Where Are the Youth?

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Creating Youth Action Spaces for Countering Gender Inequality in Education

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Introduction

The term "youth action spaces" here is meant to highlight the ways in which young people might act as protagonists or key players in relation to the issues that affect them: health, education, peace and security, and human rights. This paper focuses on three main areas of concern in working with youth to counter gender inequality: (1) mapping out the emerging body of work on youth participation and the ways in which working with youth can contribute to countering gender inequalities in education; (2) identifying specific initiatives that have served to mobilize the participation of youth themselves in addressing gender inequalities (particularly those that pertain to the goals of EFA); and (3) identifying particular challenges that need to be addressed if youth are to be 'key players' in realizing gender parity by 2005 and universal primary education by 2015.

Addressing barriers to girls' participation in schooling

In the body of grey literature and professional literature on girls' education there are a number of key themes and issues that have emerged in relation to barriers to girls' full participation in schooling[1]. These include poverty and culture, and the fact that if parents have only 'x' amount of money, they are more likely to send their sons to school. Girls have often had to take on major household chores so that girls, even if they have been able to go to school, have sometimes not done well simply because of the added burdens from home. At the same time, many girls have experienced very hostile conditions at school. These conditions have ranged from the attitudes of male teachers towards female students, to poor sanitary conditions particularly problematic for girls who are reaching puberty. Taken together with curriculum materials that are often very sexist, the relatively low status of women, including women teachers, and so on, schools have

not been very 'girl friendly places'. And while many of these conditions for schooling also exist for boys, it has been often the added threat of sexual violence that has made the school not only an unfriendly place but one that is dangerous.

There are many 'entry points' to overcoming these barriers, ranging from policy issues about access, retention and performance to actual programs and procedures: a review of curriculum, pedagogy and teaching materials to make them more girl-friendly; provision of bursaries to address financial barriers; a change of school policy to allow pregnant girls to attend school; an increase in the number of female teachers (who might be considered as role models), especially in the rural areas, and the development of materials to sensitize teachers and students to gender-based violence, to name only some of 'in school' interventions that have been used. At the same time, there has been support for communities to improve sanitary conditions so that girls can go to school; the establishment of Mothers Clubs and programs with parents and the wider community (e.g., chiefs or elders) to sensitize them to the need to send girls to school; support for the development of a gender policy (that can become a useful tool for monitoring girls' education and gender issues across the sector). Educators and policy makers are also becoming more creative in imaging a broader range of possibilities for the actual delivery of education, and there is now a substantial body of literature on best practices and lessons learned about girls' education in the non-formal sector[2]. But *what about the role of youth themselves— young men and young women—in addressing gender inequalities?*

Youth participation and girls' education

The significance of youth participation comes out of such declarations and policies as the Braga Youth Action Plan of 1998 where the role of youth as "protagonists" was highlighted in

addressing issues that affect them; sexuality and reproductive health, HIV/AIDS prevention, democracy and governance and so on. Subsequent declarations, conferences and summits have similarly focused on the role of the active participation of youth: the Lisbon Declaration on Youth Policies and Programs (August 1998); the First Regional Conference of the SADC region (June, 2000); International Conference on War-Affected Children (September, 2000); 4th World Youth Forum of UN, Dakar, Senegal (August, 2001); the UN Summit on Children,2002). There are also a number of documents on the participation of young people (*Reaching Youth Worldwide* (2002); *The Participation Rights of Adolescents: A Strategic Approach* (UNICEF 2002); *The State of the World's Children* (2003)) which have served to 'map out' not only the differing definitions of youth (ages 15 to 24); young people (10 to 24); adolescents (ages 10 to 19 by the UN definition), but the possibilities for the involvement of children and youth both in terms of research ("through our eyes") and taking action. At the same time, there are places where the absence of the voices of youth has been highlighted as in, for example, the 14th World Congress on HIV/AIDS in Barcelona where buttons and posters asked the question, 'where are the youth?' What has been important is the recognition that youth/young people do not just exist as a category in terms of school attendance or their position in the family, but rather, as members of communities who have specific needs because of their age and status, and also specific contributions to make. In essence, they are seen to be stakeholders in the particular concerns related to their well-being, something that is acknowledged in the setting up of youth directorates in various national and provincial ministries (along with youth branches in various donor organizations). These directorates also come out of a recognition of the ways in which the category of youth often cuts across such areas as sport and recreation, health, leadership and so

on, and indeed, like other cross-cutting areas such as 'gender' is sometimes articulated within the discourse of mainstreaming (e.g., "mainstreaming youth", mainstreaming 'gender').

