of the following:

- Policy makers including the young parliamentarians
- Government organizations, NGOs, INGOs and community leaders
- In school and out-of-school youths
- Parents, etc.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>‘09</th>
<th>2010 – Quarter</th>
<th>Responsible person /agency</th>
<th>Estimated budget (USD)</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BHUTAN</td>
<td></td>
<td>1   2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.      | Awareness raising meeting among responsible/ relevant agencies on Young Champions’ Initiative (DYS/MoE, BDYF, Kuzoo FM, VAST, UNICEF, RENEW (women), NCWC (women and children), GNHC (Gross National Happiness Commission = important body in Bhutan => necessary to get their endorsement), Tarayana Foundation, etc) and presentation of 2010 – Work Plan for feedback and comments | X | DYS and Young Champions with support from UNICEF | 100.00 | *DYS becomes the main IP in mainstreaming YC programme in Bhutan
*Policy makers and management of relevant agencies are well informed and supportive of the YC’s programme |
| 2.      | 1 day sensitization workshop on Young Champions programme for the YVIA members in 6 districts during the review of YVIA programme | X | YDF | Imbedded in the review programme | YVIA members become better acquainted with their important roles as responsible advocates and change agents in their communities |
| 3.      | Recruit at least 5 Young Champions from at least 4 districts that have high prevalence of issues related to | X | DYS and YDF | At least 30 additional young people become advocates and |

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*Note: Sl. No. = Serial Number, BHUTAN = Bhutan, DYS = Department of Youth Services, YDF = YVIA Development Fund*
<table>
<thead>
<tr>
<th></th>
<th><strong>Youth and education following the set criteria (involving some young parliamentarians)</strong></th>
<th></th>
<th></th>
<th></th>
<th>change makers in 5 districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Organize a youth forum (for both in-school and out-of-school youths of Thimphu) on the Four Pillars of GNH that youths can and cannot contribute towards achieving them during the winter Youth Camp</strong></td>
<td>X</td>
<td>BYDF and Young Champs of Thimphu</td>
<td></td>
<td>At least 50 youths have greater self-awareness and their duty to themselves and to the society</td>
</tr>
<tr>
<td>3</td>
<td><strong>Adapt the Regional YC’s Training Manual to the Bhutanese Context through organizing a weeklong writer’s workshop involving all stakeholders including the young parliamentarians (additional topics like life skills, Democracy and Rights - Responsibilities, ECCD, etc. will be included) including development of ToR for Young Champions</strong></td>
<td>X</td>
<td>DYS (with technical support from ROSA)</td>
<td>5000.00</td>
<td>Training manual developed for Bhutanese Young Champs and used for training the YCs</td>
</tr>
<tr>
<td>4</td>
<td><strong>Train the 25 newly recruited young champions as advocates and change makers in at least 5 districts</strong></td>
<td>X</td>
<td>DYS/YDF</td>
<td>5,000.00</td>
<td>At least 30 young people have the skills and are genuinely committed to play active roles in promoting education and in addressing youth related issues; and in community development</td>
</tr>
<tr>
<td>5</td>
<td><strong>Celebration of International Youth Day (August 12th 2009)</strong></td>
<td>X</td>
<td>DYS/BDYF</td>
<td>2,000.00</td>
<td>Youths are motivated to become responsible adults</td>
</tr>
<tr>
<td></td>
<td><strong>Bhutan</strong></td>
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<tr>
<td>6.</td>
<td>Expand Kuzoo FM Clubs to three schools in 3 different districts</td>
<td>X</td>
<td></td>
<td></td>
<td>Kuzoo FM</td>
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<tr>
<td>7.</td>
<td>Sensitization/Awareness on CRC, Risks and Prevention of HIV/AIDS, RH, Substance Use and Abuse, Citizenship and Values Education, ECCD, Corporal Punishment, Waste Management, etc. (through talk shows, call-in shows, radio skits, etc.) in both Dzongkha and English programmes. Kuzoo will also make programmes to mark important national and international events such as ‘teacher’s day’, ‘child labour day’, ‘reading week’, ‘youth day’ etc.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Celebration of International Literacy Day on September 8th in collaboration with district education office and NFE Centres in the districts by the Young Champions to encourage enrolment of illiterate population (especially rural women and girls) in the NFE literacy programme</td>
<td>X</td>
<td></td>
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<tr>
<td>9.</td>
<td>Book Drive (expanding to more community schools) through asking donations of used/old books from families and book stores in Thimphu</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td><strong>Bhutan</strong></td>
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<tr>
<td><strong>10.</strong></td>
<td>Refresher’s Training for the Young Champions</td>
<td>X</td>
<td>DYS with support from UNICEF</td>
<td>3,000.00</td>
<td>Young Champions are better equipped</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Golden Youth Award Camp / Youth Festival (awareness on CRC, importance of education expressed through art and music, discussions on youth participation in community development and in addressing social issues, etc)</td>
<td>X</td>
<td>BDYF/DYS/VAST</td>
<td>Integrated in their activities</td>
<td>Youths become more responsible as nation builders and agents of change</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Develop advocacy material of the Young Champions (TV/radio spots/brochures/etc.) to acknowledge their contributions to the society</td>
<td>X</td>
<td>UNICEF</td>
<td>2,000.00</td>
<td>Young Champions become highly motivated to work harder and inspire other young people</td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>Establish a reliable MandE database</td>
<td>X</td>
<td>UNICEF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.</strong></td>
<td>Progress Review Meeting (mid-year and end of year)</td>
<td>X</td>
<td>X</td>
<td>UNICEF</td>
<td>1,000.00</td>
</tr>
</tbody>
</table>
India

**Period:** Up to 31 March 2012

**Using mainstreamed grassroots collectives for girls’ education:**
- Consolidate the existing Meena Manch and Kishori Manch as Young Champions to promote girls education
- Expansion of Meena Manch and Kishori Manch as Young Champions for girls education
- Strengthen the existing Child Cabinet as YC to promote education for all

**Issues for YCs:**
- Social : Attitudes of parents and community, Deep rooted Social Practices, Early marriage, Child labour, Health issues
- Primary level- dropouts, retention, completion rate, quality, transition rate
- Upper Primary level– access, enrolment, dropouts, retention, equity, quality, completion rate

