YOUNG CHAMPIONS FOR EDUCATION

South Asia UNGEI Regional Training

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For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY
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Regional Office for South Asia (ROSA)

For further information, please contact:

Regional Advisor, Education
UNICEF Regional Office for South Asia (ROSA)
PO Box 5815, Lekhnath Marg
Kathmandu, Nepal
Email: rosa@unicef.org

or

UNGEI Coordinator
UNICEF Regional Office for South Asia (ROSA)
PO Box 5815, Lekhnath Marg
Kathmandu, Nepal
Email: rosa@unicef.org

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Opening Remarks

Sabita Bhujel, Young Champion Nepal
Daniel Toole, Regional Director, UNICEF ROSA
Raka Rashid, Regional UNGEI Coordinator, UNICEF ROSA
Lava Deo Awasthi, Ph.D., Under-Secretary, Ministry of Education and Sports, Nepal

Sabita Bhujel welcomed the Young Champions to Nepal to discuss priorities for promoting girls’ education in South Asia. Ava Deo Awasthi recalled that South Asia, now poverty stricken and disadvantaged, was once a source of wisdom for the rest of the world. “We have to turn the clock around”, he said. The Ministry of Education in Nepal was taking an interest in how the youth could be at the centre of Education for All as well as the Millennium Development Goals. Daniel Toole expressed the United Nations Children’s Fund’s (UNICEF) pride in being part of the UN Girls Education Initiative (UNGEI) partnership, and said he was even more proud to be here with the Young Champions.

Raka Rashid spoke about the purpose of the workshop: to consolidate the work begun in 2007 by the South Asia Regional UNGEI and pave the way for smooth country-level implementation and continuation of the model. She listed three specific outcomes:

(i) a review of last year’s activities and sharing of experiences
(ii) the preparation of next year’s workplan
(iii) a draft outline, based on feedback from participants, for a generic training manual to be developed by the South Asia UNGEI, for adaptation and use at country levels.

Sabita Bhujel hoped that this workshop would help Young Champions do their best to promote girls’ education. Daniel Toole concluded with the words of the famous Indian Mahatma Gandhi: Be the change you want to see. “This is your challenge”, he said, “To be and build that change: a world where all children go to school.”
Why are we here?

Introduction

UNGEI is a partnership of organizations dedicated to promoting girls’ education and gender equality. It 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 represent the UNGEI movement as advocates and change makers in their communities and societies and, through their activities, address the 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 to prepare young people for these roles.2

In May 2007, over 50 young people, UNICEF and partner organisations were trained from seven countries of South Asia. When they returned home, they began implementing their workplans. 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 enrollment drives, campaigns for environmental protection and bringing drop-outs back to school.

The 2008 refresher training provided an occasion to take stock of where we are and how best to move forward to the next stages of implementation, adaptation and institutionalization.

Education for All: will we make it by 2015?

Susan Durston, Senior Education Advisor, UNICEF ROSA

Susan Durston began the session with a review of international declarations and commitments to education. Young Champions should be familiar with these as they can be used as leverage in countries that are not achieving these goals and international communities can use them to channel resources into countries that need support.

Education for All, (EFA) is an international commitment to education that was launched in 1990 in Jomtien, Thailand (EFA goals are listed in the following table). To assess the mid-decade progress towards EFA, UNICEF ROSA has produced a regional report on all the South Asian countries, except Afghanistan.

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 aged 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)
South Asia and global trends

Between 1999 and 2005, the number of out-of-school children declined from 96 million to 72 million in every region except in East Asia and the Pacific. The greatest drop was observed in South and West Asia, followed by sub-Saharan Africa. Similarly, the net enrollment rate (NER), the percentage of school-aged children attending school, has risen everywhere except in East Asia and the Pacific in the last 14 years. The NER is the best indicator of progress. In 2005, the average NER in South and West Asia stood at 86% compared to 72% in 1991, demographic pressures being the main challenge to further increases.

Global figures showed an increase from 647 million children enrolled in primary education in 1999 to 688 million in 2005. South and West Asia are the second fastest growing regions for primary enrolment, after sub-Saharan Africa. In South and West Asia, there were 192.7 million children enrolled in primary education in 2005 and 135.4 million in 1991. But increasing enrollment is not enough: there are more children dropping out before the end of primary school than there are out-of-school children. Around 16% of children counted as being out of school had initially enrolled but left before reaching the official age of completion. The average gender enrollment ratio (GER) also rose from 92% in 1991 to 113% in 2005, indicating a high number of under- or over-age enrolments.

Although South Asia and sub-Saharan Africa have been progressing more rapidly than other countries in achieving EFA goals, they are still the regions with the greatest number of out-of-school children. Moreover, the school age population will continue to increase in South Asia until 2050. In 2005, there were an estimated 17 million of out-of-school children in 2005, two-thirds of whom were female.
Who are the 17 million out-of-school children?

To illustrate the profile of out-of-school children, Susan Durston shared Sunita Tamang’s letter. She then asked the Young Champions to identify the groups most likely to be out of school based on a graph (see power point presentation on accompanying CD). These were the poorest, girls, the second poorest and rural children.

GROUP WORK: Susan Durston asked the Young Champions to respond to the following questions, using figures for education in their country:

- Who is out of school in your country?
- Why?
- What strategies do you suggest to get them into school?
- What do you want your government to do?

The Young Champions’ answers are summarized in Table 1. Female and rural children have lower net attendance rates for primary school in all South Asian countries except for Bangladesh and the Maldives. Secondary school attendance is significantly lower for all categories.
A letter from Sunita: Keeping our promises on girls’ education

By Sunita Tamang

Sunita Tamang, 15, recently participated in the 51st session of the Commission on the Status of Women, held at UN headquarters in New York. She wrote the following letter to participants of the High Level Conference on ‘Keeping Our Promises on Education’ in Brussels on 2 May 2007.

BIRATNAGAR, Nepal – My name is Sunita and I am 15 years old. I live with my mother and sister in Biratnagar in eastern Nepal. When I was still a young child my father abandoned us, leaving us even poorer than we had been before. To make ends meet, my mother took a job in a jute mill, and I started working at a matchstick factory.

School for me was out of the question - we simply couldn't afford it.

But that changed in 1999, when I found out about a UNICEF-supported programme offering catch-up classes for out-of-school children like me. I signed up and started taking classes, two hours a day. It was not always easy, but I was motivated to learn and worked really hard. After two years, I caught up to Grade 5. Now I am awaiting the results of my Grade 10 final exams, which for us is the last year of high school; it seems that my motivation and hard work have paid off.

Helping others get an education

I still have my job at the match factory. I mostly bring work home. I make the boxes and fill them with matches, then take them back to the factory and fetch more materials. I work a total of five to six hours a day. Every two days, when I make 1,000 matchboxes, I get paid 20 rupees - or 30 cents. It is not much, but it is enough for me to buy school supplies for myself and my younger sister.

So I am still a working child, but nonetheless an educated one. And I hope to go on to university some day.

I am also helping other children like me to get an education. Together with friends I set up a club for working children in our community. We try to teach them about their rights and how to fight discrimination and HIV/AIDS. Although these children may be forced to work, we believe they should also have a chance to go to school so that their future is better than their present. There are 22 working children clubs in my town, and I was recently selected as Chairperson of the Municipal-Level Working Children’s Network.

Time to keep your promises

I am writing to you today to remind you of a certain promise you made seven years ago. By telling you first-hand how education changed my life, maybe you will feel moved to commit to education for all children. I was only a little girl when the international community pledged to send all the world’s children to school by 2015. That deadline approaches and we are still lagging behind. I don’t understand why. If countries have enough money to go to war, they must have enough to send their children to school.

Children who do not go to school may never know anything about their rights. They may never have a chance to climb above poverty or learn to protect themselves from abuse and disease. They may not be able to help their own countries develop.

That is why on behalf of the millions of girls and boys who are not as fortunate as I have been, I urge you to set things right. The decisions you make today will affect the lives of many children worldwide. The time to keep your promises on education is NOW!
Table 1: Girls’ education: barriers and strategies

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Strategies</th>
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### Excluded groups: poorest, female, rural, except in the Maldives where enrollment is good (better among girls than boys)

<table>
<thead>
<tr>
<th>Economic reasons</th>
<th>More budgetary allocations to upgrade the entire education system</th>
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<tbody>
<tr>
<td>- Child labour</td>
<td>Scholarship and nutritional support programme</td>
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<tr>
<td>- Cost of stationary, clothes, etc.</td>
<td>Mobility support for students and teachers particularly females</td>
</tr>
<tr>
<td>- Increasing price of food</td>
<td>Raise awareness</td>
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<tr>
<td>Gender</td>
<td></td>
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<tr>
<td>- Sanitation</td>
<td>- through the media</td>
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<tr>
<td>- Girls expected to work at home</td>
<td>- at parental level</td>
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<tr>
<td>- Child marriage: parents think daughter will be happy</td>
<td>- through peer groups</td>
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<tr>
<td>- Societal belief that it is shameful for a man to send his daughters to school</td>
<td>- through community elders</td>
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<tr>
<td>- Lack of female teachers: families do not want male teachers</td>
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<tr>
<td>- Lack of qualified teachers</td>
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<tr>
<td>- Female education is not appreciated</td>
<td></td>
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<tr>
<td>- Girls are looked down upon</td>
<td></td>
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<tr>
<td>- Boys have to support their families</td>
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<tr>
<td>- Maldives: drug abuse among adolescent boys</td>
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</table>

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<tr>
<th>Security</th>
<th>Learning centres in villages</th>
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<tbody>
<tr>
<td>- Threat of kidnapping, etc.</td>
<td>School cabinets</td>
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<tr>
<td>- Conflict</td>
<td>Advocate for postponement of age of marriage and child rights</td>
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<tr>
<th>Secondary schools:</th>
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<tr>
<td>- Lack of government funding compared to primary schools</td>
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<tr>
<td>- Fewer secondary schools</td>
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<tr>
<td>- Located further away (raises issues of security for girls and living and transportation costs)</td>
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<tr>
<th>Lack of quality</th>
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<tbody>
<tr>
<td>- Secondary education is of little economic value</td>
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<tr>
<td>- Education has little link with one’s profession</td>
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<tr>
<td>- Students would rather learn other valuable skills to earn their livelihood</td>
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<tr>
<th>Access</th>
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<tbody>
<tr>
<td>- Inadequate number of secondary schools</td>
<td></td>
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<tr>
<td>- Distance</td>
<td></td>
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<tr>
<td>- Lack of transportation facilities</td>
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<tr>
<th>Other</th>
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<tbody>
<tr>
<td>- Limited understanding of the use of secondary school</td>
<td></td>
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<tr>
<td>- Distance</td>
<td></td>
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<tr>
<td>- Difference in language for tribal groups</td>
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<tr>
<td>- Pakistan: Parents prefer their children to learn the Quran</td>
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</tbody>
</table>

[Addendum: 

Learning centres in villages
School cabinets
Advocate for postponement of age of marriage and child rights
Promotion of girl-friendly schools in accessible areas
Increase female teachers in schools
Promote games and conceptual learning
Create awareness of the importance of secondary education among children and parents
Institutions at reasonable distances
Address the drug abuse issue (Maldives) ]
Why does gender matter?

Raka Rashid, Regional UNGEI Coordinator, UNICEF ROSA

To introduce the topic of gender relations in development, Raka Rashid asked the Young Champions to perform the following opening activity:

GROUP WORK:

- Think of a low income family that you are familiar with (nuclear family)
- Establish if it is a farming/labourer/tribal/other family
- Decide on the location of your household (urban, rural) and identify its members
- Discuss the tasks that the woman and the man perform on an average working day
- Chart these tasks from the time each wakes up to the time each goes to bed

The activity illustrates that women and men have different roles in different societies, and therefore that the manner in which they respond to and benefit from situations varies. Development interventions need to have specific, clear strategies that take these differences into account so that the needs of both women and men are met.

Gender matters in education because in most countries, girls are more likely to be left out of school. Girls’ education can lead to substantial social and economic benefits for families and communities and educated women are more likely to encourage the education of their daughters.

The following definitions are useful concepts or tools that can be used in gender planning.

Sex and gender

Sex describes the biological/physical characteristics which differentiate men and women. Gender identifies the social relationship between men and women and the way this is socially constructed. For example, in some societies, women work on farms, while in others, they don’t. Sex is given, while gender varies with time, culture, class, place and altering social and economic circumstances. Gender is not a consequence of sex.

Gender planning

In development planning, we often assume that families are nuclear (made up of a wife, a husband and children), that everyone has equal access to resources and decision-making, and that women and men will benefit equally from development interventions. But these assumptions are often false. The terms ‘people’ or ‘the community’ tend to implicitly refer to men. Women’s lives are thereby overlooked, and since they

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generally have less access to resources, opportunities and decision-making, they can be left out.

Gender planning recognizes that because women and men play different roles in society they often have different needs. It addresses women’s needs in the context of their roles in relation to men and their access to society. Gender planning differs from both the traditional approach which assumes that all will benefit equally and the Women in Development (WID) approach that specifically targets women without factoring in men. In the case of WID, women cannot benefit if their societal context is ignored.

Gender planning also recognizes that in most societies, women have a triple role: women are involved in reproductive, productive and community managing activities, while men are involved in productive and community politics activities. International opinion is beginning to capture and document these multiple roles (“double shifts”) in gender audits and census data collection.

Gender roles

The reproductive role: Child bearing and rearing responsibilities, and domestic tasks done by women. This includes biological reproduction, and the care and maintenance of the current work force (e.g. husband/partner and working children) and the future workforce (infants and school-going children).

The productive role: work done by both women and men for pay in cash or kind. It includes both market production and exchange value, and subsistence production with actual use value, but also potential exchange value.

The community managing role: activities undertaken primarily by women at the community level, often as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources for family needs such as water, health care and education. This is voluntary unpaid work, undertaken in 'free' time.

The community politics role: Activities undertaken primarily by men at the community level, such as organizing at the formal political level, often within the framework of national or local politics. This is generally paid work, either directly or indirectly, through status or power.

Gender needs

In addition to their triple role, women’s needs also differ from men’s because of their subordinate position to men and within society. Gender needs arise from the gender division of labor and women’s unequal access to resources, opportunities and decision-making. Gender needs are of two categories: practical gender needs that help women to do their work better (childcare, health, skills training) and strategic gender needs that seek to improve women’s position in society (equal wages, legal rights, decision-making, protesting/taking steps to combat violence).
Young Champions for Education: South Asia UNGEI Regional Training

Practical Gender Needs: these are the needs women identify as their socially accepted roles. Practical gender needs are often concerned with inadequacies in living conditions such as water provision, health care, employment. They are practical in nature and are a response to an immediate perceived necessity. Meeting practical gender needs improves the quality of women's lives and enables them to be more efficient at what they already do but it does not challenge the gender divisions of labour or women's subordinate position in society.

Strategic Gender Needs: these are the needs that women identify because of their subordinate position in terms of their relationship to men and in terms of society. Strategic gender needs vary according to the context. They may relate to the gender divisions of labour, power and control. They may also include such issues as legal rights, domestic violence, equal wages, women's control over their own bodies and fertility. Meeting strategic gender needs assists women to achieve greater equality, seeks to change existing gender roles, and therefore challenges women's subordinate position. When addressing strategic gender needs, we should be addressing her social status in society.

To enable a community to benefit equally, we must understand gender relations by paying attention to the more vulnerable women, men, girls and boys. **We must ensure the recognition of women’s practical and strategic gender needs.** We must then analyze the gender division of labor: who does what, what are the costs, who benefits? Where are the vulnerable groups?

Knowledge

Making schooling safe and secure: understanding and reporting abuse

_Bimol Bhetwal, ECPAT international_  
_Parwati Tiwari_  
_Geeta Lama_

_When we advocate better access to education, we must ensure that we are advocating safe education, free from abuse. Bimol Bhetwal introduced the Young Champions to ECPAT international, an NGO that runs peer support activities, youth advocacy, community awareness campaigns and micro-projects, all of which are designed and implemented by the youth. Then, Parwati Tiwari took the floor and discussed the definition of abuse._

Abuse involves activities that are harmful to young people or those who are powerless. Abuse directly or indirectly harm the physical, mental and emotional wellbeing of young people and damage their chances of having a safe, secure and healthy development into adulthood. **Abuse can be carried out by anyone, including a person of the same age,** but it is mostly carried out by an adult on someone younger.
There are four types of abuse. Emotional abuse or neglect can be scolding young people for a small mistake, teasing, criticizing, isolating, ignoring, etc. Physical abuse can be the use of physical force, using someone as a source of entertainment, forcing someone to do something which affects physical, mental or psychological development. Verbal abuse may be the use of threats, teasing or degrading remarks. The fourth type, sexual abuse, is the most dangerous.