Towards mapping youth participation in countering gender inequalities in education

Interestingly, the literature that is *specifically* about youth participation does not always highlight work dealing *specifically* with girls, and does not always disaggregate data in such a way that it is clear that the category of youth refers to both (or either) males and females. Thus, in this section, we draw attention to: (1) some of the key questions and themes that should be relevant to addressing gender inequalities; (2) some of the structures and organizations; and finally, (3) a typology for categorizing specific programs and projects that address some of the many barriers to girls' full participation in school.

Key themes and questions

Drawing from the literature on girlhood studies, youth culture and development generally, there are a number of separate yet overlapping questions that are particularly significant in relation to youth participation and girls' education:

1. *Listening to girls*: "What does the voice of the girl-child sound like?" Indeed, one might ask the question of whether it is even possible to address girls' education in the absence of addressing themes of the empowerment of girls to speak for themselves about their own bodies, their futures, and so on? While such a focus translates into programs and projects for girls and young women on leadership, civic affairs and political process, it also translates into work on sexual violence, reproductive health and HIV/AIDS: The possibility for young women to control

their own bodies needs to start in environments where issues of safety and human security are placed on the agenda, and where there is an acknowledgment of the links between participatory process and being able to take action. For this reason programs that highlight political process, participation in policy formation, debating and so on are inevitably programs that explicitly or implicitly also support control over one's own body.

2. *What about the boys*? Concomitantly, this second key question comes out of the work within gender studies and masculinities, and the significance of young men developing a voice for taking responsible action. Not only is the participation of young men 'part of the solution', their marginalization in girls' education can exacerbate the problems. Issues of gender based violence and the vulnerability of young women to HIV/AIDS are both central to involving the participation of young men as well as young women[3].

3. *How does peer education contribute to participatory process?* Youth-to-youth programming has come to be a strategic approach to addressing such issues as sexual and reproductive health, and conflict resolution. Youth are able to appreciate the possibilities for learning from someone who is the same age or just a little bit older than they are. This is an even more significant issue given the intergenerational differences. 'Coming of age' in an era of HIV/AIDS may be quite different for girls now than their mothers' experiences of growing up.

4. *What about technology and girls' participation?* Given the emerging emphasis on Information Technologies (IT) and youth participation, we are interested in the ways in which youth participation and technology might be regarded as a tool for change in the lives of girls and young women? What do girls' gain in terms of personal competence when they have access to technology? How might girls and young women use technology for social networking and access to information about reproductive health, STDs, HIV/AIDS?

5. *How can youth participation and gender inequalities be addressed within a human rights agenda?* The way in which education (formal or community-based) includes attention to issues of citizenship and democracy, basic human rights including access to education, safety and security, access to information about sexuality and so is a key concern in terms of setting up and evaluating EFA goals. How is such programming being embedded within such curriculum areas as citizenship education, or in school clubs?

Structures and Organizations

In the chart in Appendix A, we identify thematic areas related to girls' education, and the programs and projects of key organizations and structures that are already in place for highlighting the participation of youth. The focus is on Sub-Sahara Africa. In some cases, the unit of change is a particular ministry/government department: a ministry of education, a department of youth and sport, a department of health and so on. In other cases, the organization is faith-based, or an NGO within the community structures. FAWE, the Federation of African Women Educationalists is one example of an organizational network dedicating to working both on behalf of girls (or *for girls*) as well as *with girls*. Founded in 1994, FAWE is made up of a network of National Chapters operating at a grassroots level. One of their crosscutting activities has been to reach out directly to girls through girls' clubs which are present in 10 National Chapters (Kenya, Rwanda, Tanzania, Namibia, Zimbabwe, Ghana, Burkina Faso, Gabon, Chad, Liberia, The Gambia, Guinea) (*Girls' Education in Africa: FAWE Response to EFA Highlights for the year 2000*, 2000:8). A good example of this commitment to girls' participation can be seen in FAWEGAM in the Gambia, where, in collaboration with other NGOS such as the Peace

Corps, and the Ministry of Education, it has developed programs highlighting girls' participation

through Sciences Clinics, 'Take your daughter to work' initiatives, career days and so on[4].