**Voices of youth for girls’ education**

<table>
<thead>
<tr>
<th>INDIA: Strategies</th>
<th>Activities</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Strengthening the existing Meena Manches, Kishori Manches and Child Cabinets | • Training manual to be adapted, translated, field tested and finalized  
• Capacity building (life skill, theatre, health and hygiene, child marriage, gender disparity, gender sensitization, Right to Education Act, etc)  
• Documentation  
• Exposure and learning visits  
• Newsletter  
• Celebration important days (girl child, hand washing, etc) | • Ensuring education as a right of all children  
• Contribute to achieving the goals in ensuring UEE for all  
• Reducing gender gap in elementary education |

**Strengthening voices of youth for girls**

<table>
<thead>
<tr>
<th>INDIA: Strategies</th>
<th>Activities</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Annual convention of YC (Meena Manches, Kishori Manches) at national/state level–platform to collectively assess progress, strategies and plan | • Sharing best practices  
• Discuss challenges  
• Prepare future strategies  
• Documentation | • Empowerment of youth as agents of change |
Voices of youth for girls’ education

<table>
<thead>
<tr>
<th>INDIA: Strategy</th>
<th>Activities</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Setting up new Meena Manches, Kishori Manches and Child Cabinets | • National level framework shared with states  
• State action plan finalized  
• Capacity building (life skill, theatre, health and hygiene, child marriage, gender disparity, gender sensitization, Right to Education Act, etc)  
• Documentation  
• Exposure and learning visits  
• Newsletter  
• Celebration important days (girl child, hand washing, etc) | • Ensuring education as a right of all children  
• Contribute to achieving the goals in ensuring UEE for all  
• Reducing gender gap in elementary education |

Monitoring and review:
- Inclusion in SSA, MS and UNICEF Annual Work Plan and Budget
- Mainstreaming in the regular SSA /MS monitoring processes
- Regular quarterly review meetings of state gender coordinators
- Inclusion in SSA Joint Review Mission (JRM) - biannually /MS JRM-annually
- Joint Review between GOI, States/UTs and UNICEF

Maldives

Period: 2009-2010
Goal: To increase the network of young people to advocate for youth related issues
Objectives: By the end of December 2010, a functional network of champions from Maldives will be established

<table>
<thead>
<tr>
<th>Activity MALDIVES</th>
<th>Budget (USD)</th>
<th>Responsible Person/Agencies</th>
<th>Expected Results/Outputs</th>
<th>Expected Outcome/Impact</th>
<th>Time frame</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify areas of need via KAPS survey</td>
<td>1000</td>
<td>YC, UNICEF</td>
<td>Needs identified</td>
<td></td>
<td>Dec-09</td>
<td>Survey report</td>
</tr>
<tr>
<td>1.3 Advocacy meeting for all government and other stake holders</td>
<td>630.00</td>
<td>YC, UNICEF</td>
<td>YC programme introduced</td>
<td>YC programme mainstreamed</td>
<td>Dec-09</td>
<td>No of meetings held</td>
</tr>
</tbody>
</table>
1.2. Adapt the regional UNGEI training manual to the Maldivian context

3,000.00

YC, UNICEF

Training manual adapted to the country context

A training manual developed

Jan-March 2010

YC manual developed

1.3. Recruit at least 40 young champions from Male’, Addu and HA Atoll

1,000

YC, UNICEF

40 young champions in Male’, Addu and HA Atoll

Young people empowered to speak and act for their rights

April-Jun 2010

No of YCs to complete the training

1.4. Train the new young champions on UNGEI, CRC etc.

5,000.00

YC, UNICEF

40 young people trained

Young people empowered to speak and act for their rights

Aug-Oct 2010

No of YCs trained

1.5 Roll out first batch of training for young champions in Male’.

4,000.00

YC, UNICEF

10 girl guide leaders and 10 scout leaders trained

Young people empowered to speak and act for their rights

Dec 10

No of Guild guides and scout trained

---

Nepal

Period: 2009-2011

Goals: Ensure the right of Education to Girls and Marginalized Groups

Outcomes: 1. Promotion of retention and regularity

2. Increasing ownership at school/community

3. Mainstreaming /Scaling up Young Champions’ initiatives with Government and other districts

<table>
<thead>
<tr>
<th>S.N</th>
<th>Activities NEPAL</th>
<th>Target</th>
<th>Start date</th>
<th>End date</th>
<th>Responsible person/Agencies</th>
<th>Budget (Nrs.)</th>
<th>Budget (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identification of Out of School and Drop out children</td>
<td>15 districts</td>
<td>Feb-10</td>
<td>Mar-10</td>
<td>District YCs/Gender Focal points (DEO)</td>
<td>100,000</td>
<td>1,282</td>
</tr>
<tr>
<td>2</td>
<td>Advocacy Campaign for enrolment/retention, Water Sanitation/child friendly school and School as Zone of Peace</td>
<td>15 districts</td>
<td>Mar-10</td>
<td>Apr-10</td>
<td>YC/DEO/DWSSDO/Red Cross/World Education/SAVE/CW IN</td>
<td>200,000</td>
<td>2,564</td>
</tr>
<tr>
<td>3</td>
<td>Monitoring education activities (attendance/SMC/PTA meeting etc.)</td>
<td>15 districts</td>
<td>Mid April 2010</td>
<td>February 2011</td>
<td>YC/DEO</td>
<td>140,000</td>
<td>1,795</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>440,000</strong></td>
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</tr>
</tbody>
</table>

Outcome 2: Increasing ownership at school/community
### Outcome 3: Mainstreaming / Scaling up Young Champions’ initiatives with Government and in other districts

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity Description</th>
<th>Districts</th>
<th>Start Date - End Date</th>
<th>Implementor</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Interaction with Teacher, SMC and PTA</td>
<td>20 schools in each district</td>
<td>Aug-10 - Feb-11</td>
<td>YC/Gender Focal point/local NGO</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Media Interaction</td>
<td></td>
<td></td>
<td>YC/Gender Focal point/NGO</td>
<td>80,000</td>
</tr>
<tr>
<td>6</td>
<td>Networking and integration: Girls Education Network Group/PTA group and DEP/VEP</td>
<td>8 Districts</td>
<td>Jun-10 - Feb-11</td>
<td>YC/DEO/GFP/GEN G</td>
<td>8,000</td>
</tr>
<tr>
<td>7</td>
<td>Advocacy for mainstreaming religious schools</td>
<td>8 Districts</td>
<td>Jan-10 - Dec-10</td>
<td>YC/DEO/Local NGOs/CBOs</td>
<td>8,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td>176,000</td>
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</tbody>
</table>