**Sexual abuse is any act carried out with a sexual intention.** It may include forced sexual relations, conversations with sexual connotations, showing vulgar pictures, films or activities, forceful hugging or kissing, shooting photos or videos of sensitive parts, and other forms of exploitation. Sexual abuse can happen anywhere: in homes, shelter homes, restaurants, dance bars, schools, public places, religious places, massage parlours, while travelling, etc.

**Sexual abuse is difficult to delineate,** but differentiating between good touching and bad touching can be helpful. Good touching by parents, friends, relatives or others shows love, care and affection whereas bad touching makes us uncomfortable and angry. The following tables list signs of abuse and people to whom the abuse can be reported.

### Table 2: Identifying and reporting abuse

<table>
<thead>
<tr>
<th>SIGNS OF ABUSE</th>
<th>WHOM TO REPORT TO</th>
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<tbody>
<tr>
<td>Violent outburst</td>
<td>Peer supporters</td>
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<tr>
<td>Isolation from family/friends</td>
<td>Trained teachers</td>
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<tr>
<td>Physical assault</td>
<td>Mothers’ groups</td>
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<tr>
<td>Feeling of worthlessness</td>
<td>Community leaders</td>
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<tr>
<td>Fear for the self</td>
<td>Members of child and youth clubs</td>
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<tr>
<td>Threats of/destruction of property</td>
<td>Close friends</td>
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<tr>
<td>Threats/attempts of self-injury</td>
<td>Parents</td>
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<tr>
<td>Suicidal temptation</td>
<td>Caregivers</td>
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<td>No direct eye contact</td>
<td>Police</td>
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<tr>
<td>Feeling of regret and self blame</td>
<td>Social workers</td>
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<tr>
<td>Lack of confidence</td>
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<tr>
<td>Lack of mental and emotional development</td>
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<tr>
<td>Weak academic progress</td>
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<td>Lack of activity and creativity</td>
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Reporting an incident of sexual abuse is a delicate process because of the stigma attached to the victim. **It must begin with trust and rapport building, and it is important to obtain the victim’s consent before reporting the incident and to keep the victim’s identity confidential.** Young people are a good means of identifying and reporting sexual abuse.

Young Champions already have access to young people and children. Now we can disseminate information on child abuse to these young people, who can then raise awareness among other young people. Raising awareness is a crucial step. Child abuse can be prevented by organizing awareness programmes that are fun and interactive (e.g. using art, drama or the media), by uniting children against abuse, by providing training on key issues related to abuse, by establishing protection mechanisms in schools, and in
other locations, by intervening (delicately) when any evidence of abuse is found, and by encouraging victims to work against abuse.

Young Champions can be alert for signs of abuse (listed in the previous table). The messages we can spread include:

- Tell young people not to let anyone touch their body
- If anybody touches them, tell them they can respond with dislike and anger
- If anyone tries to use force, they can run away, make a loud noise to call for help or find a way for self-protection
- If someone has experienced such a situation, they should not hide from it. They can share it with a trustworthy person
- Try not to sit/walk alone, especially at night
- Phone the helpline
- Inform the police

Networking is needed to end abuse in society by protecting children and bringing about effective action against abusers. We need to interact with others to exchange information based on good practices for mutual benefit. Networking can include organisations, trained teachers, health workers, parents, peers, mothers’ groups, parents, youth clubs, friends, media, social workers, police, local community leaders, etc., to raise awareness of sexual abuse, to share problems and identify solutions. It is a collective effort to rule out abuse.

Useful websites: www.ecpat.net, www.yppsa.net (Youth Partnership Project South Asia)

**Child labour, education and poverty**

*Uddhav Raj Poudyal, Chief Technical Adviser, ILO Nepal*

*Out-of-school children are often child labourers. This presentation helped Young Champions to better understand the reasons for child labour and Uddhav Raj Poudyal’s suggested ways to give them access to education.*

There are an estimated 218 million working children, of which 165 million are between the ages of five and 14; and of these, approximately 122 million children are working in the Asia-Pacific region. Young girls comprise about 46% of the 122 million. Many out-of-school children are engaged in child labour. To achieve the goals of EFA, it is necessary to reach these working children.

**Child labour is the result of supply and demand.** Supply may be exacerbated by poverty, which is made worse by school fees and opportunity costs. But poverty is not the only factor: distance to schools, traditions or a lack of social protection also play a part. On the demand side, children accept lower wages, they have skills that adults no longer possess and are ‘no problem’ workers.
Education is not only a major means of keeping children out of the labour market, it is also a way of breaking the cycle of poverty and thus child labour. This can be achieved through a combination of educational and economic support.

Tasks for Young Champions

Young Champions have a role to play in advocating and participating in policy making and designing programmes. There is no reason why Young Champions cannot have access to policy makers. Forums, like those in Singapore, would be helpful. In fact, community and district-level advocacy are becoming increasingly decentralized.

We can work towards making education affordable, of better quality and a legal obligation. For child labourers above the legal working age (14 or 16 years), combining school and work is an option. Young Champions can also participate in policy making and programme design to help find a way out of poverty through in-kind payments, cash stipends, income generation for parents and community development efforts.

We can also mobilise youth and child groups to raise awareness of the problem of child labour and change the acceptability of child labour. We can depict the magnitude of the problem through case studies and contrast the benefits of school to the benefits of child labour. Options to improve the situation can be advertised through role models.

Young Champions can use national instruments that are based on the international instruments listed below, because child labour contravenes both. These instruments are binding and each country has to write a report which must be accepted by government, employers and trade unions.

- **Convention on the Rights of the Child (CRC 1989)**
  Protects children from economic exploitation, work that is hazardous, interferes with education or is harmful. It also suggests setting a minimum working age, regulating employment conditions and penalties.

- **ILO Convention No. 138, concerning minimum age (1973)**
  The Minimum Age shall be not less than the age of completion of compulsory schooling, and, in any case, shall not be less than 15 years [Article 2 (3)]

- **ILO Convention No. 182, concerning worst forms of child labour (1999)**
  Each Member shall, taking into account the importance of education in eliminating child labour, take effective time-bound measures to […] ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour. [Article 7 (2)]

*Education is the most appropriate response to child labour.*
Young Champions for Education: South Asia UNGEI Regional Training

Water, sanitation and hygiene (WASH)

William Fellows, OIC – YCSD and Regional WASH adviser, UNICEF ROSA

“The overall objective of UNICEF in WASH is to contribute to the realization of child rights to survival and development through support to programmes that increase equitable and sustainable access to, and use of, safe water and basic sanitation services, and promote improved hygiene.”

This presentation by William Fellows stressed the importance of water, sanitation and hygiene (WASH) in education. UNICEF’s target is first to halve the proportion of people without sustainable access to safe drinking water and basic sanitation by 2015 (MDG Target 7C). The second is to ensure that all schools have adequate child-friendly water and sanitation facilities, and hygiene education programmes. William Fellows stated that most schools in South Asia are not equipped for WASH education programmes, which is why sanitation is the first priority for South Asia.

Water is a basic human right, according to the CRC, and an economic good. In general, we charge too much for it to be a right and too little for it to be an economic good. Sanitation is considered an individual, household and communal good: whether your sister washes her hands or your neighbors defecate in the backyard affects you. Sanitation has a greater impact than water in reducing diarrhea morbidity and it is also important in reducing respiratory infections. Soap is the greatest medical discovery and has saved the most lives in human history.

WASH has specific behavioural objectives. Adequate washing techniques must involve water and soap on both hands. The hands must be rubbed together at least three times and then dried hygienically. There are critical times for handwashing: before cooking or preparing food (resulting in 11% reduction in diarrhea in Bangladesh), before eating or feeding children, after using the toilet, and after changing or cleaning babies. Although neonatal mortality is very difficult to reduce, it underwent a drop of 19% when birth attendants changed their handwashing behaviour and another 56% reduction when mothers’ and birth attendants’ adopted the proper handwashing technique.

WASH and the Millennium Development Goals

The MDG goal 7 (target 10) aims to halve the proportion of people without sustainable access to safe drinking water and basic sanitation by 2015. These populations tend to be poor, rural and often hidden and forgotten. Its indicators for progress towards this goal are the proportion of the population with sustainable access to an improved water source and to improved sanitation. But access to an improved source does not necessarily reflect access to safe water. For example, in Matara District (Sri Lanka), although 77.4% officially have access to an improved source, in reality, only 26.6% have safe coverage at source (even water that is safe at source can be contaminated by the time it is consumed). South Asia’s improved source coverage in urban areas is 94%, but most countries in South Asia will not meet this MDG, except perhaps for Pakistan. Even if we achieve the goal, 550 million people globally will not have access to sustainable and safe drinking water and 1.2 billion people will not have access to basic sanitation.

WASH contributes to all the MDG goals. It is critical for reducing goal one, poverty, by lessening the burden of disease (5.5 billion productive days per year lost due to diarrhoea alone) and the burden of fetching water, and providing households with the water required for small-scale productive activities. It also makes sense economically: for every dollar spent on water and sanitation, a government gets eight dollars back. It can even make three dollars on every dollar spent on sewage!

WASH also contributes to achieving universal primary education (goal two) since globally 443 million school days are lost each year due to poor hygiene and sanitation. It increases children’s performance at school, reduces absenteeism (particularly for girls) and enhances teacher recruitment, attendance and retention. In addition, it promotes gender equality and empowers women (goal three). Women bear the burden when sanitation is unavailable: girls are less likely to go school and as women are the primary caregivers, they dedicate more resources caring for sick children. Sanitation facilities enhance women’s privacy, dignity, status and opportunity.

Other benefits

Access to water and sanitation is cost effective health care. The following list compares the amounts that can be spent to gain a Disability Adjusted Life Year (DALY). For example, $53 spent on household water treatment buys an additional year of healthy life. Similarly, $3 spent on hygiene promotion will also buy an additional year (full list available in the power point presentation):

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic sanitation (promotion and construction)</td>
<td>$ 270</td>
</tr>
<tr>
<td>Water supply (handpump or standpipe)</td>
<td>$ 94</td>
</tr>
<tr>
<td>Household water treatment</td>
<td>$53</td>
</tr>
<tr>
<td>Basic sanitation (promotion only)</td>
<td>$11</td>
</tr>
<tr>
<td>Hygiene promotion</td>
<td>$ 3</td>
</tr>
</tbody>
</table>
But there are many more benefits. For example, women imprisoned by daylight [see box] suffer severe nutritional impacts and do not have healthy pregnancies. Safety is a greater concern in the dark. And for the disabled, the situation is worse. Water and sanitation can be a source of income and beneficiaries have more time to earn a living. It can also improve women’s status as they become positive role models and skilled workers.

**Imprisoned by daylight**

In many societies in South Asia, there are no toilets on the compound and women are forbidden to relieve themselves until the sun sets. These women are imprisoned by daylight in a practice of gender-based violence.

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**The International Year of Sanitation**

As part of the 2008 International Year of Sanitation (IYS), which focuses on school children as agents of change, 15 October 2008 has been declared Global Handwashing Day. The goal for this day is to get 100 million children to wash their hands [see handout and www.globalhandwashingday.org for details]. IYS promotes five messages:

- **Sanitation is vital for human health**
- **Sanitation is a good economic investment** – For every dollar spent in improving sanitation and hygiene, between $3 and $34 is saved in health, education and social and economic development.
- **Sanitation contributes to social development** – Enhances dignity, privacy and safety, especially for women and girls; improves convenience and social status; health benefits are shared across the community.
- **Sanitation helps the environment** – There are many ways of turning the 200 million tons of uncollected human waste per year into a resource if it is properly managed. If improperly managed it is dangerous.
- **Improving sanitation is achievable**

**What can Young Champions do?**

- Advocacy and raising awareness
  - Through school committees and radio programmes
  - With mothers (adequate washing and at critical times)
  - Have a clean village each year
  - Select and model 300 child friendly schools
  - Organise a ‘Wash Your Hands’ Walk
  - Use clean recipients to collect water
  - Tell people to drink clean water
- Support the provision of improved sanitation for families, communities, schools and health institutions
  - Construct individual latrines
- Ensure that there is an enabling environment for sanitation
• Implement a variety of behaviour and social change communication packages for sanitation and hygiene
  – Monitor that every child washes her/his hands
• Get involved in sanitation and make IYS work for Children
  – Advocacy with the ministry of education about IYS
  – Assist UNICEF country offices to use IYS as a platform to raise additional funds for sanitation.
• Wash your hands campaign in the community
• Initiate ‘behaviour change’ within ourselves
  – Sing ‘happy birthday’ whenever you wash your hands.

What we really want are clean people, living in a clean, safe environment, which includes a dignified and hygienic means of excreta disposal, and potable water.

Substance abuse, HIV and AIDS

Hassan Shifau, Director, SAARC Secretariat
Rachel Odede, Regional HIV/AIDS Advisor, UNICEF ROSA

HIV is spreading in South Asia. Countries hard hit by the epidemic have shown how devastating it can be. Young Champions, have a role to play as role models, peer educators and advocates, in stopping and reversing the spread of HIV.

Situation of children, young people and HIV/AIDS

Rachel Odede provided participants with a basic understanding of HIV, AIDS and drug use among young people in South Asia and looked at challenges and special considerations from a human rights perspective. She began with a brainstorming session on HIV/AIDS, drug abuse and challenges.

The factors that contribute to HIV, according to the Young Champions, are a lack of information about HIV, poverty, migration, injecting drug use, unprotected sex, lack of universal precautions in the hospitals. Pakistan’s Young Champions added that HIV/AIDS is taboo and in Afghanistan, there are no centres along the border where those entering the country can choose to be screened for HIV. In India, those who are infected cannot seek services for help, and since they are not helped, they run the risk of infecting other people. Bangladesh’s Young Champions believed that their government’s refusal to recognize it as a threat also contributes to HIV.

Rachel Odede began her presentation on HIV/AIDS and Drug Use Prevention in Young People with some statistics:

“Every minute that passes, another child under 15 dies of an AIDS-related illness and another four young people aged 15-24 become infected with HIV. This simply does not have to be.”
UNAIDS says that an estimated 2.1 million children were living with HIV worldwide by the end of 2007. Over half a million are newly infected each year. And about 50% of HIV-infected children will die before their second year of life without access to life-saving drugs, including the life-prolonging anti-retroviral therapy (ART).

Young people between the ages of 10 and 24 account for half of all new HIV cases globally. The peak age, according to AIDS cases reports, ranges between 25 and 34 years, which indicates that most infections occur among adolescents and young people. But not all young people have the same level of risk of HIV infection: 80-90% are at low risk, 5-15% are especially vulnerable and only 1-5% are at risk. Nevertheless, young people are not the problem: they are the solution. And HIV offers an opportunity to work with young people.

Summary of epidemic in South Asia

South Asia has a low HIV prevalence overall, but a high burden due to its large population base. HIV is spread largely by unsafe sex and injecting drug use. People often assume that a person living with HIV has had unprotected sex, but in South Asia, we also need to emphasize the relationship between drugs and HIV. In most countries, HIV is spreading among injecting drug users (IDUs), men having sex with men (MSM) and sex workers, and it is increasingly found in their partners/spouses. Young boys having sex with men are a growing issue in Asia.

There is a large diversity across and within countries. The coverage of prevention and treatment services remains alarmingly low and there are serious gaps in data and strategic information. When countries refuse to recognize that HIV is a problem, we cannot find out how many males and females are infected and what behaviour puts them at risk. Without this information, we cannot really plan.

Most parts of Africa have a very high prevalence, but Asia has the chance to not experience the same type of epidemic. Young people can make it happen, if they take it upon themselves to respond.

Why focus on young people?

Experience indicates that HIV spread through contaminated needles is the most explosive. And young people and IDUs are known to experiment with other risky behaviours like unsafe sex in addition to using drugs. Issues with the illegality of injecting drugs, harm reduction and stigma/discrimination, can drive IDUs, especially the younger ones, away from services and fuel the spread of the epidemic: they do not have access to services and we do not know what they are doing.