Programming and Projects

In highlighting selected youth participation projects, primarily from Sub-Sahara Africa,

organized according to five theme areas: girls' education, gender-based violence, masculinity,

gender and HIV/AIDs, and girls' participation and IT. In attempting to create a typology for

exploring youth participation projects, we recognize that each of the five areas we highlight is a

vast domain in and of itself (and in some cases is already being addressed in other parts of the

2003 EFA Monitoring document as in the case of programs on war-affected children, and girls'

education programs). Each, though, serves as a strategic entry point to addressing gender

inequalities in education. These five entry points range from programs and projects that

specifically 'target' the voices of girls and young women, to programs and projects that position

boys and young men as central to the girls' education project. We also recognized that in

organizing the information this way we have no doubt left out particular school-based programs

in say citizenship education, life-skills and so on that are also working to encourage youth

participation. Indeed, those schools which have moved firmly into a more learned-centred

pedagogy are already helping to address the significance of the voice of youth. At the same

time, we do make references to the emerging body of work on youth leadership and student

leadership, both of which can often be found in school settings.

The voices of girls and young women within girl-centred education/policy projects

One of the programs that gives highlight to girls' voices is the "The African Girls' Education

Initiative" (AGEI), an innovative partnership between UNICEF and the Norwegian Ministry of

Foreign Affairs with CIDA that evolved during the last half of the decade. The country

programs on girl-friendly/child-friendly schools are framed within a comprehensive, integrated

structure that links national, regional, and global systems, and that links up the voices of

mothers, the voices of female teachers and the voices of girls and young women[5]. At the heart of

much of the recent work in Sub-Saharan African within the whole area of youth participation is

the Girls' Education Movement (GEM). Indeed, its very launch in Uganda in August 2001 was

significant in that African children and adolescents themselves—boys as well as girls—took the

lead. Adults were there just to provide advice, when needed, and to learn from what they were

seeing: "Children's participation was educational in itself: the young Kenyans and Ugandans

who were involved in GEM at the start, including some with disabilities, had been trained in

creative facilitation methods. This enabled them to hold similar workshops in South Africa and

Zambia to spread the word, in the lead-up to the Children and Young People's Parliament in

Kampala" (UNICEF 2002:27). On March 7, 2003, the day before International Women's Day,

South Africa held its first girls' parliament, a program that is located within GEM, and which

involves 100 girls (and boys) from all 9 provinces. (see also Kirk and Garrow, 2003). The

participation of boys in girls' programming can also be seen in the Forum for African Women

Educationalists's Centres of Excellence (Kenya, Rwanda, Tanzania, Senegal), with the idea that

including boys in girls' empowerment programmes enabled them to interact with empowered

girls.

Youth-centred, gender-based violence projects

Within the vast body of work on girls' education, the whole area of youth participation in

relation to gender-based violence is particularly significant in that it often pertains to the very

survival of young women. It also is a theme that cuts across many issues: poverty and

transactional sex, lack of voice and fear of rape, human rights, heightened vulnerability to

HIV/AIDS and so on. While it is an area that requires extensive work on policy formation and

disciplinary measures, training for teachers and principals, as well as community workers and

police, it is also an area that rests on the issue of empowerment and the extent to which young

women feel that they have some control over their lives. The bulk of the projects that we

highlight in Appendix A pertain to South Africa where the high incidence of gender-based

violence and the high incidence of AIDS amongst young women between the ages of 15 and 24

suggests that there is a need for strong programming that involves youth, both females who are

usually the victims, and young males who are the perpetrators[6].   In the chart, we highlight the

work of the Centre for the Study of Violence and Reconciliation in Johannesburg, but also make

reference to an emerging campaign within the Gender Directorate of the National Department of

Education which highlights the role of youth leadership and the Representative Council of

Learners in addressing gender based violence. Their participation is also linked to the well

established 16 Days of Activism held every December[7].