**Pakistan**

**Period:** 2010  
**Goal:** To enable an organized group of youth in support of Govt. plans to accelerate girls’ education and ensure gender parity.
**Outcome:** Strengthened and redefined role for Boy Scouts and Girl Guides Movement as community Change Agents to increase enrolment of girls as per Annual EMIS report in two provinces i.e. NWFP and Punjab.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Activities</th>
<th>Time Frame</th>
<th>Responsible Person/Agencies</th>
<th>Budget</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Development of finalization of training manual for YC.</td>
<td>March-2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 10000</td>
<td>YC Manual finalized and approved by DoE</td>
</tr>
<tr>
<td>2</td>
<td>Training of trainers (TOT) of Scouts Master and Education Managers.</td>
<td>By May 2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 15000</td>
<td>No. of Masters Trainers trained and deployed</td>
</tr>
<tr>
<td>3</td>
<td>Roll out of training for Young Champions</td>
<td>May- Sep 2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 15000</td>
<td>No. of scouts trained</td>
</tr>
<tr>
<td>4</td>
<td>Orientation workshops for all stakeholders</td>
<td>1 Work Shop per district April –Sep, 2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 35000</td>
<td>No. of workshop reports</td>
</tr>
<tr>
<td>5</td>
<td>Development and dissemination of IEC material</td>
<td>Jan-April, 2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 50000</td>
<td>Approved IEC materials and distribution plans per district</td>
</tr>
<tr>
<td>6</td>
<td>Enrolment Drives</td>
<td>Twice Yearly (April and Sep), 2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 50000</td>
<td>No. of Enrolment Drives conducted</td>
</tr>
<tr>
<td>7</td>
<td>Co-curricular Activities</td>
<td>Jan-Dec, 2010 ( 2 events per district)</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 60000</td>
<td>No. of Sports/ Debates etc events conducted</td>
</tr>
<tr>
<td>8</td>
<td>Establishment and functioning of Youth Clubs</td>
<td>April, 2010 onwards</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 50000</td>
<td>No. of Schools active and functioning with Youth Clubs</td>
</tr>
<tr>
<td>9</td>
<td>Establishing SARNY (South Asian Regional Youth Network)</td>
<td>By Mid 2010</td>
<td>UNICEF Pak/ROSA NGO</td>
<td>USD 10000</td>
<td>A functioning regional network established with membership all SAARC nations</td>
</tr>
<tr>
<td>10</td>
<td>National YC Evaluation Summit (All provinces)</td>
<td>Dec, 2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 20000</td>
<td>Enrolment Progress of two provinces shared</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Organization</td>
<td>Cost</td>
<td>Result</td>
</tr>
<tr>
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</tr>
<tr>
<td>11</td>
<td>Regional Experience sharing event</td>
<td>Oct, 2010</td>
<td>UNICEF/DOE/BSA/ NGO</td>
<td>USD 35000</td>
<td>Regional Event Held</td>
</tr>
</tbody>
</table>
VIII. DEBATE

It is clear that after two years the Young Champions’ initiative to promote girls’ education, and by extension a wide range of youth issues, has come to an important crossroads with the main question where to go from here. Manish Thapa gave suggestions for the Young Champions’ activities at country level. A common issue will be sustainable funding for the different projects. Young Champions should advocate for their initiatives with governments, donors and private partners for additional funding.

An issue in the debate where to go from now relates to the association with UNGEI. Each country now has its own focus. Young Champions work on a wide range of issues related to youth, from education through drug abuse to employment, etc. To what extent do these activities come within the remit of UNGEI? Is it still possible to brand the Young Champions’ projects under this name, putting “education” both as a central theme and an entry point to tackle other issues that affect youth?

In moving forward, each Young Champion has to see what is necessary, what is workable, and with which partners they best can evolve. In Pakistan for instance, Young Champions link with the Boy Scouts and Girl Guides movements to reach as many young people as possible. In Nepal, the Young Champions are considering their own brand and formation of a group or even a movement of Young Champions to assist with school enrolment in rural areas. In some other countries, Young Champions simply work on a small-scale level. The country context is so specific that each Young Champion has to decide what would be the best approach. However, it remains important to keep in mind that there are thousands of other young champions in the region who are not labelled as such. They might be named young advocates, young reporters, young volunteers, or they may not even have a title. The name Young Champions should not be claimed solely for those young people that have been directly or indirectly trained by UNICEF ROSA. There is a significant distinction between promoting the concept of Young Champions versus claiming exclusive ownership of the name.

Finally, what can be the role of the UNICEF in the future? During the consultation and after Manish’s review, it is clear that the Young Champions are well on track with their projects, each however in their own direction. A country meeting next year is hence more appropriate than a regional meeting. In this way, the Young Champions hope to see the UNICEF Country Offices more involved in their activities. UNICEF ROSA will not drop out and will continue to assist the Young Champions with, for example, planning and guidance. Young Champions’ programmes could then be included in UNICEF country office plans and programmes. In this respect,
UNICEF ROSA can function as a liaison between the Young Champions and the country offices. The Young Champions from Pakistan have suggested creating and hosting a regional secretariat for the Young Champions in 2010.
IX. CLOSING SESSION

Reflections on the Consultation

John Evans, Education Consultant, UNICEF ROSA

First Thoughts

This Consultation is the third meeting of the Young Champions for South Asia. Since we started, there has been tremendous progress. All participants have shown great commitment and have rolled out an immense diversity of activities that is still evolving.

Rights Declarations

Children’s rights are enshrined in the Universal Declaration of Human Rights of 1948, in the Convention on the Rights of the Child of 1989 and in many other declarations and commitments. It is important that Young Champions are familiar with these declarations, if only to realize how long countries have been making and breaking promises and how much work there is still to be done.

Country Findings

- Thematic Focus – largely common across countries
- Avenues for Partnership:
  - Government
  - Other youth organizations
  - Other I/NGOs
  - Private sector
- Scaling up will be unique in respect to each country’s specific context.

Issues raised in Thematic Discussion

- Early and/or forced marriage
- Politicization in schools
- Quality of education
- Unemployment
- Drugs (and HIV/AIDS)
- Religious education/schools
- Use of technology
- Conflict and natural disaster
- Illiteracy and poverty as a form of social control
Illiteracy and poverty as a form of social control have not been discussed in depth during the Consultation but are important to zoom in on. Across nations, some groups gain by keeping people illiterate and poor. Illiteracy and poverty are sometimes used by certain groups to maintain control. The same happens when schools get politicized. We must be aware of the dangers of infiltration by political groups in schools and youth movements.