But we can prevent, slow and reverse the spread of HIV through drugs. The earlier the implementation, the more effective and cheaper the intervention will be. So we need to talk about drugs and HIV so that people know how they affect each other.
We also need to work on the **sexual abuse of children in schools**. We know that power relations like those between a teacher and children are another situation where HIV may be transmitted. So if we can stop the abuse of children in schools and homes, we will be working on both fronts. The majority of young girls in Africa were infected by their teachers. Hence, we need to ensure that Young Champions have the skills to educate other young people about their rights and inform them that this can happen to anybody anytime. In Africa, there is also intergenerational sex where young girls are enticed by gifts. In Pakistan, according to the Young Champions, the entertainment industry is partly to blame because movies promote macho images.

In several countries, behaviour change has translated into declining HIV prevalence among young people. In more than 70 countries surveyed, **testing and use of counseling services increased** from roughly 4 million people in 2001 to 16.5 million in 2005. However, in Asia, injecting drug use is increasing among young people. Prevention responses therefore need to shift to strategies focusing on **adolescents and young people most at risk**. Most of our efforts have been aimed at young people and adolescents in general, not those subgroups whose behaviour puts them at risk of HIV. Our programmes need to identify which young people are at risk or in which situations.

**Few comprehensive programmes address HIV and drug use prevention among adolescents** who are seen as part of the broader adult drug using population. There are only general awareness programmes. **Women abusing drugs are particularly vulnerable** due to the increased stigmatization linked to female users. In addition there is a lack of female-friendly recovery services. Women and girls rarely feature in the campaigns. We need female-friendly, youth-friendly, recovery services. Young Champions need to influence policy.

UNICEF is part of the “Unite for Children, Unite against AIDS” campaign which focuses on “Four Ps”. We will focus on the third P: preventing infection among adolescents and young people.

**The “Four Ps”:**
- Prevention of Mother-to-Child Transmission
- Paediatric AIDS treatment
- Prevention among young people
- Protection, care and support for children affected by HIV/AIDS

**Challenges:**
- Getting better prevention results means gathering better data and answering such question as: Who are the adolescents and young people most at risk of HIV infection? Where are they? What is the best way to reach them with information and services?
- What do we do with a 12 year old IDU? Do we give him/her substitution therapy? Do we provide clean needles & syringes? What about condoms?

*How can young people respond to the challenges that put young people at risk of HIV?*
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CRC principles and challenges in HIV/AIDS

What rights can Young Champions claim to call for government action in South Asia? Certain groups of people who are vulnerable because of their risky behaviour find their rights usually violated.

The CRC provides an important framework for responses to HIV/AIDS prevention, care and support for children, set out in four general principles (see powerpoint on accompanying CD for details):

- the right to non-discrimination (article 2)
- the rights of the child to have her/his interest to be a primary consideration (article 3)
- the right to life, survival and development (article 6) and
- the right to have her/his views respected

The CRC obliges governments to offer children an increasing role in decisions that affect them in accordance with their maturity. The CRC General Comment no. 3 compels governments to give children access to "adequate information related to HIV/AIDS prevention and care" and states that HIV Testing and Counselling is "fundamental to the rights and health of children".

Therefore, HIV/AIDS prevention information should be made available; their rights should be protected and the provision of information about HIV/AIDS and Drug Use should follow a **rights-based approach grounded in the “three C’s” of consent, counselling and confidentiality**. In other words, the rights enshrined in the CRC can be used to advocate more information about this taboo subject.

**GROUP WORK:** Discuss CRC articles and rights and propose how as young champions, you will advocate for protection, fulfillment and realisation of these rights in your countries.

Young Champions and the response to HIV

It is important to know about the HIV situation in your country. Which groups are affected? Which behaviours drive infection (injecting drug use, unprotected sex, sex work, male-to-male sex, etc.)? What rights are being violated? These need to be analyzed to inform prevention among adolescents and young people.

We need to bridge the gap between those working on HIV prevention and partners working on adolescent, young people and national development goals. **International partners must remember that working with and for adolescents is the best way to respond meaningfully to HIV.**

As Young Champions we need to demand more skills and services than merely educating those at risk and vulnerable to HIV infection and drug use. We must provide
adolescent-dedicated physical spaces (drop-in centers) and innovative, adolescent-friendly HIV/AIDS and drug use prevention, care and treatment services. These must be gender sensitive so that they respond to the needs of partners of IDUs, as well as female IDUs. Also, because the age of initiation to drug use and injecting is decreasing, we must begin in primary schools, churches, mosques and homes. The development of youth friendly policies to create an enabling environment should be supported by all, and this may mean addressing parental and societal opposition. Evidence through the collection of disaggregated data can inform the development of adolescent friendly programmes.

Rachel Odede’s advice to Young Champions can be summed up as follows:
- Better prevention results means better data collection and answers to questions like: Who are the adolescents and young people most at risk of HIV infection? Where are they? What is the best way to reach them with information and services?
- We cannot change the entire system so we have to do it in a strategic manner;
- Communicate in a way young people can understand, with authentic information and data and/or fun activities;
- We will need to lobby constantly, repeating the same message until we get it done;
- Programmes and interactions should be adjusted accordingly;
- Upscale what works best and re-strategise or abandon what doesn’t
- We need to be aware of patterns of drug abuse. In the Maldives, injecting drug use has only become an issue in the past two years.
- Existing reproductive health, cultural events and Islamic networks whose scholars are empowered to address these issues are all entry points;
- Pakistan has coupled HIV with hepatitis C, which has the same features as HIV. This is another way to disseminate messages in cultures where sexuality is an issue.

Education is currently the only vaccine available against HIV. We must work with adolescents and young people, not just for them. They are the solution.

SAARC on drugs

Hassan Shifau spoke about SAARC and focused more specifically on drug abuse. He asked the Young Champions to share their thoughts and knowledge of SAARC. They stated that it is a good forum for collaborative action among South Asian countries for social, economic and political development. It represents almost a third of humanity, but is becoming increasingly ineffective because of the tensions between the countries. They believed that SAARC as a political force had the potential to become as strong as the EU, but nothing had really come of it. Hassan Shifau then formulated a response to the Young Champions.

SAARC has done a lot of things behind closed doors, but within the last few years, it has made progress in leaps and bounds and addresses many global issues. Under
the provisions of the SAARC Social Charter, one of the agreed areas of cooperation is drug de-addiction, rehabilitation and reintegration.

In order to implement the SAARC Social Charter, in September 2007, the Inception Meeting of representatives of leading NGOs of SAARC countries recommended the formation of a SAARC NGOs Forum for Drug Abuse Prevention. This forum would coordinate the work of member states, mainstreaming the issue of drug/substance abuse at government and policy levels, and share information.

SAARC initiatives include:
- The Convention on Narcotic Drugs and Psychotropic Substances (1990)
- The Coordination Group of Drug Law Enforcement Agencies (1999)
- The Drug Offences Monitoring Desk (1992)

Hassan Shifau added that bilateral agreements are probably more important than regional ones because actions often take place between two countries.

**Language and context**

Lava Deo Awasthi’s spoke about the benefits of multilingualism in South Asia in terms of equalizing power relations, ensuring peace, health, cultural heritage and various other advantages. He suggested ways of encouraging multilingual education and stressed the importance of the mother tongue in the first few years of school.

**Multilingual construct of South Asia**

In the past, we used to welcome languages, but colonization and new systems dislodged our values. This was not a South Asian construct (look up the Macaulay Minutes, 1835, online for details). English spread, then certain languages began to dominate, imitating the role of English and threatening linguistic diversity. Education became a means of power, creating a hierarchy between those with the language of power and those without. Language played a key role in inequality.

Languages matter: they represent us. They are the means through which we express ourselves. The greatest human art is the art of living together, and language is the key to living together. How can we have a more balanced linguistic setting? We need a new linguistic order where underutilized languages can have value. The UN General Assembly designating 2008 as the International Year of Language (IYL). This is part of a global movement to recognise our languages and call for collaborative efforts. Languages should not be seen as a threat, they should be a bridge between us and the communities we are working with. Linguistic diversity, cultural diversity, bio-diversity are all intrinsically linked. If we lose language, we lose our cultural identity. Conflicts
are created when language and culture do not receive space in the total system. Amartya Sen has shown that language is also wealth.

There are many ways to address this: through education offered in the mother tongue (because if one is good at one’s mother tongue, one is good at other languages), through a recognition of indigenous knowledge in books, a recognition of belief systems, an understanding of the way in which knowledge is acquired, through the decolonization of minds (such as the prevailing belief that English is the better language), or community-based education.

Young Champions moving forward

- Young Champions can map out roles: what should government, NGOs, local schools, local governments do?
- Advocate inclusive responses and service delivery for educational institutions
- Encourage indigenous and professional organizations to advocate language enrichment and revitalization
- Build awareness; demystify misconceptions and provide technical support to NGOs or CSOs
- Promote the global campaign among UN organizations
- Encourage the youth to be responsive to change and implement a mechanism to support
- Sustain youth participation in the SAARC Forum

Child trafficking

Lena Karlsson, UNICEF Innocenti Research Centre
Turid Heibert, Regional Programme Manager, Save the Children Sweden

Schools are both a platform for raising awareness on child trafficking as well as a protective structure against exploitation. Lena Karlsson shared the findings of a recent study on child trafficking in South Asia. The study hopes to raise awareness, strengthen laws, policies and programmes for preventing and responding to child trafficking and increase cooperation between stakeholders, including children and adolescents.
Child trafficking is the movement of a child for the purpose of exploitation organized by one or more traffickers. Children are trafficked for multiple forms of exploitation: sexual exploitation, labour, begging and even criminal activities. They are also trafficked for arranged marriages, forced military recruitment, dispute settling and adoption.

The causes include poverty and a lack of livelihood options; insufficient knowledge and awareness of the risks; social norms, gender and other forms of discrimination; armed conflict, violence and abuse in the family and the community; weak governance and a lack of implementation of international standards. **Trafficking may involve friends, relatives and parents of children.**

The patterns of trafficking are complex because there are many routes and because trafficking may be internal and/or external, so that countries are at the same time countries of source, transit and destination. There is an absence of harmonized and systematized data.

**National legislation**

Not all the countries in South Asia have laws that criminalize child trafficking. In fact, none of them has a definition which fully reflects the Palermo Protocol’s definition and none has a clear legal provision to protect victims from criminal prosecution for offenses related to their situation as trafficked persons. Therefore, children risk being identified as undocumented migrants, juvenile delinquents or unaccompanied minors.

Trafficking is often addressed as a law enforcement and criminal justice issue and legislation seldom includes welfare components such as legal, psychosocial and other kinds of assistance to the victim. Moreover, cooperation is difficult because trafficking falls under the responsibility of different entities.

Children receive insufficient legal information and assistance and few countries have a child friendly judicial process. Boys are sometimes less protected by law because national legislation in the region often addresses child trafficking only within the context of sexual exploitation of women and children or women and girls. In addition, a
strong focus on trafficking may neglect children who migrate or are internally displaced - but end up in exploitative situations.

**Policy responses**

A number of initiatives have been taken to promote coordination, but due to the large number of actors and the diversity of their mandates, coordination at national, regional and international level remains a challenge.

At the national level, child trafficking is addressed from a child rights perspective in various action plans. However, there is often a lack of a clear synergy between the plans and the provision of sufficient resources for their implementation. Child trafficking often moves across borders, requiring regional and international cooperation. Some countries have concluded bilateral agreements; South Asian countries have entered into several regional agreements and have developed a Strategy against Commercial Sexual Exploitation of Children and Child Abuse, but further efforts are needed for its effective implementation.

The study recommends that we **ensure political support** by ratifying key legal instruments or by including child trafficking in all National Plans of Action on Children. It also recommends that we **promote national child protection systems** at both national and community levels, with a strong focus on prevention. These systems include information sharing, addressing root causes of child trafficking, community mobilization, child friendly reporting, protection and judicial procedures, and a multi-sectoral (legal medical, social and psychosocial) approach.

<table>
<thead>
<tr>
<th>SUCCESSFUL CASE STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bangladesh</strong></td>
</tr>
<tr>
<td>Reintegration of children previously involved in camel jockeying and prevention of re-trafficking</td>
</tr>
<tr>
<td><strong>India</strong></td>
</tr>
<tr>
<td>Community-based network to prevent trafficking in Andhra Pradesh and Kamataka</td>
</tr>
<tr>
<td><strong>Nepal</strong></td>
</tr>
<tr>
<td>Para-legal committees in Nepal as a community-based protection and response mechanism</td>
</tr>
</tbody>
</table>

**Children in emergencies**

*Professor Lynn Davies <L.Davies@bham.ac.uk>, University of Birmingham, UK*

*In a group activity with the Young Champions, Professor Lynn Davies discussed the particular challenges faced by children in emergencies. The purpose was to identify the most vulnerable children, those who were able to continue their studies and the strategies used in education to cater to these groups.*
GROUP WORK: What happens to education in emergencies, such as a natural disaster or in times of violence?

1. In your experience, which groups of children were particularly harmed/affected educationally by the emergency situation?
2. Which groups of children faced more than one disadvantage? How? Why?
3. How and why did some children keep going to school in this disaster?
4. What strategies were used to work with particular groups in education during or after this emergency?
5. How were disadvantaged children monitored, identified or tracked?
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#### Children affected

<table>
<thead>
<tr>
<th>INDIA</th>
<th>MALDIVES</th>
<th>BANGLADESH</th>
<th>PAKISTAN</th>
<th>AFGHANISTAN</th>
<th>NEPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drought</td>
<td>Tsunami</td>
<td>Cyclone/ Floods</td>
<td>Earthquake</td>
<td>Suicide attacks</td>
<td>Floods</td>
</tr>
</tbody>
</table>
- Children of farmers with little/no land
- Children with special needs
- Children of migrant groups
- Girls
- Children living on small isolated islands due to the damage done to schools
- Children from the poorest families
- Children from fishing/farming, coastal or river communities
- Children who lost families and/or their homes
- School children
- Primary school children victims (especially the best students)
- Primary school children
- Children from poor families (esp. Dalit)
- Children from riverside communities

#### Children who faced more than one disadvantage and

<table>
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<tr>
<th>INDIA</th>
<th>MALDIVES</th>
<th>BANGLADESH</th>
<th>PAKISTAN</th>
<th>AFGHANISTAN</th>
<th>NEPAL</th>
</tr>
</thead>
</table>
| Girls | Priority is given to boys
- Less food
- Deprived of shelter and education
- Vulnerable to abuse and exploitation
- Child labour
- Loss of livelihoods
- Displacement |
- Those who lost their families and/or their homes.
- Children from poor communities
- Disabled children
- Psychological and physical trauma
- Girls
- Primary school aged children (5-12 yrs)
- They depend on adults
- Children from families with damaged units
- Disease outbreak
- Kidnapping
- Harsh weather conditions
- Difficult terrain
- Girls
- Killed
- Traumatized
- Banned from going to school
- Girls
- Poor and Dalit communities
- Children aged 3-9
- Deprived of education, health, nutrition and sanitation

#### Children who kept going to school

<table>
<thead>
<tr>
<th>INDIA</th>
<th>MALDIVES</th>
<th>BANGLADESH</th>
<th>PAKISTAN</th>
<th>AFGHANISTAN</th>
<th>NEPAL</th>
</tr>
</thead>
</table>
| Children from families with income, skills, resources or alternative support
- Children with parents aware of the importance of education
- Children with access to temporary schools
- Children sent to locations with functioning schools |
- Children with schooling near their hometown |
- Children and parents who received counseling
- Rich families |
Every emergency affects different groups. We need to find out who is most affected by emergencies and why. Gender intersects with other factors, so we must ask ourselves if it is most appropriate to target gender or other categories. When we are thinking of strategies we need to question if it is the right one, and if it is in the right place. We can also work on minimizing the impact of disasters by seeing what can be done before they strike.
Tools

Understanding the CRC

Biswa Thapa, PhD.

This session consisted of a group exercise led by Biswa Thapa to familiarize Young Champions with the rights of children and adolescents and identify the rights that are being violated in different situations. The exercise showed that more than one right can be violated in any situation.

The UN Convention on the Rights of the Child (CRC) dates back to 1989, and includes 54 articles. The activity focused on ten rights:

- Right to a name and nationality
- Right to a family
- Right to health and nutrition
- Right to education
- Right to rest, leisure, cultural and artistic activities
- Right to be protected from abuse, exploitation and discrimination
- Right to express one’s views and opinions
- Right to have access to appropriate information
- Right to special care and assistance
- Right to protection and privacy

GROUP EXERCISE:
- Participants were paired
- Each pair was given 3 illustrated child rights cards and a copy of the 10 rights.
- The pairs discussed which of the 10 rights was being violated in each picture.
- Each pair then presented its interpretation of the rights to the group.