Masculinity-focused projects

As noted earlier, the participation of young men is central to many of the issues related to girls'

education (teen pregnancy, vulnerability to AIDS, safety issues in traveling to school).

Notwithstanding the direct links between gender-based violence and AIDS, there are a number of

interesting projects emerging that highlight the significance of masculinity more generally. These

include the Shosholoza project in Pietermaritzburg involving male soccer players in their late

teens and early 20s as peer educators in relation to AIDS prevention (Mahkaye, 1998). (See also

Morrell, 2002).

Youth-based approaches to addressing gender and HIV/AIDS

In this category, we include youth-based projects and programmes which attempt to provide a gendered analysis on AIDS prevention and treatment programs, as well programs which, by the very nature of dealing sexual health/reproductive health issues often include gendered evaluation. While there is still a great deal of work to be done to ensure that gender-based violence is on the agenda, HIV/AIDS is the area where we found the most extensive use of youth participation. Youth participation was highlighted through a number of different forms including peer education (e.g., Nova Scotia-Gambia Association, Peer Health Education Programme), media and youth culture focused (Kenya Youth Variety Show, Zambia HEART Campaign, loveLife, Africa Alive! Trendsetters, Straight Talk, Soft Cover), youth focused visual arts-based activism programming (Soft Cover), sports-based programmes (Shosholoza soccer team), and drama (DramAide).

Technology-focused, youth-on-the–net approaches to addressing gender inequality

Although the importance of IT is mentioned in many documents, it is clear that for most of the countries that we were examining, it is difficult to implement IT programs given the lack of resources presently. There have been a number of 'once off' events such as the Connect-ED Events— a one day session where girls from all over the world got connected through internet and chatted with each other. There is also a framework in place for the GEM E-group which is meant to provide a virtual space for girls' to talk to one another but also to access information. To that end, the website organized through loveLife by the Henry J.Kaiser Foundation at least places sexual and reproductive information for young people in an accessible space and in that sense facilitates a more direct line between youth and information. In a project called "It's Hot for Girls!," ITs are used as an instrument in advancing girls' and women's capabilities in school

education in Africa (Isaacs 2002). Finally, the establishment of national 'Schoolnets' is a

promising strategy for facilitating learner collaborative projects (e.g., SchoolNet Uganda which

targeted girls-only school; SchoolNet South Africa; SchoolNet Mozambique). At present, there

is a need for a stronger gender analysis of this work related to addressing the barriers to girls full

participation in schooling[8].

The challenges and points to consider

Over and above, the many challenges to youth participation that have been addressed

elsewhere—tokenism, failure to involve youth in all stages of planning and implementation and

so on[9], there are two specific sets of challenges (1) direct relevance in relation to the EFA goals

on gender parity; and (2) the 'gendered' dimensions of youth participation.

Getting more girls into school

To what extent do these various programs contribute directly to addressing the access, retention

and performance of girls in schools? Those programs that are the most 'school-based' may, at

least for the purposes here, seem the most obvious. Tanzania's COBET (Complementary Basic

Education in Tanzania) program, for example, aims at giving special populations of learners a

"second chance" through more participatory means (for example, teachers act a as facilitators):

"Cobet is not an alternative to primary education. It is exactly just what it says—complementary

basic education targeting orphans and single parent children especially girls who…couldn't

continue with formal education" (Munyaga, http://www2.unesco.org/wef/en-

leadup/rmeet_afric_tanzania.shtm). The Cobet philosophy is no fees, no uniforms and no

caning. Discipline is enforced through peer education, exposure to life skills knowledge, civics