Who Are We?

Since the start of the Young Champions’ initiative, we have been struggling with the question of who we are. Are we part of UNGEI? Part of UNICEF? Do we have to remain a small group or aim for growing into a larger group? Are the Young Champions for Girls’ Education a project, or can we turn ourselves into a movement? In each country, it is clear that the activities of the Young Champions have evolved in different directions. The next step depends on the unique situation in each country. Young Champions have to think at country or project level with which partner they can best link.

However, it remains important to consider possible implications when being linked to governments, other groups, or private companies for a financial sustainability. What are the consequences when an initiative is taken over by the government? Is there still a form of independence? And what happens with the branding or the ownership of an initiative when other (I)NGOs or private companies get involved?

When we will reach out to other partners for assistance, it is expected that we provide them a measurable image of the number of our beneficiaries. They will ask us how many people’s life we have affected or we will affect. However, how can we measure our contribution? What are the best ways to measure our impact? We have to wonder if we in fact should measure our impact. Can everything be made quantifiable? What anyway is important is to keep a sense of accountability for our actions, even for the undesired side-effects.

Whatever direction we go in, it is important to retain a sense of IDENTITY as Young Champions and to think what makes us special.

Use of Technology

The use of the latest communication technologies are hot items amongst young people. For Young Champions, the new communication technologies are hence essential to use when sharing and advocating our message. Try to get the most out of technology – that is one function of youth. Though be aware that there is also a large group of people who are very reluctant to use all these new communication technologies. Make sure they are not excluded from your message. Be also realistic in deciding the proper medium, choose your audience first and think then which medium is the best to reach them. Be further clear about the differences of its use within YC networks and the technological levels available in the communities you are working with.
**Working with the Private Sector**

Working with the private sector is a very useful new direction. CSR is important for companies. This opens an opportunity for Young Champions to tap into. Though, it is important to keep in mind that private companies might have different premises and interests. When working with private companies, be very clear what they aim for and where the common interest lies.

**Country Plans**

There seems to be a lot of commonalities, but also a lot of opportunities both within countries as on a regional level. It is important to look for cooperation with governments, other agencies and the private sector. Establish therefore good country and regional networks. The relationship with UNICEF ROSA will remain one of “enlightenment by guidance”. Young Champions don’t remain young. Training the next generation of Young Champions is a prerequisite.

**Points to Ponder**

Certain statements made during the Consultation are open for some deeper thought and reflection:

- “It is a myth that families do not want to educate girls. The problem is with supply, not demand.”
- “People do sometimes clash in the name of religion, though the underlying values of any religion don’t clash.”
- “Volunteers never get tired. They are the key to sustainability.”

**Aphorisms applicable to this Consultation and the work of Young Champions**

- “Instead of cursing the darkness, why not light a candle yourself?” Ani Choying
- “Changing even one life is worthwhile.” Starfish story
- “If you want to see the change, you have to be the change.” Gandhi

Thanks for listening, but more importantly for being Young Champions!
Words of Thanks

Kulshoom Ali

Dear friends, brothers, sisters,

Time went so fast. I remember us still greeting a couple of days ago and now we are already saying goodbye. We have seen a lot of experiences in different countries the past days and have learnt a lot. Dear Young Champions, don’t forget that we are agents in investing in peace and development. We have to share our knowledge to all young people. Make sure that we also recognize our own effort, at every level. It would be great if we could mainstream this initiative. My hope is that years and years from now, our grandchildren will meet as Young Champions, just as their grandparents did! Thanks to all of you, thanks to UNICEF ROSA, and in particular to Raka Rashid. Please do what we have to do to keep things going ...

Sarita Mittal

Dear Friends,

I am thankful to UNICEF for providing me this opportunity to address this meeting at the valedictory session. We have during these four days deliberated over a variety of issues like right to education, education for all, children’s rights, gender issues, child abuse, substance abuse, child labour, child trafficking, poverty, etc. The discussions generated by various presentations have given us a direction. It has been a pleasing experience to observe that our Young Champions are full of energy and enthusiasm and innovative ideas to shoulder the herculean responsibilities of moving their respective communities and acting as torch bearers. Although there are grave challenges before us, the words of the English poet, Shelley, echo in my ears, “if winter comes, can spring be far behind?”

I am optimistic that our young champions will take back home the message of their social responsibilities with an even greater zeal and serve the cause of the deprived and downtrodden sections of the society. The cause of girls’ education needs to be prioritized. With my country’s experience, I can confidently say that no welfare activity can stand alone without the support of the Government. India has recently passed the Bill of Right to Education. Our government is committed to educating all children at elementary level with special thrust on girls’ education. Since 1998 we have been running specific programmes for the promotion of girls’ education. Mahila Samakhya, KGBVs, and NPEGEL are a few examples worth quoting. The sustainability of these programmes is quite encouraging. I don’t disparage your enthusiasm but if this is supported by your States the results would speak for themselves.

This meeting has inspired and charged us with a new commitment, seriousness and energy to pursue the Millennium Development Goals. On behalf of my group and my country I
thank you, invite you all to India to study the initiatives for girls’ education implemented by us. I wish you all success in your endeavours to fulfil the great cause that has been entrusted to us all. I would like to thank Raka ji and her team for providing us all possible comforts and hospitality during our stay here. This meeting is not an end. Our journey towards our goals now has a roadmap.

I like to conclude with the American poet Robert Frost’s lines:

“Woods are lovely, dark and deep,
But we have promises to keep,
And miles to go before we sleep
And miles to go before we sleep”

Thanks

Shivangi Shrivastava

Shivangi thanked all Young Champions for their enthusiasm and efforts. The Consultation was a fantastic learning experience for her. “It was wonderful to experience how Young Champions from different South Asian countries are discussing together imminent issues young people face in this region, and how everyone is determined to work on solutions. The drive and commitment of the Young Champions is an example for everyone who works on a better life for all people.”