Raising awareness among children and adolescents empowers them to advocate for their rights.

Communicating for change

How to build links with the media

Brigitte Stark-Merklein, Communication Officer, UNICEF NYHQ
Gabrielle Galanek, Consultant, Education and Gender Equality, DOC, UNICEF NYHQ

Young Champions need to communicate information to a wide audience; hence the media’s importance. Journalists can help us to publicise an event, highlight our successes, raise awareness and increase our organisation’s credibility.

We can draw up a strategy outlining how we intend to use the media and who in our organisation should deal with media enquiries. We must outline our objectives in contacting the media, and draw up the key messages we want to get across during our
Young Champions can convey key messages by writing press releases, which journalists turn into press reports. Jas Kaminski started by distributing press reports that were
Young Champions for Education: South Asia UNGEI Regional Training

based on the same press release. The Young Champions realized that different journalists highlight different messages. It is therefore important to know how to write clear press releases that journalists can work with.

The primary purpose of a press release is to deliver something newsworthy to news outlets. A press release must be clear, interesting and, above all, relevant. There are three types of press releases. News-driven releases that react to news events and provide information that the world wants. They are produced rapidly, depending on the quality of the information from the field. When done well, this type of release is the easiest to place in the media. Agenda-driven press releases attempt to interest the world in a subject important to you (e.g. AIDS orphans). These are not easy to get placed and depend on a good ‘news peg’. Necessary releases are relationship-driven, in order to satisfy a relationship you have with another organization. They have little news value, but help to advance a broader aim.

How to structure a press release

- First sentence: gives the most essential facts, grabs the reader’s attention, and includes news items and key facts
- Begins with a lead paragraph summarizing the 5Ws: what, where, when, who, why
- Has a clear purpose
- Clearly states the issue, action and impact
- Contains news which adds value to public debate
- Contains several sources
- Includes good quotes to make the story interesting
- Is well-timed and pegged to current events
- Must be new
- Must be a good story
- End of the last paragraph leads into the next paragraph
- Uses active as opposed to passive voice
- One to two pages in length
- Gives the dateline at the top: starts with location/secondary location (source of story), etc.

Interviews with the media

Gabrielle Galanek, Consultant, Education and Gender Equality, DOC, UNICEF NYHQ
Brigitte Stark-Merklein, Communication Officer, UNICEF NYHQ

A media interview can be an excellent way of publicizing your organisation’s work, aims and concerns. It can also bring more credibility to your organisation. This session began with a video interview, acted out by Gabrielle Galanek, followed by a discussion of its weaknesses and suggestions for improvement.
Interviews are either live or recorded. The advantage of a live interview is that all your answers will go out on the air. The advantage of a recorded interview is that you have a second chance to answer a question. However, most recorded interviews are edited before being transmitted so you do not know which answers will be broadcast.

Reporters generally prefer to talk to someone directly involved in or affected by an issue rather than a press officer. Whoever is interviewed should appear confident, speak well, and offer interesting anecdotes or case studies.

Whether the interview is for print, TV or radio, you and your colleagues should prepare for it. Ask yourselves the following questions:
• Why are we doing this interview?
• Who is the best person to be interviewed?
• What message do we want to get across?
• How can we make those points?

Make a brief list of bullet points to jog your memory and practice a few answers out loud.

A good interview reveals interesting information expressed in a compelling way. To be a good interviewee you should:
• speak clearly, concisely and with authority
• be well informed and prepared
• sound enthusiastic and interested
• be prepared to answer all questions on the topic
• keep calm

**Meena Manch: a strategy for change**

*Jas Kaminski, Communication Consultant, UNICEF ROSA*

Through animated film and comic books very difficult social issues can be portrayed in sensitive, non-threatening ways, without losing the story’s impact

(McBean & McKee, 1996)

*Meena Manch, according to Jas Kaminski, is a good example of the three-tiered communication strategy employed by UNICEF: advocacy, social mobilization, and behavior change communication. Young Champions can use Meena material to change audiences’ attitudes and behaviours towards issues that impact the girl child.*

Through the clever use of animation as an agent of social change, Meena tackles the disadvantages that young Asian girls face by both influencing the development of children’s behaviour and changing the attitude of adults responsible for the care of children. She questions prevailing social norms and broaches the
possibility of alternative scenarios in which these young girls can realize their full potential. Mithu, a parrot and her best friend, is deployed to reinforce key messages through repetition.

Meena is not only a tool to communicate behaviour change. As an advocacy tool, she increases political commitment to improve the status of young girls in South Asia. As an instrument of social mobilization, Meena is the catalyst for cross-sectoral partnerships between government agencies, NGOs working for women and children, the media and private sector. Such alliances are essential to create an enabling environment for young South Asian girls through education and health services, as well as legal protection systems.

Meena Manch forums in India have led to numerous achievements. *Meena Manch* girls have stopped child marriages, boosted the enrollment and attendance of children in schools, and spread awareness about hygiene and nutritional practices. Studies reveal that over 90% of teachers and parents have noticed that girls communicate more freely, and are more confident and assertive. Some 85 percent of the teachers believe that the *Meena* activities have made teaching more interesting. Participating children share that they feel motivated by the engaging story telling sessions (97%), and the personal encouragement they have received from teachers (98%).

Over the past 18 years, the Meena communication package has evolved into various media: animated films/videos, comic books, discussion guides and posters, and two radio series. Today, Meena is at home in India, Bangladesh, Pakistan, Nepal, Sri Lanka, the Maldives and Bhutan and Southeast Asia, and plans are currently underway to roll Meena out in Afghanistan.

<table>
<thead>
<tr>
<th>Meena themes</th>
<th>Contacts in UNICEF country offices</th>
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<tbody>
<tr>
<td>Say No to Dowry - Preventing dowry practice</td>
<td>Afghanistan - Savita Naqvi and Freshta Taj</td>
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<tr>
<td>Too Young To marry- Preventing early marriage</td>
<td>Bangladesh - Mira Mitra</td>
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<td>Count Your chickens- Girl’s access to education</td>
<td>Bhutan - Miraj Pradhan</td>
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<td>Who’s afraid of the Bully? - Resisting teasing of</td>
<td>India - Michael Galway</td>
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<td>girls by boys</td>
<td>Nepal - Deepa Pokharel and Sharad Ranjit</td>
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<td>The Girls Come Back- Trafficking of girls</td>
<td>Pakistan - Atiya Qazi and Zohra Nisar Hunzai</td>
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<td>Meena’s Three Wishes- Water, sanitation, hygiene</td>
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<tr>
<td>and education</td>
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**Girl Stars as role models**

*Chetana Kohli, OIC Education Section, UNICEF India*
Chetana Kohli introduced the Young Champions to Girl Stars, another tool that Young Champions can use to encourage behaviour change on girls’ education. In fact, the Young Champions from Bangladesh have already produced two episodes.

Girl Stars is a multi-media campaign based on the true stories of 15 young women from underprivileged backgrounds who changed their lives by going to school. **By showcasing these role models, Girl Stars aims to encourage girls to stay in school.** Its target audience is girls of 10 to 16 years at risk of dropping out of school in India. Its secondary audience is parents, grandparents, village elders and others who play an important part in deciding whether or not girls stay in school.

Girl Stars was conceptualized and created by UNICEF and Going to School, a non-profit trust based in New Delhi which creates media to make education fun and relevant to children’s lives. The girls themselves are independent role models who were not supported by UNICEF or Going to School.

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**Bhanwari the police woman**

‘Education helps you to see what is wrong with the world and gives you the confidence to question it.’

Bhanwari is a police constable in Bikaner district (Rajasthan). Bhanwari was married when she was a child, but she still went to school. Although Bhanwari failed and had to repeat one school year, she persisted, and one day at school she heard about the famous policewoman called Kiran Bedi. Bhanwari decided she would be a police officer too - she thought this way she could begin to change the world. Now 24 years old, Bhanwari is part of the police force and she has a ‘women’s desk’ where she listens to the problems of women in her district and tries to help as much as she can.

Girl Stars first identifies the girls, and then seeks to convince parents and communities to showcase their stories in movies, books, radio episodes, posters and a calendar. Now, people have started identifying their own girl stars and this has become a source of pride for schools. The easiest part of the process was to develop the material;
the greatest challenge is in using it, obtaining new material and receiving the parents’ approval.

Managing stress

Dr Kapil Dev Upadhyaya, Stress Counsellor, UNDSS
Bisika Thapa, Ph.D.

Stress is inevitable, but it can be managed. Dr Kapil Dev Upadhyaya and Bisika Thapa led the Young Champions through a session to better understand stress in themselves and in other young people. Dr Kapil Dev Upadhyaya then taught relaxation techniques that Young Champions can use and share with others.

Stress occurs when the perceived pressure exceeds the ability to cope (Stephen Palmer, 2000). Any change in our lives, whether good or bad, causes some degree of stress. While the optimum degree of stress may be stimulating, a high degree of stress is harmful to our health. Possible diseases caused or exacerbated by stress may include high blood pressure, heart disease, migraines, headaches, ulcers and colitis.

There are three types of stress:

- Basic stress: common day-to-day stress due to the recent past and the future.
- Cumulative stress: often unrecognized. When it occurs frequently, it lasts a long time and can be severe; it can destroy bodies, minds and even lives leading to suicide, heart attacks, strokes and even cancer.
- Critical incident stress: resulting from a sudden and unexpected event outside the range of normal experience.

Stress in children and adolescents

The most common stress faced by children and adolescents can include peer pressure, boy-girl relationships and high-risk behaviour such as drugs, alcohol and sex. Adolescents may also face stress during examination periods. Stress affects thinking, reduces concentration, impairs decision-making and can cause significant health problems. Emotional and conduct disorders may include depression, self-harm, suicide, anxiety and obsessive compulsive disorder, eating disorders (anorexia and bulimia), stealing, or breaking laws. Trauma, which can involve the loss of a family member, is an extreme form of stress.

<table>
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<tr>
<th>COMMON SYMPTOMS OF STRESS</th>
<th>PHYSICAL</th>
<th>PSYCHOLOGICAL</th>
<th>BEHAVIOURAL</th>
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<tr>
<td>Nausea and stomach upset</td>
<td>Impaired decision-making and impaired problem-solving abilities</td>
<td>Angry outbursts</td>
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<tr>
<td>Tremors, sweating, diarrhea and dizziness</td>
<td>Poor concentration</td>
<td>Hyperactivity or hypo-activity</td>
<td></td>
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<tr>
<td>Chest pain, headache and palpitations</td>
<td>Poor memory</td>
<td>Startled responses</td>
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Children have a tougher time dealing with stress because they are at an age where their emotional character is not fully developed. If they witness brutalities or are exposed to them in the media, they may become insensitive to these atrocities. Furthermore, children’s mental health is not usually a cause of concern. Loving responsive parents lead to security, low anxiety and high self-esteem in children.

**How can we respond to stress?**

**Relieving stress is about feeling better.**

**Counseling techniques:**
- Active listening
  - pay close attention to the person
  - don’t interrupt
  - observe their emotions
- Fully accept the person without judging them or diverting your attention somewhere else
- Rephrase their words
  - to confirm what you heard
  - to show interest in what the person has said
- Listen and don’t give advice on what the person should have done, etc.
  - Every person has the capability to solve her/his problems
  - When people express their feelings, they often realize what they should have done on their own
- If you want to know what action the person is going to take, you can ask them what they want to do in this regard
- Never give them false assurances about the ‘best’ way to do things

**Abdominal breathing:**
- Sit or lie down, legs slightly apart, with hands relaxed on your legs or by your side and close your eyes
- Inhale through your nostrils and exhale through your mouth, as if the stomach were releasing air
- Count to 4 while inhaling and count to 6 while exhaling slowly through the nostrils.

**Watch watching:**
- Look at the second hand of the wrist watch and just observe it for a minute trying to remain free from thoughts during that time.
- By reducing the flow of thoughts through your mind, you relax.
Ways of responding in an office

- While sitting, slowly roll your head from side to side. This helps to strengthen neck muscles and reduces tension in that area.
- Clench and unclench fists. Squeeze your eyes shut, then open them. Open mouth wide and close it. Frown hard and release
- Tighten and relax the various areas of your body
- Get up periodically from the chair, stretch your arms, back and legs. Take a quick walk around the office.

Food, sleep and exercise

- Eat a balanced diet: with enough fiber (bananas and brown rice are a good source) fish and poultry without the skin instead of mutton or pork, fruit and vegetables, etc.
- Obtain at least six hours of sleep

Other simple methods of relaxing

- Exercising (walking or going for a bike ride)
- Engaging in relaxing activities (drawing, listening to music, reading, etc.)
- Talking about stressful events to a friend
- Remembering an enjoyable event
- Example from India: a group of adolescents channeled their stress into theater which allowed them to express their issues and release their stress
“I’m prescribing anti-anxiety pills for stress. Stick one in each ear whenever your phone rings.”
Case Studies

The Education Journalists group

Rajan Sharma, advisor/founding president
Bhupraj Khadka, president
Pushparaj Pouydal, Technical advisor

The Education Journalists Group (EJG), presented by Rajan Sharma, is a group of journalists advocating better quality education. EJG has shown that the media not only reports, it can also bring about change.

The Education Journalists group (EJG) was founded in 2000 by journalists working in the mainstream media who felt that education was not sufficiently covered by the Nepali media. It is active in 22 districts and forms a link between policy makers and community people, communicating issues in education. EJG collects cases in villages and refers them to the district level to be solved or, when they are related to policy, to the central level. At the same time, it communicates improvements and disseminates policy information to those at the grassroots level. Through this process, EJG has made education a debate.

EJG is a rights-based forum that is registered as an NGO. It publishes an education newspaper at the central level and its radio programme has a 90% coverage nation-wide. The group is composed of 50 core members who have been journalists for at least three years. The advisors consist of educationists and teachers’ unions. EJG has been working with UNICEF for eight years to uplift girls’ education, improve retention and make schools child-friendly and democratic.

To address Nepal’s problem of teacher quota, EJG, along with other organizations, asked teachers how many more of them were needed. It then lobbied the political parties to manage the teacher quota and the government agreed to add around 10,000 teachers. It has formed Education Watch Groups to monitor teachers’ attendance, supervise the schools and run door-to-door campaigns. It has also organized journalism workshops to teach school children how to collect news and prepare a newspaper. UNICEF has organized about 30 workshops overall. EJG has also successfully lobbied to provide full scholarships to girls and disadvantaged communities. It has recently started a campaign with partner NGOs for girls who cannot go to school while they are menstruating. Other activities include addressing an increase in dowry with a girl’s years of schooling, the three percent literacy rate among Dalits, and the birth certificate requirement for school enrollment.

The group’s main challenge has been to provide information to people as their right. Also, because of the armed conflict, people are afraid of the media, and this hampers their access to information. Financial constraints constitute a further challenge.
Educational Pages

Laba Raj Oli, Managing Director, Educational Pages

Educational Pages is the first and leading paper in the field of education. Laba Raj Oli described how they are started and their role in enhancing the quality of education in Nepal.

Established in 2003 A.D, Educational Pages acts as a bridge between the central and community levels to promote quality education, as depicted in the diagram below. The central level provides input for the community level and the community level in turn provides feedback through the Educational Pages. The Department of Education, the Teacher’s Union and UNICEF have played a pivotal role in achieving this goal.

Educational Pages enhances the quality of education with activities which include updating teachers on policies and programmes, promoting the Welcome to School programme (WTS) and providing school management with ideas, providing professional capacity development materials, advocating child-friendly school environments, reporting on the local situation, highlighting success stories. It also conducts interaction, campaign and advocacy programmes. Educational Pages differs from the Education Journalists Group, which is a forum limited to journalist members.
TIPS FOR YOUNG CHAMPIONS

Concept generation
• Interact with people
• Network and access information
• Undertake literature reviews (reports, case studies etc), field visits and research
• Identify the issues/problem
• Perform needs assessments
• Be creative and optimistic
• Document the concept

Resource management
• Analyze the resources you need
• Assess your resources and confirm your contribution
• Share your concept with like-minded persons/organizations
• Make a plan for the effective utilization of available resources
• Plan for sustainability from the very beginning

Concept implementation
• Follow the core concept
• Maintain the time limitation
• Be result-oriented
• Make logical decisions
• Take action for the betterment of the group
• Document your activities

Networking and coordination
• Follow the participatory approach
• Promote equal participation
• Have an acceptable agenda
• Respect the ideas of others
• Transparent and frequent communication
• Include all stakeholders in the network

A safer society for girls by Save the Children Norway

Sita Ghimere, Thematic Director, Save the Children Norway

Sita Ghimere presented Save the Children Norway’s efforts to bring about a safer society for girls in Surkhet, a district in Mid-Western Nepal. Save the Children Norway is an UNGEI partner.