and so on. Although there are still more boys than girls in these schools, there would seem to be at least a greater awareness of the need for youth participation and learner-centred pedagogy. The "Scared at school' report produced by the Human Rights Watch in South Africa in 2001 made a strong case for the safety and security issues for young women at school. To what extent are the various school-based programmes such as the Campaign to Eradicate Sexual Violence sponsored by the National Department of Education contributing to girls' feeling "safe at school"? Does it make a difference in terms of their attendance and performance? On the other hand, the loveLife campaigns in South Africa are more difficult to evaluate in terms of their relevance to countering gender inequalities. Presumably in a country where the most vulnerable population to AIDS is youth, and where the infection rates for young women are 3 to 4 times higher than for young men, programs that attempt to be highly youth-centred *should* make a difference. Do they, however, include a gender-based analysis? Is there a sense that 'one message fits all'? Many programs do not necessarily evaluate the success of their programs in the context of EFA, but rather look at the number of participants, the number of young people trained, and in the best of circumstances try to look at measures of knowledge and attitudes. Are there ways of providing 'frameworks' that are more sensitive to an 'education for all' agenda? Are there different types of participation that are more appropriate for young women when it comes to sexual health?

Youth participation in countering gender inequalities: Part of the problem or part of the solution?

Following from more general gendered critiques of participatory programming in development contexts (see for example, Jane Papart and Marchand, 1997), there are a number of challenges to youth participation in relation to gender equality[10]:

Romanticizing peer education: In reviewing the various programs and organizations, one sees such terminology as 'peer education' under youth, and indeed, as we have noted there are a number of excellent peer education initiatives. However, programs that employ peer education may need to be critically examined in terms of the more subtle power/gender relation issues. For instance, a male peer educator may still hold authority over female students when he "teaches" about condom use. Moreover, as James (2002) and Mitchell, Walsh, and Larkin (2003) point out, the issue of misinformation when it comes to peer education, gender and AIDS prevention is also a concern.

Poverty, gender and the 'double shift': When employing youth as volunteer peer educators, cautionary measures to avoid youth's exploitation should be taken. In one program, for example, there was a case where a peer educator was volunteering in order to obtain little money given for transport and food. If poverty is an issue, and youth are struggling to make ends meet, these surrounding problems must be addressed when employing young people—especially girls—in youth-participation based programs. In the Gambia, for example, young women in one secondary school when asked what they did on the weekend, indicated that their "out of school life" was primarily about chores, preparing their uniforms and those of younger brothers and sisters for the next week and so on. They had very little time in which they could be involved in youth participation activities. Their brothers, they remarked, had free time to participate in sports (and youth participation projects) (see Mitchell and Mowe, 2003). In short, there may be the same 'double shift' preventing young women from participatory process as affects their mothers. A related point is brought up by Freeman, Nairn and Sligo (2003) who note that it may be that young people are 'using' the system for their own ends. Again, we only note that young women

who have responsibilities outside of the public sphere who may end up not benefiting from these youth participation programs.

Reinforcing traditional approaches to gender: When faith-based projects in particular are implemented, it is important to examine how gender is being addressed in order to avoid enforcing patriarchal structures. A similar criticism has been made of some AIDS prevention programs such as the ABC approach where there is an assumption that young women have any say over 'abstinence', 'be faithful – monogamy' or the use of condoms.

Fragmentation: According to *The Participation Rights of Adolescents: A Strategic Approach*, there is the "risk that seeing young people as collections of discrete problems leads to fragmented, vertical responses—separate projects on AIDS, drugs, and literacy for instance, that fail to see how different problems are interrelated and reinforce one another" (UNICEF, 2001:7). There is now a shift from earlier 'problem-focused approach' to 'developmental approach' as well as 'integrated approaches' to adolescent problems: "The developmental perspective sheds light on the importance of the context of adolescent lives. Positive adolescent outcomes cannot be brought about without understanding young people's context, including their social environment, relationship and available opportunities" (UNICEF, 2001:7).

Youth participation overload: There are a number of programs that focus on AIDS prevention, and as noted earlier, many anti-AIDS programs involve youth as "protagonists." However, one needs to be careful to have a balanced youth participation across diverse programs. Over employment of youth in AIDS prevention campaign may make youth feel that adults are concerned about AIDS prevention for their own purposes.