Margaret Sheehan
Regional Youth and Development Specialist of UNICEF’s Asia Pacific Shared Services Centre

Margaret Sheehan, the Regional Youth and Development Specialist of UNICEF’s Asia Pacific Shared Services Centre, thanked the Young Champions for their inspiring presentations and all their activities. This forum helps everyone to learn from each other and to concretize all the approaches to build capacity. It is noteworthy to keep in mind that not all models fit to each case. In some models, such as in India, the Young Champions’ activities are incorporated in state-driven programmes. In others, such as in Pakistan, the Young Champions work closely together with a huge non-government partner, the Boy Scouts and Girl Guides. Other Young Champions work at grass-root levels on a small scale. In all cases, though, all Young Champions show a strong drive and commitment in their activities, something hugely appreciated and which can serve well as an example to so many others. In moving forward now, it is important to be focused. Depending on the country-specific situations, multiple YCs’ activities went from only girls’ education to other areas of exclusion. As discussed, this raises not only the question of branding – whether still under the theme name of UNGEI or not – but also the potential danger of overlap with activities of other organizations. It is therefore essential that Young
Champions have an open eye towards what else is going on serving the same case. If other agencies or groups are working on the same issues, an interesting window for partnership could open up. Networking with other people is very important. A lot of young people can be Young Champions, though they are not called so. They might be young leaders, young advocates, young volunteers, or even don’t have a title, though this would not make them a lesser partner to work with. Young Champions have to brand the idea, not the name as such.

Raka Rashid

Raka Rashid closed by saying that this regional Consultation marks a new phase for the Young Champions. The initial Young Champions’ initiative has evolved into specific, contextualized models reflecting the needs and priorities at country levels. Therefore, instead of another regional Consultation organized by UNGEI, country-specific meetings are now more relevant. UNICEF ROSA, as secretariat for the South Asia UNGEI, however, continues its role as facilitator and enabler to the Young Champions by assisting in planning, reviewing, capacity building, knowledge sharing, funding, using the training manual and other expressed needs, to help the young champions, country offices and partners in rolling out, scaling up, mainstreaming and sustaining the model. UNICEF ROSA looks forward to hearing about particular country requirements, both for the model, as well as for an effective and sustainable regional secretariat as proposed in this Consultation, to be hosted in 2010 by the Young Champions in Pakistan.

Pushpa Chhetri

Pushpa Chhetri finally thanked all participants for joining this Consultation, hoped that everybody had a wonderful and inspiring time and wished everyone a safe trip back home.
United Nations Girls' Education Initiative (UNGEI)

Vision Statement:

“A world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality.”

Vision adopted at the UNGEI GAC meeting of June 2008
UNICEF/India Country Presentation
## X. ANNEX

### Meeting agenda

**Day I: Tuesday, 08 September**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Welcome, Introduction, Objectives and Expected Outputs of the Consultation</td>
<td></td>
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<tr>
<td></td>
<td>Opening Remarks</td>
<td>Raka Rashid, Regional UNGEI Coordinator</td>
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<tr>
<td></td>
<td>Lighting of the Lamp</td>
<td>Fahad Ali Kazmi, Young Champion Pakistan</td>
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<td></td>
<td>Group photo</td>
<td>UNICEF ROSA and one champion per country</td>
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<tr>
<td></td>
<td></td>
<td>Pushpa Chhetri, Research Assistant and Priya Shah Khadka, Program Assistant, UNICEF ROSA</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Refreshments</td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Security Briefing</td>
<td>Deo Ghale, UNDSS, Nepal</td>
</tr>
<tr>
<td>10:15 AM</td>
<td>Introduction of Participants</td>
<td>Pushpa Chhetri</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Introduction to the Manual for Young Champions</td>
<td>John Evans, Education Consultant, UNICEF ROSA</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Being Young and South Asian: Priorities and Opportunities</td>
<td>Moderator, Bisika Thapa PhD, Consultant UNICEF ROSA</td>
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<td></td>
<td>Thematic discussion:</td>
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<td></td>
<td>- Afghanistan: Youth in Afghanistan</td>
<td>Sayed Aimal Baha, Deputy Ministry of Youth Affairs, Afghanistan</td>
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<td></td>
<td>- Bangladesh: Technologies and Young People</td>
<td>M. Tareque Mehdi, Young Champion, Bangladesh</td>
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<td></td>
<td>- Bhutan: Young People and Employment</td>
<td>Roma Pradhan, Program Officer, Youth Development Fund, Bhutan</td>
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<td></td>
<td>- India: Gender and social inclusion</td>
<td>Saritha Mittal, Deputy Director, National Literacy, Government of India</td>
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<tr>
<td></td>
<td>- Maldives: Priorities and Opportunities for Young People</td>
<td>Kulshoom Ali, Executive Coordinator, Democracy House, Maldives</td>
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<td></td>
<td>- Nepal: Political Instability - What can we do about it?</td>
<td>Hon. MP Gayatri Shah</td>
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<td></td>
<td>- Pakistan: Education in</td>
<td>Mukhtar Aziz Kansi, Education Officer, UNICEF Pakistan</td>
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<td>Chair: Manish Thapa, Consultant, UNICEF</td>
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Chair: Manish Thapa, Consultant, UNICEF
Day II: Wednesday, 09 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person/Remarks</th>
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</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Housekeeping Announcements</td>
<td>Pushpa Chhetri</td>
</tr>
<tr>
<td>9:15 AM</td>
<td>Country Presentation</td>
<td>Bangladesh</td>
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<tr>
<td>10:00 AM</td>
<td>Youth to Youth, using the Radio</td>
<td>Case Study: Saathi Songa Man ka Kura (SSMK, Chatting with My Best Friend): Kaustuv M. Pokhrel, Program Manager, Equal Access Nepal</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:15 AM</td>
<td>Country Presentation</td>
<td>India</td>
</tr>
<tr>
<td>12:00</td>
<td>Young People, War and Peace</td>
<td>Manish Thapa</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Lunch</td>
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<tr>
<td>2:00 PM</td>
<td>Communication and Advocacy</td>
<td>Shivangi Shrivastava</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Communication and Advocacy</td>
<td>Shivangi Shrivastava</td>
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</tbody>
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3 Participants requiring early breakfast and refreshments for breaking their fast (around 6:30 PM), are requested to inform the organizers.

4 Country delegations are requested to bring a flag of that country. Each presentation will be preceded by a “this is my flag” exercise, in which presenters will take 5 minutes to explain the meaning of their flag.