Girl children in Surkhet may be subject to abuse and bullying and vulnerable to child marriages. They are more susceptible to corporal punishment within their families, schools and society, often do not feel free and secure and have irregular school attendance.

Save the Children’s activities have consisted of an orientation to boys, men, teachers and parents on how they can contribute to a safe environment for girls and writing a School Code of Conduct with everyone’s participation. It has provided girls’ educational support, girl-friendly toilets and first-aid boxes with sanitary pads. It has encouraged girls’ participation in leadership roles and set up a complaints box to report violations. Save the Children has also introduced non-formal and vocational education catering to adolescent girls. In addition, it has worked with the police and other local government authorities to ensure protection.
As a result, girls’ enrollment has increased and absenteeism has dropped, they have begun to feel safer and more confident. Moreover, the number of girls in leadership roles has increased and boys and men have become more involved in the movement. However, Save the Children has found that abuse cases still remain hidden, child marriages are difficult to overcome, and there are gaps in policy and practice.

Save the Children concludes that girls’ voices are heard when they are in leadership positions and that organizing and mobilizing children and youth for girls’ right to education and protection is an effective way to promote their rights. It recommends creating female role models, emphasizing child protection efforts because they are an integral part of intervention for better access and quality education for girls and promoting boys’ and men’s involvement.

**UNFPA’s Youth Information Centers**

*Hom Raj Sharma, adolescent and reproductive health specialist, UNFPA*

*Hom Raj Sharma presented the United Nations Fund for Population Activities’ work to improve adolescent sexual and reproductive health in Nepal.*

Adolescents in Nepal account for 32.5% of the population. They lack employment opportunities and 40% are illiterate. They often lack sexual and reproductive health information and only 13.8% use modern contraceptives (DHS 2006). Over a third of the girls compared to 10% of boys aged 15 to 19 are already married and 21% of the girls are either pregnant or mothers. These adolescents are at high risk of reproductive health illnesses, but the health system has yet to address their needs.

To respond to adolescent issues, UNFPA established 92 youth information centres (YIC), formed 1500 peer groups and 103 support/management committees, aired numerous radio programmes and set up a hotline for counseling. Trained health care providers in the YIC provide information, counseling and services for sexual and reproductive health. The centres have adopted a neutral attitude (no moralizing), respect the adolescents’ decisions and ensure confidentiality. They also have an effective referral system.

Advocacy with community gatekeepers was effective in reducing obstacles to adolescent sexual and reproductive health, and networking with partners led to optimal use of available resources. UNFPA found that combined education-entertainment oriented activities and information, education and communication (IEC) materials successfully attract young people. It also found that addressing adolescent non-health issues, such as non-formal education, gender-based violence, livelihood and recreation, were further incentives. Young people’s involvement was essential to implementing programmes related to them.
Panel discussion

Young champions from every country were invited to join a panel to discuss topics raised during the workshop. The panelists were Faiz Mohammad Fayyaz (Afghanistan), Tareque Mehdi (Bangladesh), Pema Lhamo (Bhutan), Anupa Tirkey (India), Kulshoom Ali (Maldives), Dhurba Shrestha (Nepal) and Fahad Ali (Pakistan).

Young Champions for emergency support

In the last few years, ever more disasters have been hitting South Asia. What role can Young Champions play in emergencies?

• We should focus on girls during emergencies

• Young champions can motivate parents about what to do before emergencies

• As Young Champions, is it our role to be active in emergencies? Perhaps our task is smaller.

• Young champions can advocate against trafficking and other issues

• Should Young Champions act as individuals or should we create a space for children to take action as UNGEI representatives?

• Whatever we do, we need to coordinate our efforts, we cannot work alone

• Pakistan’s Young Champions work with the Social Welfare Department and the Ministry of Education, which are in charge of Boy Scouts in particular districts. This has been very important.

• Although not trained as counselors, during the floods, tsunami and earthquakes in India, Young Champions were in places which were not accessible to UN people. Therefore, Young Champions should be prepared to see what they can do, like providing psychosocial support. Recreation and story telling is a good diversion that attracts lots of youngsters.

• We have to look at two perspectives: providing support in emergencies and the long-term response. As suggested by our colleagues from India, we can provide short-term aid through peer support, story telling, awareness raising, counseling, etc. And long-term support is also important but it is difficult. Young Champions can be the driving force in looking at different aspects of the community.

• A comment on child abuse and emergencies. If a girl is abused by her uncle, and she needs emergency aid but doesn’t know what to do, what should we do?

• In Afghanistan, such a case would be reported to the Ministry of Women’s Affairs because they have shelters for women and girls.
Multi-sectoral approaches by Young Champions

How can we work on child protection issues, like HIV, drug prevention, etc. with a multi-sectoral approach?

- A radio programme in Bhutan invites doctors to talk about HIV. People can call in and ask questions. It was easy to bring a doctor in, but more difficult for people to call.

- Two ideas to be implemented in Punjab: calling on social welfare NGOs working on child protection to participate in a strategy in 40 areas where girls need protection. Inviting an expert to discuss a theme on a weekly radio programme as of October.

The ethics of providing HIV services to adolescents

Is it ethical to provide a 12-year old girl injecting drugs and living on the streets harm reduction services? Is it ethical to give her clean needles, take her out from the streets and force into a drug rehabilitation center?

- I don’t think that Young Champions are ready to address this issue.

- We produced a documentary on drugs. We found that large communities were addicted to drugs but could not be forced to stop using them. They wanted to stop but needed money to do so.

- Ethics and values come into play to have a positive outcome. Therefore, if the end is positive, the application of some force may not be unethical.

- Counseling is a better option, particularly as each country has UN-funded centres that are free and which could be used for counseling.

- Rehabilitation centres are not always good enough for drug abusers to come out clean. For example, rehabilitation would probably not work in the Maldives, because of the low quality centres.

- It is in college that young people become drug users. Our role is to help them stand up to peer pressure from that age.

- UNICEF ROSA is developing lifeskills-based education for these issues.

- HIV awareness could be part of the curriculum, as was done in Andra Pradesh with a 15-day focused intervention to train teachers. The response was very good. Also, the Meena Manch and Banchala perform skits in communities. Young Champions could think of other ways of talking about HIV.

- It is a brave idea to have HIV information in textbooks, but this would be seen as too bold in Pakistan. Religious leaders would condemn them.
• Our country is similar to Pakistan. We started working on a package in 2000 and only received approval last month!

• I think HIV is a component of reproductive health so it is better to talk about reproductive health and the rights of youth, especially girls.

**Using technology to stay in touch**

*What do you think about forming an e-group to stay in touch?*

• It would be better to have a website to share our experiences

• I think Facebook works best. Phone calls may be best or engaging face to face

• We could have a website that would be like Facebook

• When you have an e-group, you can always exchange emails. But with a community group, it is more colourful. Facebook and Myspace offer better mediums. I propose that we make a community on Facebook.

*Parts of the debate were relevant to the suggested topics entitled “Mainstreaming young champions for government support” and “Child labour, unemployment and trafficking”. “Migration”, another suggested topic, could not be discussed.*

**The Training Manual**

*John Evans, Education Consultant*

To promote girls’ education, Young Champions work not only with young people in their countries, but they must also train more Young Champions so that the movement can spread. To this end, UNGEI has suggested developing a Training Manual for Young Champions in the South Asia region. John Evans suggested a framework for the training manual.

The suggested framework comprised the following main sections:

• **Introduction**
  o About this manual
  o How to use the manual
  o How to organize a workshop
  o Tips for trainers

• **Examples of training sessions**
  o Sessions adapted from the two Young Champions training workshops and other sources. Several theme titles were included in the framework

• **Young Champions in Action**
  o Experiences from the participants
Experiences from other Young Champions

- Developing a work plan

The idea and the framework were well received, and the groups added several helpful suggestions to develop it further.

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<tr>
<th>ADDITIONAL SUGGESTIONS</th>
<th>TRAINING TOPICS NEEDED</th>
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<tbody>
<tr>
<td>Different formats proposed:</td>
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<tr>
<td>- A folder of loose sheets which can be easily updated</td>
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<tr>
<td>- Incorporate the manual in a more extensive training kit that includes background material</td>
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<tr>
<td>- Develop it into a modular format</td>
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<tr>
<td>Ensure that the primary focus on girls’ education is emphasized, even in the title of the manual</td>
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<tr>
<td>Ensure the children’s rights-based approach of the manual (ensure that children’s rights are mentioned as overarching/cross-cutting principles)</td>
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<tr>
<td>Using creative methods in providing training for young people</td>
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<td>Presentation and communication skills</td>
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<td>The value of education</td>
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<td>Rights-based approach to education</td>
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<td>How young people learn</td>
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<td>Peace and tolerance</td>
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<td>Dealing with stress</td>
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<td>Life-skills based education</td>
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<td>Advocacy and behaviour change</td>
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<tr>
<td>Working with the media</td>
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<tr>
<td>Include a list of energizers, role-plays, games, etc.</td>
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<tr>
<td>Include real-life examples of challenges faced by Young Champions</td>
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<tr>
<td>At the end of each session, include a list of resources related to the topic</td>
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</tr>
<tr>
<td>Include a directory/contact list for youth support services</td>
<td></td>
</tr>
<tr>
<td>Include a contact list of resource persons from the region who can support Young Champions in their efforts/activities</td>
<td></td>
</tr>
<tr>
<td>Include monitoring and review mechanisms</td>
<td></td>
</tr>
<tr>
<td>Add a fact sheet on simple and useful data for the region</td>
<td></td>
</tr>
<tr>
<td>How to work with marginalized children</td>
<td></td>
</tr>
<tr>
<td>Stigma and discrimination</td>
<td></td>
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<tr>
<td>Education and gender in emergencies</td>
<td></td>
</tr>
<tr>
<td>Child labour</td>
<td></td>
</tr>
<tr>
<td>Cross-border issues (trafficking)</td>
<td></td>
</tr>
<tr>
<td>Sexual abuse</td>
<td></td>
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<tr>
<td>HIV/AIDS</td>
<td></td>
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<tr>
<td>Substance abuse</td>
<td></td>
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<tr>
<td>Psychosocial care training</td>
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</tr>
</tbody>
</table>

At the end of the session, a small sub-group was formed to work on the manual.

**Young Champions in action**

**Afghanistan**

The Young Champions from Afghanistan raised awareness on the importance of girls’ education through radio programmes and they mobilized NGO support to provide materials for girls’ schools in Takhar. They also developed mobilization material to
encourage young female graduates to become teachers and started a weekly educational newsletter called ‘Seeking Peace’. They trained four high school students to write articles and develop a magazine, and managed a pen pal project between Afghanistan and an American school to share information on girls’ education. The Young Champions also wrote magazine articles on girls’ education which were distributed to school students and provided clothing to 500 street children on the occasion of Eid.

Insecurity was a major constraint, as was geographic and seasonal access. Their female Young Champion left because she had limited access to communities. There was a lack of female youths who could become advocates for girls’ education, but the search would continue.

To strengthen their efforts, the Young Champions have requested a provision for operational costs (accommodation and transport) from UNICEF and urged senior government officials and other influential people to become involved in their projects. They would also like to provide input to government policy/decision-making. They would like to increase media coverage of Young Champions and their activities and establish links with journalist groups.

**Bhutan**

Bhutan’s Young Champions have been active with VAST, a non profit organization, and Kuzoo FM. VAST, the Voluntary Artists’ Studio Thimphu, was created by professional artists in 1998 to provide Bhutanese youth with the opportunity to develop their talents. For the last 10 years, VAST’s young and senior members have run art camps throughout the country every school vacation. While the main focus is on developing artistic talent and an appreciation for their cultural heritage, they also raise other social issues like school dropout, substance abuse, sanitation, health, hygiene, protection and the environment. The Young Champions showed a video on how VAST uses artwork to educate young people on HIV, substance abuse and adolescent issues. For more information, see http://www.vast-bhutan.org.

Kuzoo FM, Bhutan’s first private radio station providing creative and informative outlet for the youth. Launched in September 2006, Kuzoo FM targets young adults between the ages of 12 and 25 with programmes on education, music and current issues. The Young Champions spoke about their latest radio programmes to raise awareness on women’s issues. They aired Ani Choying Drolma’s story, and this encouraged another Bhutanese nun to share her experiences. They also aired a programme on how Meena was spreading health messages in Bhutan.

The Bhutanese Young Champions will strengthen their focus on HIV, AIDS, substance abuse and eradicating poverty.
Bangladesh

The Young Champions from Bangladesh have focused their efforts on awareness raising activities. They have produced two successful ‘Girl Stars’ documentaries, reports for the print and TV media, and published a newsletter focusing mainly on girls education and other youth-related issues. They also ran a workshop for 27 adolescents to disseminate the knowledge obtained during the training of trainers’ workshop and one Young Champion participated in the World Fit for Children Forum. They will soon be implementing their plan to enroll 128 dropout children. The Young Champions requested more support from UNICEF and suggested changing their name to ‘Bangladesh Girls’ Education Initiative’, because they find ‘Young Champions’ misleading.

India

India presented its major government interventions. The National Programme for Education of Girls at Elementary Level (NPEGEL) focuses on enrolling out-of-school girls and ensuring their retention thanks to their girl-friendly environment. They provide quality education with life skills and encourage community participation. Kasturba Gandhi Balika Vidyalaya (KGBV) is setting up residential elementary schools with boarding facilities for girls to address the gender gap in literacy. Mahaila Samakhya is a programme to empower women and girls in their communities using education.

Young people are involved in ensuring that girls’ education has been institutionalised into the government system through Meena Manch, adolescent forums (Balsanghams), Balpanchayats and school cabinets. The challenges for youth involvement are in sustaining their interest, linking them with other youth networks, and
continuously upgrading the skills of the youth group members. Also, officials and teachers are apprehensive about the power of youth groups and they have limited capacity in organising them.

Nepal

Through their efforts this past year, Nepal’s Young Champions realized that they can be a good structure to mobilize the community, that quality education is possible in public schools and that the school incentive programme (SIP) is instrumental in advocating girls’ education at the local level.

To increase enrollment, reduce drop-outs and improve basic education in public schools, the Young Champions helped with teacher training and material support, and encouraged two schools to raise money and one to develop a quality education model. In addition, seven primary schools were established in Parsa with government support. The Young Champions mobilized almost 300 young people into 33 Young Champion groups and noted a five percent increase in students’ regular attendance. The Young Champions were also able to mainstream 14 madrassas in the government system through collaborative efforts with the madrassas, the DEO and the DDC. They also promoted best practices in schools by working with the media, forming an e-group and setting up a virtual platform with 103 members worldwide. The Young Champions said they needed to set up a system to monitor their work.

Pakistan

The Young Champions in Pakistan were active in strengthening networks within the government, mobilizing the available Girl Guide and Boy Scout networks and developing their own advocacy material. They produced a wide range of communication materials that included a logo, a website, a brochure, a folder, T-shirts and caps.

In Punjab province, the Young Champion set up an office in the Directorate General of the Social Welfare Department, established links with UNICEF’s education and child protection sections and identified focal persons in the Provincial Education and Social Welfare Departments. At the provincial and district levels, they mobilized Young Champion groups and prepared a Behaviour Change Communication (BCC) Strategy: they developed IEC/ BCC material for enrollment campaigns, formed media committees, initiated radio programmes and a newsletter. Their aim was to reduce drop-out rates and improve retention in the early years of primary school.

In the North West Frontier Province (NWFP), the Young Champions developed a lifeskills manual and began an enrollment campaign focusing particularly on girls. They mobilized Boy
Scouts and Girl Guides in Federally Administered Tribal Areas (FATA) and held sports and social events highlighting girls’ education. The Young Champions network currently has over 650 members.

The Young Champions found that scouts and girl guides are great assets, and can be involved in polio and emergency support in addition to girls’ education. They also recommended the use of IEC materials which enhance the effectiveness of campaigns and found that messages disseminated with religious undertones would draw more attention among the masses.