The local and the global: A particular challenge in understanding the role of youth is to appreciate local, national, regional and global contexts. The point has been made in a variety of

contexts that that in the last decade or more there has been a de-politicization of youth (James, 2002). Even if this is true, the local contexts (and the response of adults) may vary greatly. In South Africa, for example, it was the participation of youth in 1976 in Soweto who were key in the dismantling of apartheid. What is the legacy of this work in terms of student leadership within the Representative Councils of Learners (RCLs)? What does youth participation mean for groups who have never had a voice as in the case of rural girls and young women in The Gambia or Zambia?

Whose agenda? Related to 'overload' is the concern about agenda-setting and the ways that youth might "drive" research and development. As was noted in the "youth action spaces" of the First SADC Conference on Youth (see Mitchell, 2000), there is a need for youth to be involved as co-researchers in work on sexuality, reproductive health and education. Often the wrong questions are being posed, and by the wrong age group. Some very successful programs on researching girls' educating have come from the girls themselves. The "listen to the girl-child" strategy in Zambia's Programme for the Advancement of Girls' Education (PAGE) is a good example (Mwansa, 1996), as are the many programs which highlight young people's participation through photo-voice and other visual and arts-based approaches to research[11]. Equally important though is the involvement of youth in interpreting data and developing action plans. How might youth be involved in research advisory groups with local organizations so that they can participate at all stages of research?

Where is the power? Youth participation is often made possible in community settings, something that is in accordance with the idea that it is better to involve youth at the grassroots level. At national levels, processes are often too bureaucratic, making the voices of youth difficult to hear. If the goal is 'education for all", how can the meaningful participation by youth

be incorporated into formal school education, national political structures, and policy formation? Although there are examples of the RCLs in South Africa being elected to school governing bodies, their voices, particularly those of girls and young women, may not always be heard. GEM is seeking to empower girls, but there is also the need to mainstream girls' voices within youth programming more generally.

Where is the action? If the purpose of youth participation is to 'empower' youth, to help them see social change within a collaborative 'action space' involving many actors, the question of the extent to which youth feel that they are working for social change stands as a key outcome of this kind of work. In the case of working to counter gender inequalities, then, the evaluation must surely be on the extent to which young women and young men see that they have choices, that they can act on them, and that they regard themselves as central players.

Notes

[1] See for example books on girlhood in development by Kane (1995), Thrody and Mkaabwe (2000), Mungai (2002), themed issues of journals such as the Global Girls issue of the *McGill Journal of Education*, recent documents such as CIDA's *Educating Girls: A Handbook*, within the burgeoning body of scholarship on girlhood studies (including young women-centred conferences: Girlhood: A new feminist order? Monash University, University of London, November, 2001; Reinventing globalization, AWID Conference, Guadalajara, Mexico, October. 2002; Transforming spaces: Girls agency and change, Montreal, November, 2003).

[2] Some of these creative approaches include: re-packaging of learning modules to capitalize on the short time girls are available in community school settings; increasing flexibility in relation to the number of subjects to be covered at any one time; and streamlining of the material to be covered.

[3] For a more extensive discussion of 'what about boys?" in the context of girls' education, see Educating Girls: A Handbook (CIDA, 2003), p. 20. See also Makhaye 1998.

[4] For an evaluation of the work of FAWEGAM in the Gambia, see C. Mitchell and M. Sowe "If not now, then when? If not The Gambia, then where?" Banjul, UNICEF, 2003.

[5] See UNICEF (2002). Taking their rightful place: The fifth consolidated report to the Government of Norway on the UNICEF African Girls'' Education Initiative. New York: UNICEF Programme Division/Education Section.

[6] See for example the extensive body of work at the Centre the Study of Violence and Reconciliation;(website: http://www.csvr.org.za/); *Unwanted Images: Addressing Gender-Based Violence in the New South Africa* (a 7 minute video documentary, dir. Monica Mak, 2000; Canada South Africa Education Management Program, McGill University). See also a themed issue of ID21 on gender-based violence and schooling in Africa: Insights Development Research, *Conspiracy of silence? Stamping out abuse in African schools*, IDS, 2001, www.id21.org

[7] Here I acknowledge the input of Mmabatho R. of the Gender Directorate of the National Department of Education, South Africa.