5 Social Evening: Dinner and cultural show at Bhojan Griha, at a negotiated rate of Nrs.700/ per person. Transportation will be provided. Departure from the hotel is planned at 7:00 PM. The event is expected to last for about three hours including travel time.
3:45 PM  Break
4:00 PM  Finalizing the Manual  John Evans
5:30 PM  End of Day II

Day III: Thursday, 10 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person/Remarks</th>
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<tbody>
<tr>
<td>8:45 AM</td>
<td>Housekeeping Announcements</td>
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<tr>
<td>9:00 AM</td>
<td>Country Presentation</td>
<td>Maldives</td>
</tr>
<tr>
<td>9:45 AM</td>
<td>Working with the Private Sector(^6) Corporate Social Responsibility (CSR)</td>
<td>Mr. Diwakar Paudel, Head, Corporate Affairs, Standard Chartered Bank, Nepal</td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Break</td>
<td></td>
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<tr>
<td>11:00 AM</td>
<td>Country Presentation</td>
<td>Pakistan</td>
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<tr>
<td>12:00 noon</td>
<td>Country Presentation</td>
<td>Nepal</td>
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<tr>
<td>1:00 PM</td>
<td>Lunch</td>
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<tr>
<td>2:00 PM</td>
<td>Video: Back-to-School: series 3</td>
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<tr>
<td>3:00 PM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:15 PM</td>
<td>Introduction to Group Work and Discussion in country groups: Country Plans for Scaling up and/or mainstreaming, YC on work plans for next year</td>
<td>country groups</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Simple Techniques for Managing Stress: Session II</td>
<td>Dr. Pramod Kumar Gautum</td>
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\(^6\) For further information on the topic, please refer to the documents in the binder on Private Fundraising and Partnership (PFP)
Day IV: Friday, 11 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person/Remarks</th>
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</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Housekeeping</td>
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</tr>
<tr>
<td>9:15 AM</td>
<td>Overall Findings and Suggestions from the Young Champions Progress Review: Presentation and Discussion.</td>
<td>Manish Thapa</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:15 PM</td>
<td>Presentation of country Plans and peer review</td>
<td>Pakistan, Maldives, Nepal, India, Bhutan, Bangladesh, Afghanistan</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>1:15 PM</td>
<td>Closing session</td>
<td>- John Evans</td>
</tr>
<tr>
<td></td>
<td>- Reflections on the Consultation</td>
<td>- Kulshoom Ali</td>
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<td></td>
<td>- YC Participant</td>
<td>- Saritha Mittal</td>
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<tr>
<td></td>
<td>- Government representative</td>
<td>- Margaret Sheehan, Regional Youth and Development Specialist, Asia Pacific Shared Services Centre (APSSC)</td>
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<tr>
<td></td>
<td>- UNICEF</td>
<td>- Shivangi Sheehan</td>
</tr>
<tr>
<td></td>
<td>- Some announcements</td>
<td>- Pushpa Chhetri</td>
</tr>
<tr>
<td></td>
<td>- Remarks</td>
<td>- Chair: Raka Rashid</td>
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<tr>
<td></td>
<td>- Vote of Thanks</td>
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<td></td>
<td>- Refreshments</td>
<td></td>
</tr>
<tr>
<td>1:45 PM</td>
<td>Lunch</td>
<td></td>
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<tr>
<td></td>
<td>End of UNGEI YC Consultation 2009</td>
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</table>

7 Fifteen to 20 minutes, computer aided presentations are requested
Workshop evaluation

Based on the 31 evaluation sheets collected, over 28 participants found the Consultation very valuable. Also a big majority (22) found that the activities had been run well. Regarding time-management, 7 participants found this very well done, 22 well done and 2 not well done. The overall assessment of the consultation ranges from good over very good to excellent. The methodology of the consultation was in general valuable to very much valuable.

1. How valuable was the Consultation?
   - not so well (-)  well (3)  very well (28)

2. How well was the Consultation activity run organizationally?
   - not so well (-)  well (9)  very well (22)

3. Time-wise, the Consultation?
   - not well-managed (2) well-managed (22) very well managed (7)

4. What is the overall assessment of the Consultation?
   - not so good (-)  good (5)  very good (18) excellent (8)

5. Overall, the methodology of the Consultation is:
   - of little value (-) moderate value (2) valuable (21) very valuable (8)

6. How well was the process of the training manual finalization managed?
   - not well-managed (3) well-managed (24) very well managed (3)

Additional recommendations for future workshops:

- Having the consultation linked with a field visit.
- Hold the next regional Consultation in a different country in S.-A., so the YC participants could also gain new experiences and impressions.
- The program was very intense. To break the sessions, additional interactive discussions could be encouraged. Also, there are some requests to foresee energizers during the sessions and to lengthen the session with one extra day while shortening the day program to 4:30pm instead of 5:30-6:00pm.
- Encouraging people to come in at time.
- Except for the country sessions, a fixed sitting arrangement across countries could be imposed the next time. In this case, the YCs can better intermingle with their peers from other countries and to gain new impressions.
- It is important that time per session per country is fairly seen as equally allocated per each group.
• Extra time for additional discussions should be foreseen when a topic appears to be very animated or interesting.
• Ramadan is not a good time to hold a consultation. Notwithstanding UNICEF had done a great effort to foresee all the required facilities with the hotel, it might be better to take into account the date of Ramadan when defining the date of the next consultation.

Some inspiring comments:

“This consultation gives a chance to young people to present their country and the issues youth is facing to a peer group of young people from neighbouring countries.”

“The interactive nature of the workshop offered great opportunities to learn new strategies.”

“The consultation provided a platform to share the practices and the prevalent situations that youth in South-Asia face.”

“Rich exchange of ideas had been made possible across nations.”

“This is a wonderful experience. It is a good opportunity to share the experience with the neighbours.”
# Participants’ list