The major constraints ranged from difficulties in engaging the media in the wake of political instability and the frequent transfers of government officials, as well as the weak institutional structure of scouts and guides in FATA and the challenge of establishing links with regular primary education programmes.

**Workshop Evaluation**

Based on the 26 evaluation sheets collected, over 15 participants found the training and the methodology valuable. All the participants were satisfied with the organizational aspects of the training and most were found the training well managed time-wise. Overall, nineteen participants rated it ‘very good’, four rated it ‘excellent’ and three rated it ‘good’. Sixteen would recommend the training without reservations.

“We need to exchange our programmes in a forum like this to learn from each other and apply it in our countries.”

“The training was very impressive and interesting.”

“The training needs to provide young champions with the opportunity to exercise advocacy and facilitation skills.”

“It motivates the young champions to move forward and work harder.”

“The host community could ‘show’ what they have done at the field level.”

**Additional recommendations for future workshops:**

- Include a field visit
- Provide more skills-based training, such as:
  - lifeskills
  - monitoring and evaluation
  - communication, public speaking and presentations
  - facilitating/moderating sessions
  - networking and advocacy
  - documenting and reporting
- Have more participatory sessions
• Include time for reflection among participants and for sharing experiences, and identifying/presenting innovative and best practices
• Shorter presentations
• Make sure all the sessions are relevant to young people
• Encourage young people to moderate the sessions
• Distribute handouts for each presentation
• Simplify the language used in the presentations for participants who are less fluent in English
• Mix tables instead of having participants sitting by country
• Link training with other events happening simultaneously
• Have an age limit for Young Champions
• Promote mingling with other participants during session times
• Include a sightseeing day and a fun event (party/dinner) for YC to get to know each other better
• Name the next gathering a “summit” or “conference” instead of a training
  ○ e.g. Young Champions for Education Summit
# Annual Work Plan

## Afghanistan

**Goal:** Net enrollment of children in schools for both boys and girls increased by 75% and 60% respectively by 2010.

**Objective:** To contribute to the government target of enhancing children’s enrollment as stated above.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person responsible</th>
<th>Partner(s)</th>
<th>Expected results/outputs</th>
<th>Expected outcome/impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of youths as change makers in education in 5 selected provinces. (Kabul, Bamyan, Balkh, Kandahar and Heart)</td>
<td>Faiz, Parwiz, Alemi, Rahmatullah Kabir</td>
<td>MoE, YICC, UNICEF</td>
<td>Identification of 200 new Young Champions. Training module adopted and conducted for 200 Young Champions.</td>
<td>Increase in the number of Young Champions and contribution to raising net enrolment.</td>
</tr>
<tr>
<td>Disseminate messages on the importance of education from a right based perspective through Seeking Peace, Omid-e-Jawan and Asri Jawan weekly news letter.</td>
<td>Faiz, Alemi, Kabir, Rahmatullah Parwiz</td>
<td>YICC, Equal Access</td>
<td>XXX number of Seeking Peace and Asri Jawan published and distributed.</td>
<td>Girls’ education will become an important agenda for the government and its development partners</td>
</tr>
<tr>
<td>Lobbying/advocacy on the strengthening of efforts to promote girls’ education</td>
<td>Faiz, Parwiz and Alemi</td>
<td>ERTV, UNICEF, YICC</td>
<td>2 round tables on the root causes of the gender disparity in education in Afghanistan and strategies on the elimination of the causes to be organized and telecast.</td>
<td>Girls’ education is an issue for the media.</td>
</tr>
</tbody>
</table>
Young Champions for Education: South Asia UNGEI Regional Training

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person responsible</th>
<th>Partner(s)</th>
<th>Results/Outputs</th>
<th>Outcome/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize 22 community radio stations to broadcast messages on the importance of education with a focus on girls’ education.</td>
<td>Faiz, Parwiz</td>
<td>Equal Access</td>
<td>5 messages broadcast</td>
<td>People will be aware of the importance of education and the need to send their children to school</td>
</tr>
<tr>
<td>Monitoring and evaluation</td>
<td></td>
<td>UNICEF</td>
<td>Radios dramas broadcast</td>
<td></td>
</tr>
</tbody>
</table>

Bangladesh

**Goal:** Contribute to the reduction of dropout rate by 30%

**Outcome:** Completion rate up to 85% by end of 2010

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target</th>
<th>Responsible Person(s)</th>
<th>Time Frame</th>
<th>Role of Young Champions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Issue Based/Thematic cards (like CRC cards) concerning adolescents</td>
<td>2000 secondary schools, 6000 teachers and 100,000 adolescents in 7 selected districts</td>
<td>UNICEF, Directorate of Secondary and Higher Education &amp; YCs</td>
<td>Q 1 Q 2 Q 3 Q 4</td>
<td>Topics identification and their views focusing on issues like; girls’ education, drugs, abuse &amp; HIV, AIDS etc.</td>
</tr>
<tr>
<td>Develop YC’s training manual in the context of Bangladesh</td>
<td>1 YC’s Training Manual (to train 670 adolescents from MMC)</td>
<td>UNICEF, YCs</td>
<td>X X X</td>
<td>Involvement in development process with UNGEI focal person, UNICEF</td>
</tr>
<tr>
<td>Train/brief/orient adolescents on refresher training &amp; thematic cards</td>
<td>Briefing session (50×2=100 adolescents) through two divisional meetings.</td>
<td>UNICEF, MMC (Mass-line Media Centre) and YCs</td>
<td>X X</td>
<td>Work as facilitators for the two divisional orientations for adolescents</td>
</tr>
</tbody>
</table>
**Newsletters (focusing on issues like girls’ education, drugs, abuse, HIV, etc.)**

<table>
<thead>
<tr>
<th>YCs of the forum Adolescents (as appropriate)</th>
<th>YCs and UNICEF</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
</table>

**Video clippings on issues related to girls’ education, dropouts, personal hygiene, drugs, etc.**

| At least 5 video clippings (60 to 90 seconds each) Reaching mass population through national TV channel | UNICEF (Education Section, Protection Section and Information Section) and YCs | X | X | X |

**Organizing a national-level consultation meeting on UNGEI**

| Policy makers, Development partners UN bodies | UNICEF (Education) & ROSA | X |

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**Bhutan**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Funds</th>
<th>Organization</th>
<th>Core Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitization programme (CRC – Convention on the Rights of the Child)</td>
<td>UNICEF</td>
<td>NCWC (National Commission for Youth Women &amp; Children)</td>
<td>Youth</td>
</tr>
<tr>
<td>Volunteering</td>
<td>UNICEF</td>
<td>YDF/ Y-VIA</td>
<td>Youth</td>
</tr>
<tr>
<td>HIV/AIDS, substance abuse, women matter, youth</td>
<td></td>
<td>Kuzoo FM</td>
<td>Youth/ community</td>
</tr>
<tr>
<td>Experience sharing</td>
<td>UNICEF</td>
<td>UNICEF/ UNGEI</td>
<td>Young Champions</td>
</tr>
<tr>
<td>Social skills and ethics</td>
<td>UNICEF</td>
<td>YDF</td>
<td>Community workers and youth</td>
</tr>
<tr>
<td>Expression of art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitation and art camp/ competition</td>
<td></td>
<td>VAST</td>
<td>Volunteers</td>
</tr>
</tbody>
</table>
**India**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Institutionalising Meena Manch as Young Champions in government girls’ education programmes</strong></td>
<td>(1) Increased enrolment and retention of girls in school&lt;br&gt;(2) Awareness of children’s rights to both boys and girls</td>
<td>(1) Contribute to achieving the government’s goal to ensure UEE for all by 2010&lt;br&gt;(2) Reduce gender gap in elementary education</td>
</tr>
<tr>
<td>• <strong>Government funds provided for implementing Meena YC programme</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>UNICEF will contribute wherever necessary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meena Manch/Kishori Manch</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolling girls and ensuring their attendance (esp. excluded groups)</td>
<td>(1) Increased enrolment and retention of girls in school&lt;br&gt;(2) Awareness of children’s rights to both boys and girls</td>
<td>(1) Contribute to achieving the government’s goal to ensure UEE for all by 2010&lt;br&gt;(2) Reduce gender gap in elementary education</td>
</tr>
<tr>
<td>Ensuring awareness of education rights of both boys and girls</td>
<td></td>
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<tr>
<td>Creating pressure to bridge gender gaps</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Capacity building of 50,000 YC groups which includes 10 million girls</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Set up school cabinet</strong></td>
<td>Training module for Young Champions in school cabinets on gender equity and CRC # of school cabinets established and functioning Increased knowledge of Young Champions members of school cabinets on CRC, gender Increased participation of children in school management</td>
<td>Increased knowledge of Young Champions members of school cabinets on CRC, gender Increased participation of children in school management</td>
</tr>
<tr>
<td>Finalising job charts with CRC as central agenda</td>
<td></td>
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</tr>
<tr>
<td>Training of school cabinets on CRC and gender equity and management issues</td>
<td></td>
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<tr>
<td>Sharing of best practices of both Meena Manch and school cabinet through exposure visits</td>
<td>Effective functioning of the Meena Manches and school cabinets Guidelines for functioning of Meena Manches IEC materials developed</td>
<td>Contributing to enriched policy formulation for education of girls</td>
</tr>
<tr>
<td>Regional sharing workshops</td>
<td></td>
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<tr>
<td>Documentation of best practices</td>
<td></td>
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<tr>
<td>Activities</td>
<td>Results</td>
<td>Impact</td>
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<tr>
<td>Linkages of Meena Manches with child protection committees</td>
<td>Creation of a simple system of communication between the Meena Manch and Child Protection Committee</td>
<td>A safe and protective environment of girls in schools and communities</td>
</tr>
<tr>
<td>Development of a training manual for YC-Meena</td>
<td>Upgrading skills of Meena YC</td>
<td># YC-Meena contributing to enrollment and retention of girls in school</td>
</tr>
<tr>
<td>State level training of YC-Meena Meets</td>
<td></td>
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</tr>
<tr>
<td>National young Meena Champions Meet</td>
<td>Young Champions get an opportunity to interact and share strategies and concerns</td>
<td>A critical mass of Young Champions motivated and aware of adopting effective measures for policy formulation for education of girls</td>
</tr>
</tbody>
</table>

**Maldives**

**Goal:** All young people of Maldives should have the opportunity to express their opinions with regard to their rights and be engaged in addressing issues they face.

**Objectives:**
- (1) By the end of March 2009, establishment of a functional network of Young Champions from Maldives.
- (2) By end 2009, 30% of children and adolescents in Male and 2 atolls will be able to identify signs of abuse.
- (3) By end 2009, at least 300 young people from Male’ and Addu will have developed their skills for HIV and drug prevention.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Budget (USD)</th>
<th>Person Resp.</th>
<th>Partner(s) output</th>
<th>Expected Results/Outputs</th>
<th>Expected Outcome/Impact</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Recruit at least 40 young champions in Male and Addu</td>
<td>120</td>
<td>Lulu and Aishath</td>
<td>Utopian Culture, Journey, UNICEF</td>
<td>40 young champions in Male’ and Addu</td>
<td>Young people empowered to speak and act for their rights</td>
<td>Criteria for selecting the YC to be defined</td>
</tr>
<tr>
<td>1.2. Adapt the regional UNGEI training manual to the Maldivian context</td>
<td>2,640</td>
<td>Lulu</td>
<td>Utopian Culture, Rights for all, UNICEF</td>
<td>Training manual adapted to the country context</td>
<td>A training manual developed</td>
<td>Depending on the regional trainers' manual</td>
</tr>
<tr>
<td>1.3. Train the new young champions on UNGEI, CRC etc.</td>
<td>3,400</td>
<td>Lulu</td>
<td>Utopian Culture, Rights for all, Journey, UNICEF</td>
<td>40 young people trained</td>
<td>Young people empowered to speak and act for their rights</td>
<td>Depending on when the (local) manual will be ready</td>
</tr>
<tr>
<td>2.1. Awareness sessions for the Women Development Committees, Parents’ and Teachers’ Associations (PTAs), mothers from community on child abuse</td>
<td>2,900</td>
<td>Nashiya</td>
<td>Rights for all, UNICEF</td>
<td>12 awareness sessions for the Women Development Committees, Parents’ and Teachers’ Associations, mothers from community on child abuse</td>
<td>Women (mothers) have better knowledge on child abuse</td>
<td></td>
</tr>
<tr>
<td>2.2. Awareness sessions for children on child abuse</td>
<td></td>
<td></td>
<td></td>
<td>12 sessions conducted; 30% of children and adolescents in Male’ and 2 atolls reached</td>
<td>Children able to recognize signs of abuse and prevent abuse</td>
<td></td>
</tr>
<tr>
<td>2.3. Develop BCC materials on child abuse</td>
<td>3,960</td>
<td>Nashiya</td>
<td>Rights for all, MOGF, UNICEF</td>
<td>2 types of BBC materials developed (e.g. leaflet and video)</td>
<td>BCC materials available for YC outreach and peer ed.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Budget (USD)</td>
<td>Person Resp.</td>
<td>Partner(s) output</td>
<td>Expected Results/Outputs</td>
<td>Expected Outcome/Impact</td>
<td>Remarks</td>
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<tr>
<td>2.4. Advocacy for establishing a Juvenile Justice system and for Children’s Act (with UNICEF)</td>
<td>1,330</td>
<td>Nashiya</td>
<td>Rights for all, YC Network, UNICEF</td>
<td>At least 3 consultation with children on Children’s Act</td>
<td>Enabling environment for children</td>
<td></td>
</tr>
<tr>
<td>3.1. Training for young champions on HIV, drug abuse, harm reduction, MARA/EVA etc</td>
<td>3,215</td>
<td>Paula</td>
<td>UNICEF Maldives, UNICEF ROSA</td>
<td>40 young people trained on HIV, drug abuse, MARA/EVA etc</td>
<td>Young people empowered to speak about HIV, drugs, etc.</td>
<td>Support from ROSA/HIV Unit required</td>
</tr>
<tr>
<td>3.2. Interactive peer drama for young people – based on the “Voices from the Shadow” Study (pilot project in Male’)</td>
<td>6,120</td>
<td>Lulu</td>
<td>Utopian Culture, UNICEF</td>
<td>3 peer drama developed; 10 young champions trained and involved in peer drama At least 75 young people in Male reached</td>
<td>More young people will come out with their problems and have better self-esteem</td>
<td></td>
</tr>
<tr>
<td>3.3. Video production (short movies) based on the “Voices from the Shadow” Study</td>
<td>10,980</td>
<td>Nashiya</td>
<td>YC Network, UNICEF</td>
<td>Two short movies developed;</td>
<td>BCC resource materials available for YC for outreach and peer ed.</td>
<td></td>
</tr>
<tr>
<td>3.4. Outreach for adolescents in Male'</td>
<td>1,180</td>
<td>Nashiya</td>
<td>Young Champions Network, UNICEF</td>
<td>At least 75 young people in Male reached through discussions after movies</td>
<td>More young people will come out with their problems and have better self-esteem</td>
<td></td>
</tr>
<tr>
<td>3.5. Outreach for most at risk adolescents in Addu</td>
<td>1,180</td>
<td>Aishath and Shaaz</td>
<td>Journey, YC Network, UNICEF</td>
<td>150 young people covered through outreach activities</td>
<td>More young people will come out with their problems and have better self-esteem</td>
<td></td>
</tr>
<tr>
<td>3.6. Advocacy with the Ministry of Education on LSBE curriculum (HIV, substance abuse, gender-based violence, reproductive health)</td>
<td>630</td>
<td>Nashiya</td>
<td>YC Network, UNICEF, UNFPA, SHE</td>
<td>2 advocacy meetings with MOE</td>
<td>HIV, substance abuse, reproductive health, gender-based violence are part of the national LSBE curriculum</td>
<td>Support from ROSA required</td>
</tr>
</tbody>
</table>
# Young Champions for Education: South Asia UNGEI Regional Training