[8] There are also some interesting possibilities emerging within the African Girls Education Initiative. The Gambia, for example, in 10 of its pilot 'girl friendly' schools is experimenting with equipping these extremely rural schools with solar panels and at one computer. At the same time Gambia College, through the assistance of UNESCO is developing computer technology that could provide distance education. See also the work of IDRC on gender and technology (http://www.idrc.ca/media/Connecting_dots_e.html).

[9] See also Yazeed Fakier (1998) *Grappling with change*, Cape Town: Idasa for a consideration of some of the challenges of South Africa youth working for transformation.

[10] To the best of my knowledge there has not been a gender-based analysis/critique on the literature on youth participation, although there is now gender-based critiques on the work on participatory process in development contexts more generally..

[11] The idea of the role of photography in order to see 'through the eyes of youth' has been explored extensively in the work of Wendy Ewald (*Portraits and dreams*, *I dreamed I had a girl in my pocket*, *Secret games: Collaborative work with children*), James Hubbard (*Shooting back from the reservation*), Lana

Wong (*Shootback: Photos by kids from the Nairobi slums*). A recent project "Shootback" on youth leadership in the Free State of South Africa also highlights this work (Mapsanang and Moloabi, 2001).

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Appendix A: Selected examples of Youth Action Spaces for Countering Gender Inequality

Title	Country	Organization	Goals/Activities	Target Groups
Girl-centred education/policy projects				
Reducing Reproductive Health Barriers to Primary School Completion Among Kenyan Girls	Kenya	Maendeleo Ya Wanawake Organization (MYWO), The Academy for Educational Development (AED), the Johns Hopkins University Center for Communication Programs (JHU/CCP)	The main goal of the project is to reduce the reproductive health barriers to primary school completion among girls. The project currently operates in a total of 31 communities in the following districts: Bungoma, Koibatek, Kilifi, Kuria, and in the Nairobi slums. In May 1998, AED trained MYWO field workers and their supervisors from the five focus districts in Participatory Learning and Action (PLA) techniques.	Young girls
Girls' Power Initiative (GPI)	Nigeria	Gender Development Institute	To equip girls' human rights, reproductive health/rights information; leadership, economic and other life skills to cope with growing up thus laying the basis for ensuring the enjoyment of healthy sexuality, womanhood and social justice for future generations of Nigerian women.	10 to 18 years old girls
Nigerian Girls into Sciences (NGIS)	Nigeria	The Forum for African Women Educationalists (FAWE)	An action-oriented performance enhancement programme for girls at junior secondary level in Nigeria. Primary goal is to expand interest and improve performance in science among Nigerian girls, based on hands on, activity-based learning.	Girls at junior secondary level
Complementary Basic Education in Tanzania (COBET)	Tanzania	The School Mapping Initiative, the Ministry of Education and Culture in Tanzania, UNICEF	To give a second chance to those who could not continue with formal education. The COBET philosophy is no fees, no uniforms and no caning. The children decide when to start studying and when to end. Discipline is enforced through peer education, exposure to life skills knowledge and, civics.	Orphans and children of single parents, especially girls
Centres of Excellence (FAWE)	Kenya, Tanzania, Rwanda, Senegal	The Forum for African Women Educationalists (FAWE)	To demonstrate how accumulated information, knowledge and experience can be used to formulate, implement and monitor policies and practices that promote girls' education. The Centres of Excellence take an integrated approach to solving the problem by providing quality education for girls. Significant components of the Centres of Excellence Programmes are: providing adequate physical facilities; providing adequate learning materials; awarding bursaries; relevant curriculum; skilled teachers; community sensitization; empowerment of girls; guidance and counselling.	Girls, parents, teachers, school administrators, communities, Ministry of Education, religious groups, donors, media, education providers, boys
African Girls' Education Movement (GEM)	Member states of the Organisation of African Unity (OAU)	Global Children's Movement, UN Initiative of Girls' Education, African Girls' Education Initiative (AGEI), the Forum for African Women Educationalists (FAWE)	To create spaces for African girls to realise and concretise their right to participate in identifying problems, proposing solutions, determining what works and prioritising issues that affect their education and consequently life chances; provide opportunities to them to develop and exercise their leadership and technical skills; tap the potential of boys to work in partnership with girls to promote girls' education in Africa, and through education, create more equitable and just African societies.	Girls