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name</th>
<th>Designation</th>
<th>Address</th>
<th>Contact Number and Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deputy Ministry of Youth Affairs, Afghanistan</td>
<td>+93 0700929990, 0786826384, <a href="mailto:emal_baha@yahoo.com">emal_baha@yahoo.com</a></td>
</tr>
<tr>
<td>1</td>
<td>Mr. Sayed Aimal Baha</td>
<td>Director</td>
<td>Deputy Ministry of Youth Affairs, Afghanistan</td>
<td>+93 0700929990, 0786826384, <a href="mailto:emal_baha@yahoo.com">emal_baha@yahoo.com</a></td>
</tr>
<tr>
<td>2</td>
<td>Mr. Atiqullah Habibi</td>
<td>Manager</td>
<td>Youth Information Community Centre, Herat.</td>
<td>+93797252012, <a href="mailto:habibfarzad@yahoo.com">habibfarzad@yahoo.com</a></td>
</tr>
<tr>
<td>3</td>
<td>Mr. Shujauddin Qadri</td>
<td>Manager</td>
<td>Youth Information Community Centre, Laghman.</td>
<td>+93(0) 700 006078, 077 449 6056, <a href="mailto:shujah143@hotmail.com">shujah143@hotmail.com</a></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Training Division, Directorate of Secondary and Higher Education, Ministry of Education, Dhaka.</td>
<td>+880-2-9881265, email: <a href="mailto:adp@brac.net">adp@brac.net</a></td>
</tr>
<tr>
<td>4</td>
<td>Md. Tahiat Hossain</td>
<td>Deputy Director</td>
<td>Training Division, Directorate of Secondary and Higher Education, Ministry of Education, Dhaka.</td>
<td>+880-2-9881265, email: <a href="mailto:adp@brac.net">adp@brac.net</a></td>
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<td>5</td>
<td>Ms. Rashida Parveen</td>
<td>Manager</td>
<td>Adolescent Development Program, BRAC</td>
<td>+880-2-9881265, email: <a href="mailto:adp@brac.net">adp@brac.net</a></td>
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<td>6</td>
<td>Ms. Ruiya Ashraf Akhter</td>
<td>Young Champion</td>
<td></td>
<td>+880-2-9014570, email: <a href="mailto:ruiya_youngchampion@yahoo.com">ruiya_youngchampion@yahoo.com</a></td>
</tr>
<tr>
<td>7</td>
<td>Mr. Tareque Mehdi</td>
<td>Young Champion</td>
<td></td>
<td>+880-2-9014570, email: <a href="mailto:tareque.mehdi@gmail.com">tareque.mehdi@gmail.com</a></td>
</tr>
<tr>
<td>8</td>
<td>Ms. Monira Hasan</td>
<td>Education Specialist</td>
<td>UNICEF, Bangladesh</td>
<td>+880-2-9336701-10, Ext 415, mob: 01715028553, Email: <a href="mailto:mohasan@unicef.org">mohasan@unicef.org</a></td>
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### BHUTAN

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<tr>
<td>9</td>
<td>Mr. Kinzang Wangchuk</td>
<td>Reporter/Producer/Host/Youth Coordinator</td>
<td>KUZOO FM, Bhutan</td>
<td>Tel: +975 335264 Mob: <a href="mailto:angelwant_lo@hotmail.com">angelwant_lo@hotmail.com</a></td>
</tr>
<tr>
<td>10</td>
<td>Ms. Roma Pradhan</td>
<td>Program Officer</td>
<td>Bhutan Youth Development Fund</td>
<td>Tel: +975 336938 Email: <a href="mailto:romapradhan@bhatanyouth.org">romapradhan@bhatanyouth.org</a></td>
</tr>
<tr>
<td>11</td>
<td>Mr. Sonam Wangchuk</td>
<td>Artist</td>
<td>VAST, Bhutan</td>
<td>Tel: +975 17820486 Email: <a href="mailto:sonam16@hotmail.com">sonam16@hotmail.com</a></td>
</tr>
<tr>
<td>12</td>
<td>Ms. Dema</td>
<td>Estate</td>
<td>Department of Youth and Sports, Ministry of Education</td>
<td>Tel: +975 17745177 Email: <a href="mailto:denyangs@yahoo.com">denyangs@yahoo.com</a></td>
</tr>
<tr>
<td>13</td>
<td>Ms. Kezang Deki</td>
<td>Education Officer</td>
<td>UNICEF, Bhutan</td>
<td>Tel: +975 1711 4074 Email: <a href="mailto:kdeki@unicef.org">kdeki@unicef.org</a></td>
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### INDIA

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<tr>
<td>14</td>
<td>Dr. Neelam Raisinghani</td>
<td>Dy. Director</td>
<td>Girls’ Education, Rajasthan Council of Elementary Education, Jaipur</td>
<td>Tel: 0141-2763281, 2763055 Email: <a href="mailto:neelam.raisinghani@gmail.com">neelam.raisinghani@gmail.com</a></td>
</tr>
<tr>
<td>15</td>
<td>Ms. Manjula Sharma</td>
<td>State Gender Coordinator</td>
<td>Himachal Pradesh, Govt of India</td>
<td>Tel: 0177-2652306®, 09418005706(O) Email: <a href="mailto:manjulsml@rediffmail.com">manjulsml@rediffmail.com</a></td>
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<tr>
<td>16</td>
<td>Ms. Kiran Dogra</td>
<td>National Consultant EDCIL</td>
<td>Govt. of India</td>
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<tr>
<td>17</td>
<td>Ms. Sarita Mittal</td>
<td>Deputy Director</td>
<td>National Literacy, Govt of India</td>
<td>Tel: 09810629298 Email: <a href="mailto:saritamittal@nic.in">saritamittal@nic.in</a></td>
</tr>
<tr>
<td>18</td>
<td>Ms. Shweta Sandilya</td>
<td>Education Specialist</td>
<td>UNICEF, Bihar, India</td>
<td>Tel: +91-09334100891 Email: <a href="mailto:ssandilya@unicef.org">ssandilya@unicef.org</a></td>
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<tr>
<td>19</td>
<td>Ms. Deepa Das</td>
<td>Education Officer</td>
<td>UNICEF, Assam, Guwahati, India</td>
<td>Email: <a href="mailto:ddas@unicef.org">ddas@unicef.org</a></td>
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<td>20</td>
<td>Mr. Surait Thakur</td>
<td>Program Officer, Aasaman Nepal, Janakpur</td>
<td>Tel: 041 – 522473, 041-522474, Email: <a href="mailto:aassamandhn@wlink.com.np">aassamandhn@wlink.com.np</a></td>
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<tr>
<td>21</td>
<td>Ms. Gulnaaz Qurakshi</td>
<td>Facilitator of UCCOSP Class, Banke, UNESCO Club</td>
<td>Tel: 081 524529, Mob: 9804501378</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Ms. Nisha Kumar</td>
<td>Participant of UCCOSP Class, Banke, UNESCO Club</td>
<td>Mob: 9848071730</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Ms. Dipika Gupta</td>
<td>Volunteer, Siraha</td>
<td>Mob: 9804721900, Email: <a href="mailto:avril_khusbu2006@yahoo.com">avril_khusbu2006@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Ms. Hemlata G.C</td>
<td>Program Presenter, Radio Bheri Awaj, Karkado – 5, Nepalgunj.</td>
<td>Tel: 081 524689, Mob: 9848043760, Email: <a href="mailto:prativanpj@yahoo.com">prativanpj@yahoo.com</a>, <a href="mailto:pg5517@gmail.com">pg5517@gmail.com</a></td>
<td></td>
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<tr>
<td>25</td>
<td>Mr. Atahar Kamal</td>
<td>Secretary, Lumbini Integrated Development Organization</td>
<td>Mob: 9847052644, Email: <a href="mailto:lidonepal@yahoo.com">lidonepal@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Mr. Rajesh Shah</td>
<td>JJYC, Bara</td>
<td>Mob: +977 9845034837, Email: <a href="mailto:rajesh-sah004@yahoo.com">rajesh-sah004@yahoo.com</a></td>
<td></td>
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<tr>
<td>27</td>
<td>Ms. Sandhya Adhikari</td>
<td>JJYC, Bara</td>
<td>Email: <a href="mailto:jjycbara@nic.net.np">jjycbara@nic.net.np</a></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Ms. Divya Dawadi</td>
<td>Section Officer, Department of Education, Nepal</td>
<td>Email: <a href="mailto:divyadawadi@gmail.com">divyadawadi@gmail.com</a></td>
<td></td>
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<tr>
<td>29</td>
<td>Mr. Laba Raj Oli</td>
<td>Editor, Educational Pages</td>
<td></td>
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<tr>
<td>30</td>
<td>Ms. Myriam Blaser</td>
<td>Program Officer, UNICEF Nepal</td>
<td>Email: <a href="mailto:mblaser@unicef.org">mblaser@unicef.org</a></td>
<td></td>
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<tr>
<td>31</td>
<td>Ms. Rekha Shrestha</td>
<td>Program Assistant, UNICEF Nepal</td>
<td>Email: <a href="mailto:rekshrestha@unicef.org">rekshrestha@unicef.org</a></td>
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### MALDIVES