## Nepal

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Expected outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce YC in districts</td>
<td>District level orientation</td>
<td>Ownership feeling will be increased</td>
</tr>
<tr>
<td>Mobilize community level groups and monitor their activity</td>
<td>Formation of YCGs at district and community levels</td>
<td>YCGs will mobilize local community</td>
</tr>
<tr>
<td>Build the capacity of YCs</td>
<td>Capacity building training for YCs</td>
<td>Enhance the knowledge of YCs on issues</td>
</tr>
<tr>
<td>Increase girls enrollment</td>
<td>Mobilization of YCs to increase girls enrollment in school</td>
<td>Enrollment of child remarkable increased in school</td>
</tr>
<tr>
<td>Advocate youth people on their own roles</td>
<td>Media campaign e.g.: child marriages, trafficking, drug abuse, HIV and AIDS</td>
<td>Level of awareness will be increased in different sectors</td>
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<tr>
<td>Sensitize community people</td>
<td>Awareness campaign in community</td>
<td>Community people will involved stop violence</td>
</tr>
<tr>
<td>Provide counseling services</td>
<td>Establish and strengthen youth counseling center to the collaboration with DCWB.</td>
<td>Counseling services will be provided easily</td>
</tr>
<tr>
<td>Activate SMC/PTA to improve the school environment and attendance</td>
<td>Capacity building training for SMC/PTA /child club members and teachers</td>
<td>More SMC/PTA involvement and better school environment</td>
</tr>
<tr>
<td>Learn about other districts’ activities</td>
<td>Exposure visit for YCs</td>
<td>Implement best practices</td>
</tr>
<tr>
<td>Promote young champions and encourage them to work in the community</td>
<td>Reward Young Champions who perform well</td>
<td>Improvement in motivation level</td>
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<tr>
<td>Disseminate information on girls and child protection.</td>
<td>IEC materials develop and distribution</td>
<td>Greater awareness</td>
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<tr>
<td>Mainstream Muslim girls in government system</td>
<td>Madrassa mainstreaming in government system</td>
<td>Muslim girls will be able to continue schooling</td>
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### Pakistan

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<tr>
<th>Objectives</th>
<th>Goal</th>
<th>Partners</th>
<th>Proposed activities</th>
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<tbody>
<tr>
<td>Develop a model of youth centered community mobilization, in support of accelerated girls’ education</td>
<td>Increase the enrollment ratio within the identified areas at all levels</td>
<td>Associate partner: Aga Khan Foundation (Pakistan)</td>
<td>Roll out trainings of YCs ( Scouts and Guides)</td>
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<tr>
<td>Networking with youth and youth organizations to promote girls’ education</td>
<td>Decrease the dropout rate in identified areas.</td>
<td>Other partners : Ministry of Education Non-Formal Basic Education Literacy Department, TVTA Social Welfare Department, OCF, YRC and other NGOs, Aga Khan Development Network</td>
<td>Improving enrollment ratio at all levels especially girls and marginalized children</td>
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<tr>
<td>Institutional strengthening of Boy Scout and Girl Guide movements as change agents for communities and the development sector</td>
<td>Increase the retention rate of children in specified areas.</td>
<td>Collaborators : Boy Scouts, Girl Guides, Water Champions</td>
<td>Improving the retention ratio especially at the pre-primary and primary levels</td>
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<tr>
<td>Promoting life skills and creativity among youth from all backgrounds</td>
<td>Reach out to marginalized children in identified areas</td>
<td>Agents of Change : Teachers, Parents, Local Political Figures, Religious leaders, Activists and civil society</td>
<td>Creating opportunities for youth in co-curricular and sports activities</td>
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<td></td>
<td>Raise awareness of the importance of education beyond the boundaries of identified areas</td>
<td></td>
<td>Capacity building for Young Champions in lifeskills as advocates for girls’ education</td>
</tr>
</tbody>
</table>

**Associate partner:** Aga Khan Foundation (Pakistan)

**Other partners:**
- Ministry of Education
- Non-Formal Basic Education Literacy Department
- TVTA Social Welfare Department
- OCF, YRC, and other NGOs
- Aga Khan Development Network

**Collaborators:** Boy Scouts, Girl Guides, Water Champions

**Agents of Change:**
- Teachers, Parents, Local Political Figures
- Religious leaders, Activists, and civil society

**Project support for coordination, monitoring and evaluation**

**Alliance building initiatives at provincial and district levels with Boy Scouts and Girl Guides Associations**

**Pilot testing of lifeskills / Peace Education manual**
## Participants

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<tr>
<th>No.</th>
<th>Name</th>
<th>Designation/Office</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Afghanistan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Mr. Mohd Nazer Alemi</td>
<td>YICC Manager Youth Info Contact Center</td>
<td>UNICEF Mazar–e-Sharif Ph: +93 700516423 E-mail: <a href="mailto:mohammadnazeralimi@yahoo.com">mohammadnazeralimi@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mazar-ef-Sharif</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mr. Hashmat Latifi</td>
<td>Programme Assistant</td>
<td>UNICEF Mazar–e-Sharif Ph: +93 700516423 E-mail: <a href="mailto:hlatifi@unicef.org">hlatifi@unicef.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNICEF Mazar</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mr. Rahmatullah Janan Momin</td>
<td>YICC Manager</td>
<td>Kandahar City District # 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kandahar</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Ms. Arzhang Yusefi</td>
<td>Sr. Executive Assistant</td>
<td>UNICEF ACO, UNOCA Compound, JAA Road Ph: +93(0)798507102 E-mail: <a href="mailto:ayusefi@unicef.org">ayusefi@unicef.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNICEF Kabul</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mr. Faiz Mohammad Fayyaz</td>
<td>Chief Technician/FM Partnership Relation Officer - Equal Access</td>
<td>Kabul Ph: 0772037441 E-mail: <a href="mailto:fmfayyaz@gmail.com">fmfayyaz@gmail.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kabul</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Mr. Parwiz Akbary</td>
<td>Kabul Medical University first year student/ Amani magazine, writer &amp; reporter</td>
<td>Street 2nd, Taimani watt, Kabul Ph: 0093-774402658 E-mail: <a href="mailto:parwiz_azad@yahoo.com">parwiz_azad@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Mr. Kabir Dadras</td>
<td>YICC Manager Centre of Bamyan Province</td>
<td>Ph: +93700258029/ +93799673583 Email: <a href="mailto:kabir.af@gmail.com">kabir.af@gmail.com</a></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Bhutan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Ms. Pema Lhamo</td>
<td>Studio Coordinator/Radio Jockey Kuzoo FM</td>
<td>Kuzoo FM, Post Box 419, Thimphu E-mail: <a href="mailto:pemalhamo_barbie@hotmail.com">pemalhamo_barbie@hotmail.com</a> Ph: 17756175 (M), 02-335264 (O) Fax: 02-335263</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kuzoo FM</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Ms. Roma Pradhan</td>
<td>Y-VIA Coordinator Youth Development Fund</td>
<td>Ph: 17726016 / 77726016 Fax: 326730 Email: <a href="mailto:roma407@gmail.com">roma407@gmail.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Mr. Sonam Wangchuk</td>
<td>Artist – VAST</td>
<td>VAST, Post Box 0203, Thimphu, Bhutan Ph: 17820486 (M), 02-327248 (O) E-mail: <a href="mailto:sonam16@hotmail.com">sonam16@hotmail.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Ms. Yangchen Lodey</td>
<td>Asst. Programme Officer National Commission for Women and Children</td>
<td>Ministry of Education Ph: 334549, Fax: 334709 E-mail: <a href="mailto:yilthinley@gmail.com">yilthinley@gmail.com</a></td>
</tr>
<tr>
<td></td>
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<td>Name</td>
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</tr>
<tr>
<td><strong>Bangladesh</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Ms. Monira Hasan</td>
<td>Education Specialist UNICEF Bangladesh</td>
<td>I Minto Rd. Hotel Sheraton Annex Dhaka 1000 Ph: 008802-9336701-10 Ext 415 Fax: 008802- 933641-42 E-mail: <a href="mailto:mohasan@unicef.org">mohasan@unicef.org</a></td>
<td></td>
</tr>
<tr>
<td>13. Ms. Fatema Akter</td>
<td>Young Champion</td>
<td>H/N 26, Rd. #11, Block C, Mirpur-12, Dhaka Ph: 01924565053 (mobile) E-mail: <a href="mailto:fatema_megh@yahoo.com">fatema_megh@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>14. Ms. Ruiya Ashraf Akhter</td>
<td>Young Champion</td>
<td>44/A/G Azimpur Rd. Dhaka 1205 Phone: 008802-8614906 E-mail: <a href="mailto:ruiya_youngchampion@yahoo.com">ruiya_youngchampion@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>15. Mr. Tareque Mehdi</td>
<td>Young Champion</td>
<td>Block F, Rd 5, H/N 10, Mirpur Dhaka Ph: 01671402554 (mobile) E-mail: <a href="mailto:tareque.mehdi@gmail.com">tareque.mehdi@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>India</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Ms. Chetana Kohli</td>
<td>OIC - Education Section UNICEF New Delhi</td>
<td>E-mail: <a href="mailto:c.kohli@unicef.org">c.kohli@unicef.org</a></td>
<td></td>
</tr>
<tr>
<td>17. Ms. Sulagna Roy</td>
<td>Education Specialist UNICEF Rajasthan</td>
<td>B-9, Bhawani Singh Lane, C-Scheme, Opp Nehru Sahkar Bhawan , Jaipur 302001 Ph: 91-9928399984, 91-141-4090500 Fax: 91-141 2221510 E-mail: <a href="mailto:sroy@unicef.org">sroy@unicef.org</a></td>
<td></td>
</tr>
<tr>
<td>18. Ms. P.K. Lombi</td>
<td>State Project Officer – II Sarva Shiksha Abhiyan, Itanagar</td>
<td>c/o State Project Director, SSA Arunachal Pradesh Ph: 0360-2291391 / 09436229444 Fax: 0360-2291391 E-mail: <a href="mailto:ssa_arunachal@rediffmail.com">ssa_arunachal@rediffmail.com</a> / <a href="mailto:arundise@gmail.com">arundise@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>19. Ms. Anupa Tirkey</td>
<td>Asst. Prog Officer Jharkhand Edu Project Council</td>
<td>New Co-operative Building, Shyamli Colony, Doranda, Ranchi-834024, Jharkhand Ph: 09835278130 (m, 0651-2412028 (o Fax: 0651-2410528 E-mail:<a href="mailto:munu_at@rediffmail.com">munu_at@rediffmail.com</a>, <a href="mailto:anupa_mt1@rediffmail.com">anupa_mt1@rediffmail.com</a></td>
<td></td>
</tr>
<tr>
<td>20. Ms. Manjula Sharma</td>
<td>Gender Coordinator Sarva Shksha Abhiyan</td>
<td>D/o Sh. S. D. Sharma, Shrivutt building Bharari, Shimla – 171 001 Ph: 01774- 2652306 Fax: 01774- 2808624 E-mail: <a href="mailto:manjulsml@rediffmail.com">manjulsml@rediffmail.com</a></td>
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<tr>
<td>Ms. Kiran Dogra</td>
<td>Gender Coordinator</td>
<td>10-B, Indra Prastha Estate, New Delhi-110 002; Ph: 011-23379191/96/72/73; Fax: 011-23370268/893; E-mail: <a href="mailto:genderssa@gmail.com">genderssa@gmail.com</a> / <a href="mailto:kirandogr@gmail.com">kirandogr@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Abha Mishra</td>
<td>Sr. Professional Coordinator</td>
<td>Education For All Project, Board, Nishatganj, Lucknow, Uttar Pradesh; Ph: 9839053649; Fax: 0522 – 2781316; E-mail: Girls @upefa.com</td>
<td></td>
</tr>
<tr>
<td>Ms. Aishath Azleena</td>
<td>Peer Educator</td>
<td>Orchidvaady, S. Hitadhoo, Addu Atoll; Ph: +960- 7682152; E-mail: <a href="mailto:aish-4-u@hotmail.com">aish-4-u@hotmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Mariyam Shaaz Ali</td>
<td>Peer Educator</td>
<td>Green, S. Hitadhoo, Addu Atoll; Ph: +960- 7642592; E-mail: <a href="mailto:mshaa@hotmail.com">mshaa@hotmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Kulshoom Ali</td>
<td>Lead Co-ordinator</td>
<td>M. Luxin, Male', Republic of Maldives; Ph: +960-7916925; E-mail: <a href="mailto:kulshroom@gmail.com">kulshroom@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Nashiya Saeed</td>
<td>Executive Member</td>
<td>Hulhumale' Flat 11-4-01, Hulhumale'; Ph: +960-779.3381; E-mail: <a href="mailto:rightsforall.org@gmail.com">rightsforall.org@gmail.com</a>; <a href="mailto:nashiyas@gmail.com">nashiyas@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Paula Bulancea</td>
<td>HIV/AIDS Officer</td>
<td>UN Building, Rah’ dhebai Hin’ gun, Male’; Ph:+960-334.3337(off), +960-768.7959(m); Fax: +960-332.6469; E-mail: <a href="mailto:pbulancea@unicef.org">pbulancea@unicef.org</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Gita Bharati</td>
<td>Technical Assistant</td>
<td>Keshar Mahal, Kathmandu; Nepal</td>
<td></td>
</tr>
<tr>
<td>Mr. Anant Adhikari</td>
<td>Program Coordinator</td>
<td>Gaur-8, Rautahat; Ph: 9844033318, Fax: 055521094; E-mail: <a href="mailto:ecdc_r@yahoo.com">ecdc_r@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Shiv Pd. Shah</td>
<td>Program Officer</td>
<td>Malangaw-9, Sarlahi; Ph: 9844033318, Fax: 046520637; E-mail: <a href="mailto:jha_rajesh2001@yahoo.com">jha_rajesh2001@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Ajay Kumar Kushwaha</td>
<td>Program Chief</td>
<td>Kalaiya, Bara; Ph: 053-550602, Fax: 053550033; E-mail: nyscbarawlink.com.np</td>
<td></td>
</tr>
<tr>
<td>Mr. Brij Kishor Patel</td>
<td>Program Coordinator</td>
<td>NGOCC Parsa; Ph: 051-52733, 9855022048</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Designation/Office</td>
<td>Address</td>
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</tr>
</tbody>
</table>
| Coordination Committee, Parsa | Fax: 051-527334  
E-mail: ngocc_parsa@hotmail.com                          |                                                                                                   |
| Mr. Atahar Kamal      | Program Co-ordinator, REED Branch, Kapilvastu           | Hathausa V.D.C., Kapilvastu  
Ph: 9847052644, 9747008508  
Fax: +97776550012  
E-mail: moonlightinstitute@yahoo.com |                                                                                                   |
| Ms. Sabita Bhujel     | Member/Facilitator Setogurash Bal Biksah Sewa Saptari  | Rajbiraj Municipality, Ward No. 5  
Ph: 9842831223                                                                                     |                                                                                                   |
| Ms. Merina Sthapit    | Peer education Mobilizer Innovative Forum for Community Development | Baneshwar Height, Kathmandu, PO 4025  
Ph: 977-1-4484625, Fax: 977-1-4476347  
E-mail: ifcd@mcmail.com.np, ifcd@nfenp.wlink.com.np |                                                                                                   |
| Ms. Gauri Chand       | Member Active Forum for Human Rights Awareness, Banke   | Nepalgunj -16, Banke  
Ph: 9804503857, Fax: 081524842  
E-mail: gauri.youth@gmail.com                                                             |                                                                                                   |
| Mr. Dhruba Shrestha   | Consultant – UNICEF Bharatpur                           |                                                                                                   |                                                                                                   |
| Ms. Sumon Tuladhar    | Education Specialist UNICEF Nepal                       | Email: stuladhar@unicef.org                                                                 |                                                                                                   |

**Pakistan**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation/Office</th>
<th>Address</th>
</tr>
</thead>
</table>
| Mr. Arif Amin         | Programme Manager Education Aga Khan Foundation Pakistan | House # 1, Street # 61, Sector F–6/3  
Ph: Off: (92) (51) 111-253-254 Ext 263  
Cell: (92) (300) 8544672  
Fax: (92) (51) 2276815, 2274504  
E-mail: arif.amin@akfp.org |                                                                                                   |
| Ms. Rubina Shaheen    | Sr. Teacher Hasigawa Memorial Public School, Karimabad, Hunza | Center Hyderabad, Hunza, Post Office Karimabad, Tehsil Aliabad, District Gilgit, Northern Areas  
Ph: (92) (344) 5479618  
E-mail: rubina_jalal@yahoo.com |                                                                                                   |
| Ms. Naeema Gul        | Student ~ Karakorum International University, Gilgit    | Zulfqarabad, Jutial Gilgit  
Ph: Cell: (92) (343) 5341101  
E-mail: naeema_phoenix@yahoo.com |                                                                                                   |
| Mr. Mukhtar Aziz Kansi| Education Officer UNICEF Peshawar                       | 19 Park Road, University Town Peshawar  
Ph: +92 3339135797, Fax:+92 92 5701301  
E-mail: makansi@unicef.org |                                                                                                   |
| Mr. Asif Majeed Khan  | Coordinator PSU, Directorate of Education, NWFP         | 19 Park Road, University Town. Peshawar  
Ph: +92 3009017010, Fax: +92 92 5701301  
E-mail: psu_directorate@yahoo.com |                                                                                                   |
| Mr. Fahad Ali Kazmi   | Young Champion Pakistan Boy Scouts, Punjab              | 61 Usman Block, New Garden Town  
Ph: 03334893450  
E-mail: fahad.kazmi@yahoo.com |                                                                                                   |
<p>| Ms. Sehr Raza Qizilbash| Education Officer UNICEF Punjab                       | 124 -C II, Model Town, Lahore, Pakistan |                                                                                                   |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Designation/Office</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Aneeza Saeed</td>
<td>Project Coordinator</td>
<td>Directorate General Of Social Welfare, 41, Empress Road Lahore, Pakistan</td>
</tr>
<tr>
<td>Ms. Laxmi Paudel</td>
<td>Program Coordinator</td>
<td>6th Floor, JDA Office complex Ward # 11, Bag Durbar, Sundhara, Kathmandu</td>
</tr>
<tr>
<td>Mr. Prakash Acharya</td>
<td>Program Coordinator</td>
<td>Email: <a href="mailto:p.c.acharya@savechildren-norway.org.np">p.c.acharya@savechildren-norway.org.np</a></td>
</tr>
<tr>
<td>Dr. Lava Deo Awasthi</td>
<td>Under Secretary</td>
<td>Ministry of Education, Nepal</td>
</tr>
<tr>
<td>Mr. Hassan Shifau</td>
<td>Director, SAARC Secretariat</td>
<td>Email: <a href="mailto:dirmal@saarc-sec.org">dirmal@saarc-sec.org</a></td>
</tr>
<tr>
<td>Mr. Rajan Sharma</td>
<td>Advisor and Founder</td>
<td>Email: <a href="mailto:rajanb.sharma@gmail.com">rajanb.sharma@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Lab Raj Oli</td>
<td>Managing Director</td>
<td>Email: <a href="mailto:education@enet.com.np">education@enet.com.np</a>, <a href="mailto:edu_pages@yahoo.com">edu_pages@yahoo.com</a></td>
</tr>
<tr>
<td>Mr. Bimol Bhetwal</td>
<td>YPPA Associate for South Asia</td>
<td>P.O. Box 9599, Kathmandu, Nepal</td>
</tr>
<tr>
<td>Mr. Uddhav Raj Poudyal</td>
<td>Chief Technical Adviser</td>
<td>Email: <a href="mailto:uddhav@iloktm.org.np">uddhav@iloktm.org.np</a></td>
</tr>
<tr>
<td>Dr. Kapil Dev Upadhyaya</td>
<td>Stress Counsellor, United</td>
<td>Email: <a href="mailto:kapil.upadhyaya@undp.org">kapil.upadhyaya@undp.org</a></td>
</tr>
<tr>
<td>Brigitte Stark-Merklein</td>
<td>Communication Officer</td>
<td>UNICEF DOC, 3 UN Plaza, New York, NY 10017, USA</td>
</tr>
</tbody>
</table>

UNFPA

Mr. Hom Raj Sharma
ASRH Specialist
UNFPA Nepal
Ph: O: 977-1-5523637, Fax: 977-1-5523985
E-mail: sharma@unfpa.org

Save the Children Norway – Nepal

Mr. Prakash Acharya
Program Coordinator
Email: p.c.acharya@savechildren-norway.org.np

Resource Persons

Dr. Lava Deo Awasthi
Under Secretary
Ministry of Education, Nepal
Email: lawasthi@hotmail.com

Mr. Hassan Shifau
Director, SAARC Secretariat
Email: dirmal@saarc-sec.org

Mr. Rajan Sharma
Advisor and Founder
President, Education Journalists Group, Nepal
Email: rajanb.sharma@gmail.com

Mr. Lab Raj Oli
Managing Director
Educational Pages, Nepal
Email: education@enet.com.np, edu_pages@yahoo.com

Mr. Bimol Bhetwal
YPPA Associate for South Asia
ECPAT International, Nepal
P.O. Box 9599, Kathmandu, Nepal
Ph. 9841-4489978
Email: bimolb@ecpat.net

Mr. Uddhav Raj Poudyal
Chief Technical Adviser
ILO Nepal
Email: uddhav@iloktm.org.np

Dr. Kapil Dev Upadhyaya
Stress Counsellor, United Nations Department of Safety and Security (UNDSS), Nepal
Email: kapil.upadhyaya@undp.org

UNICEF New York

Brigitte Stark-Merklein
Communication Officer
UNICEF NYHQ
UNICEF DOC, 3 UN Plaza, New York, NY 10017, USA
Ph:+1-212 303-7983, Fax:+1-212 326-7768
E-mail: bstarkmerklein@unicef.org
<table>
<thead>
<tr>
<th>Name</th>
<th>Designation/Office</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabrielle Galanek</td>
<td>Consultant Education and Gender Equality- DOC, UNICEF NYHQ</td>
<td>3 UN Plaza 6th Floor NY, NY 10017 Ph: 212.326.7577 E-mail: <a href="mailto:ggalanek@unicef.org">ggalanek@unicef.org</a></td>
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</tbody>
</table>

**UNICEF Regional Office for South (ROSA)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation/Office</th>
<th>Address</th>
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</thead>
<tbody>
<tr>
<td>Ms. Susan Durston</td>
<td>Regional Education Adviser</td>
<td>PO Box 5815, Lekhnath Marg, Kathmandu, Ph: +977 1 4417082 Fax: +977 1 441 9479 Email: <a href="mailto:sdurston@unicef.org">sdurston@unicef.org</a></td>
</tr>
<tr>
<td>Ms. Raka Rashid</td>
<td>Education Specialist (UNGEI)</td>
<td>Email: <a href="mailto:rrashid@unicef.org">rrashid@unicef.org</a></td>
</tr>
<tr>
<td>Rachel Odede</td>
<td>Regional HIV/AIDS Adviser</td>
<td>Email: <a href="mailto:rodede@unicef.org">rodede@unicef.org</a></td>
</tr>
<tr>
<td>Mr. William Fellows</td>
<td>Officer in Charge YCSD and Regional WASH Adviser</td>
<td>Email: <a href="mailto:wfellows@unicef.org">wfellows@unicef.org</a></td>
</tr>
<tr>
<td>Mr. Jas Kaminski</td>
<td>Communications Consultant</td>
<td>Email: <a href="mailto:jkaminski@unicef.org">jkaminski@unicef.org</a></td>
</tr>
<tr>
<td>Ms. Bisika Thapa, Ph.D</td>
<td>Consultant, HIV/AIDS</td>
<td>Email: <a href="mailto:bthapa@unicef.org">bthapa@unicef.org</a></td>
</tr>
<tr>
<td>Ms. Pushpa Chhetri</td>
<td>Research Assistant, Education</td>
<td>Email: <a href="mailto:pchhetri@unicef.org">pchhetri@unicef.org</a></td>
</tr>
<tr>
<td>Mr. John Evans</td>
<td>Education Consultant</td>
<td>Email: <a href="mailto:john@jjedserv.com">john@jjedserv.com</a></td>
</tr>
<tr>
<td>Ms. Sara Dang</td>
<td>Rapporteur</td>
<td>Email: <a href="mailto:dang.sara@gmail.com">dang.sara@gmail.com</a></td>
</tr>
</tbody>
</table>
# Meeting Agenda

## Day I: Tuesday, 26 August

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person/Remarks</th>
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</thead>
<tbody>
<tr>
<td>8:45 AM</td>
<td>Registration</td>
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<tr>
<td></td>
<td>The Girl Effect (rolling presentation)</td>
<td>Produced by the Nike Foundation</td>
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<tr>
<td>9:15 AM</td>
<td>Opening Session</td>
<td></td>
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<tr>
<td></td>
<td>Welcome Remarks</td>
<td>Sabita Bhujel, Young Champion, Nepal</td>
</tr>
<tr>
<td></td>
<td>Why are we here? Training objectives</td>
<td>Raka Rashid, Regional UNGEI Coordinator</td>
</tr>
<tr>
<td></td>
<td>Remarks</td>
<td>Lava Deo Awasthi, Ph.D., Under Secretary, Min. of Education and Sports, Nepal</td>
</tr>
<tr>
<td></td>
<td>Opening Remarks</td>
<td>Daniel Toole, Regional Director, UNICEF ROSA</td>
</tr>
<tr>
<td></td>
<td>Lighting of the Lamp</td>
<td>One champion from each country and UNICEF ROSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair: Arzhang Yusefi/Afghanistan</td>
</tr>
<tr>
<td>9:45 AM</td>
<td>Refreshments</td>
<td></td>
</tr>
<tr>
<td>10:15 AM</td>
<td>Introductions</td>
<td>Pushpa Chhetri, Research Asst. and Bisika Thapa, Ph.D., Consultant - HIV/AIDS, UNICEF ROSA</td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Education for All – what does it mean?</td>
<td>Susan Durston, Sr. Education Adviser, UNICEF ROSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair: Bhutan</td>
</tr>
<tr>
<td>11:45 AM</td>
<td>Children have Rights too – understanding the CRC</td>
<td>Bisika Thapa, Ph.D., (group work using child rights cards)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair: Bhutan</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Girl Stars as Role Models – Selected video clips and discussion</td>
<td>Chetana Kohli, OIC - Education Section, UNICEF India</td>
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<tr>
<td></td>
<td></td>
<td>Chair: Monira Hasan/Bangladesh</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Selected Topic: Child Labour, Poverty and Education</td>
<td>Uddhav Raj Poudyal, Chief Technical Adviser, ILO Nepal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair: Monira Hasan/Bangladesh</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>4:15 PM</td>
<td>Meena as a Strategy for Change: video clips and discussion</td>
<td>Jas Kaminski, Communications Consultant, UNICEF ROSA</td>
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<tr>
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<td>Chair: Sulagna Roy/India</td>
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</table>
### Day II: Wednesday, 27 August

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person/Remarks</th>
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</thead>
</table>
| 9:00 AM    | Communicating for Change: The art of writing press releases, strategies for advocacy and using technology for effective communication | Brigitte Stark-Merklein Communications Officer, UNICEF NYHQs  
Gabrielle Galanek Consultant, Edu. and Gender Equality - DOC, UNICEF NYHQ  
Jas Kaminski Communications Consultant, UNICEF ROSA  
Chair: Chetana Kohli/India |
| 10:10 AM   | The Education Journalists’ Group (EJG), Nepal – a Case study               | Rajan Sharma  
Adviser/Founding President, with Bhupraj Khadka, President and Pushparaj Pouydal, Technical Adviser, EJG  
Chair: Chetana Kohli/India |
| 11:00 AM   | Break                                                                    |                                                                                             |
| 11:10 AM   | Young Champions in Action: Report out and discussion (10 minutes per presentation) | Afghanistan, Bangladesh, India, Nepal  
Chair: Nashya Saeed/Maldives |
| 12:00 Noon | Selected Topic: Making Schooling Safe and Secure: understanding and reporting abuse | Bimol Bhetwal and Parwati Tiwari  
ECPAT International  
Chair: Kulshoom Ali/Maldives |
| 1:00 PM    | Lunch                                                                    |                                                                                             |
| 2:00 PM    | The Pressures of being Young: examination and homework, competition, peer and/or parental pressure, growing up, relationships, others | Dr. Kapil Dev Upadhyaya  
Stress Counsellor, United Nations Department of Safety and Security (UNDSS) and Bisika Thapa, Ph.D.  
Chair: Fahad Ali Kazmi/Pakistan |
| 3:00 PM    | Break                                                                    |                                                                                             |
| 3:10 PM    | Some Techniques for managing Pressure                                     | Dr. Kapil Dev Upadhyaya and Bisika Thapa, Ph.D  
Chair: Kulshoom Ali/Maldives |
| 4:10 PM    | Communicating for Change Interviewing with the media                     | Brigitte Stark-Merklein and Gabrielle Galanek  
Chair: Nepal |
Day III: Thursday, 28 August

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Young Champions in Action: Report Out and discussion (10 minutes per presentation)</td>
<td>Pakistan (Punjab, The Aga Khan Foundation, NWFP/FATA), Maldives, UNGEI Nepal partner Save the Children Norway  Chair: Nepal</td>
</tr>
<tr>
<td>9:40 AM</td>
<td>Why does Gender Matter?</td>
<td>Raka Rashid Discussion and group work  Chair: Brij Kishor Patel/Nepal</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Continuing to be Active Young Champions under difficult circumstances/during Emergencies (conflict, natural disaster, difficult terrain / remoteness, political instability)</td>
<td>Professor Lynn Davies, University of Birmingham  Chair: Prakash Achariya/Nepal</td>
</tr>
<tr>
<td>11:15 AM</td>
<td>Break</td>
<td></td>
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<tr>
<td>11:30 AM</td>
<td>Selected Topic: Substance Abuse, HIV and AIDS, Stigma and Discrimination</td>
<td>Hassan Shifau, Director, SAARC Secretariat and Rachel Odede, Regional HIV/AIDS Adviser, UNICEF ROSA  Chair: Sehr Qizilbash/Pakistan</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Selected Topic: Language and Context - Why do they matter? Multi-lingual and Multi-Contextual Education</td>
<td>Lava Deo Awasthi, Ph.D. Under Secretary, Ministry of Education and Sports, Nepal  Chair: Robina Shaheen/Pakistan</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:15 PM</td>
<td>Communicating for Change in the International Year of Sanitation</td>
<td>William Fellows OIC - YCSD and Regional WASH Adviser, UNICEF ROSA  Chair: Naeema Gul/Pakistan</td>
</tr>
<tr>
<td>4:15 PM</td>
<td>Educational Pages, Nepal - a Case Study</td>
<td>Laba Raj Oli Managing Director, Educational Pages  Chair: Aneeza Sayeed/Pakistan</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Review of Proposed Outline for the YC Training Manual</td>
<td>John Evans Education Consultant Mixed groups</td>
</tr>
<tr>
<td>6:00 PM</td>
<td>Child Trafficking in South Asia presentation and discussion</td>
<td>Lena Karlsson, UNICEF Innocenti Research Centre and Turid Heibert, Save the Children Sweden</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Responsible Person/Remarks</td>
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<tr>
<td>8:45 AM</td>
<td>- Suggestions for the YC Training Manual</td>
<td>- Group Feedback</td>
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<td></td>
<td>- Set up sub-group for reviewing and guiding the preparation of the Manual</td>
<td>- Agreement on composition of the sub-group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Agreement on a timeline for the Manual</td>
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<tr>
<td>9:30 AM</td>
<td>Young Champions in Action: Report Out and discussion (10 minutes per presentation)</td>
<td>Bhutan, UNGEI Nepal partner UNFPA Nepal</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Experience Sharing: Panel Discussion (put in topics)</td>
<td>Faiz Mohammad Fayyaz (Afghanistan), Tareque Mehdi (Bangladesh), Pema Lhamo (Bhutan), Anupa Tirkey (India), Kulshoom Ali (Maldives), Dhurba Shrestha (Nepal) and Fahad Ali (Pakistan)</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:15 PM</td>
<td>Preparation of Workplans</td>
<td>All countries</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Presentation of Workplans (10 minutes per country), Workshop Evaluation</td>
<td>Afghanistan, Bhutan, Bangladesh, India, Maldives, Nepal, Pakistan</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Closing session</td>
<td>- Naeema Gul</td>
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<td></td>
<td>- Participant</td>
<td>- John Evans</td>
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<td></td>
<td>- Workshop reflections and next steps</td>
<td>- Susan Durston</td>
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<td></td>
<td>- UNICEF ROSA</td>
<td>- Ugochi Daniels, Rep.A.I., UNFPA Nepal</td>
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<tr>
<td></td>
<td>- UNGEI Partner</td>
<td>- Pushpa Chhetri</td>
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<tr>
<td></td>
<td>- Vote of Thanks</td>
<td>Chair: Nashiya Saeed/ Maldives</td>
</tr>
</tbody>
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