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<tr>
<td>32</td>
<td>Mr. Ibrahim Nazal Shiyam</td>
<td>Volunteer</td>
<td>Hand in Hand, Maldives</td>
<td>Mob: +960 7855006, Email: <a href="mailto:demented_phantasmagoria@hotmail.com">demented_phantasmagoria@hotmail.com</a></td>
</tr>
<tr>
<td>33</td>
<td>Ms. Nashiya Saeed</td>
<td>Coordinator</td>
<td>Rights for All</td>
<td>Mob: +960 7793381, Email: <a href="mailto:rightsforall.org@gmail.com">rightsforall.org@gmail.com</a>, <a href="mailto:nashiyas@gmail.com">nashiyas@gmail.com</a></td>
</tr>
<tr>
<td>34</td>
<td>Ms. Kulshoom Ali</td>
<td>Executive Coordinator</td>
<td>Democracy House, Maldives</td>
<td>Mob: 09607916925, Email: <a href="mailto:kulshoom@gmail.com">kulshoom@gmail.com</a></td>
</tr>
<tr>
<td>35</td>
<td>Ms. Hawwa Zahira</td>
<td>Child Protection Officer</td>
<td>UNICEF, Maldives</td>
<td>Mob: +960 7870399, Email: <a href="mailto:hzahira@unicef.org">hzahira@unicef.org</a></td>
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### PAKISTAN

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<tr>
<td>36</td>
<td>Mr. M. Kansi</td>
<td>Education Officer</td>
<td>UNICEF Peshawar, Pakistan</td>
<td>Tel: +92 3339135797, Email: <a href="mailto:makansi@unicef.org">makansi@unicef.org</a></td>
</tr>
<tr>
<td>37</td>
<td>Ms. Alia Shahad</td>
<td>Student/Young Champion</td>
<td>RSU Govt of Sindh, Karachi</td>
<td>Mob: 0092 21 331 2216307, Email: <a href="mailto:alia.mshahid@gmail.com">alia.mshahid@gmail.com</a></td>
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<tr>
<td>38</td>
<td>Mr. Fahad Kazmi</td>
<td>Boy scout/ Young Champion</td>
<td>Pakistan Boy Scouts Association</td>
<td>Tel: +92 033 4893450, Email: <a href="mailto:fahad.kazmi@yahoo.com">fahad.kazmi@yahoo.com</a></td>
</tr>
<tr>
<td>39</td>
<td>Ms. Umme Kulsoom</td>
<td>Project Coordinator</td>
<td>Youth Resource Centre Pakistan</td>
<td>Tel: +92-91 5704362, Email: <a href="mailto:yrcinfo@yahoo.com">yrcinfo@yahoo.com</a></td>
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### DOC, NYHQs

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<tr>
<td>41</td>
<td>Ms. Shivangi Shrivastava</td>
<td>Communication Officer</td>
<td>UNICEF, UNICEF Headquarters, New York</td>
<td>Mob: +1 202 651 09018, Email: <a href="mailto:sshrivastava@unicef.org">sshrivastava@unicef.org</a></td>
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### UNICEF APSSC

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<tr>
<td>42</td>
<td>Ms. Margaret</td>
<td>Regional Youth and Adolescent Development</td>
<td>UNICEF Asia-Pacific Shared Services Centre</td>
<td>Tel: +66 2 356 9417</td>
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<tr>
<td>43</td>
<td>Ms. Raka Rashid</td>
<td>Education Specialist</td>
<td>UNGEI</td>
<td>Tel: + 977 1 4417082 Email: <a href="mailto:rrashid@unicef.org">rrashid@unicef.org</a></td>
</tr>
<tr>
<td>44</td>
<td>Ms. Pushpa Chhetri</td>
<td>Research Assistant</td>
<td>UNICEF Regional Office for South Asia (ROSA), Leknath Marg, Kathmandu</td>
<td>Tel: + 977 1 4417082 Email: <a href="mailto:pchhetri@unicef.org">pchhetri@unicef.org</a></td>
</tr>
<tr>
<td>45</td>
<td>Mr. John Evans</td>
<td>Education Consultant</td>
<td>Independent Consultant</td>
<td>Tel: +977 98510 38425 Email: <a href="mailto:john@jjedserv.com">john@jjedserv.com</a></td>
</tr>
<tr>
<td>46</td>
<td>Mr. Manish Thapa</td>
<td>Education Consultant</td>
<td>UNICEF ROSA</td>
<td>Tel: + 977 98511 12200 Email: <a href="mailto:manish-thapa@hotmail.com">manish-thapa@hotmail.com</a></td>
</tr>
<tr>
<td>47</td>
<td>Mr. Filip Warnants</td>
<td>Rapporteur, Independent Consultant</td>
<td></td>
<td>Tel: +977 9808105109 Email: <a href="mailto:Filipwarnants@hotmail.com">Filipwarnants@hotmail.com</a></td>
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