Title	Country	Organization	Goals/Activities	Targeted Groups
Youth-centred, gender-based violence projects				
Campaign on Eradicating Gender Violence in Schools	South Africa	The National Department of Education, the Provincial Departments of Education	In response to the high level of gender-based violence in schools, the National Department of Education launched a campaign in August 2002 to work with the Representative Councils of Learners in secondary schools in all provinces. These student leader bodies developed activities at the schools level. Their work fed into the broader campaign to end violence during the 16 Days of Activism in December 2002.	Secondary school youth
outh Violence Prevention Programme	South Africa	Centre for the Study of Violence and Reconciliation (CSVR)	The Youth Violence Prevention Programme's initiatives in schools, such as the Safe Schools programme, enhanced the government's plans to deal with factors that created insecurity and fear among learners and teachers. The intervention model developed by the Programme with the various stakeholders at school level, together with our manuals "Peer Counseling", "Trauma Management" and "Building Safety Now" proved to be useful for the Safe Schools approach. The main focus of the programme is on young people as they are agents for change in communities. The programme's activities are strongly focused on building resilience among young people by exposing them to alternatives to violence and other negative behaviour. The Youth Violence Prevention Programme engages in various activities aimed at giving voice to the youth. Through sustainable social responsibility initiatives, the programme seeks to inculcate a culture of human rights among young people and also to empower them. Work in this regard is also done in co-operation with other units within the CSVR.	Schools, youth clubs, community-based organisations, academics, government departments and non-governmental organisations dealing with issues involving young people
Sexual Violence Education Project	South Africa	Centre for the Study of Violence and Reconciliation (CSVR)	To build learners awareness around the issue of gender based violence. It will afford them the opportunity to rediscover and consequently question their own personal beliefs, values and attitudes around masculinity and feminity. Through this process, they would be encouraged to assume responsibility for their conduct and also to find possible curative measures of eradicating sexual violence in the schools. It is hoped that the project will help learners and educators to develop and implement policies and structures dealing with problems of sexual and gender-based violence taking place in schools and communities. To realise this, schools will be encouraged to involve local business and local government agencies in this pilot project that is expected to continue until 2004.	Young men

Title	Country	Organization	Goals/Activities	Targeted Groups
Masculinity-focused projects (Youth, masculinity and gender inequality)				
Conscientizing Nigerian Male Adolescents	Nigeria	Funding from the International Women's Health Coalition	To teach and encourage Nigerian male adolescents, ages 14 to 20, to develop a critical awareness and abandon sexist prejudices and practices. The program includes a curriculum that focuses on various topics while taking cultural norms into consideration. Among the topics included are Nigerian society, women's roles and family structures, sexuality, reproductive health and rights, and violence against women. At its inception, the program started with 25 participants that met on a weekly basis for a 9-month period. The adolescent males convened each week to discuss, debate, question, and analyze issues related to reproductive health, violence, gender equity, and human rights, among other topics. They focused on creating a dialogue, led by adult facilitators, which enabled the adolescents to explore their attitudes, beliefs, and values with respect to the program topics. As a result, the participants became better equipped to think independently and analytically. In 1999, the two-year program grew to 100 participants. CMA has expanded by adding a peer-education practicum, an outreach program, and a training manual/curriculum guide.	Young male adolescents
Shosholoza AIDS project	South Africa	Targeted AIDS Interventions (TAI), the South African Football Association (SAFA)	The Shosholoza AIDS project was envisaged as a way of men using their control and gender roles to provide training and support for other men as well as their sexual partners.	Young men
Men as Partners (MAP)	South Africa	EngenderHealth, Planned Parenthood Association of South Africa (PPASA)	To challenge the attitudes and behavior of men that endanger both their own health and safety and that of women and children, to broaden men's awareness of the inequities between men and women, to encourage the active involvement of men in responding to gender-based violence and HIV/AIDS, to meet men's reproductive health needs by providing services for men and by educating them about issues such as sexually transmitted infections (STIs), gender-based violence, and contraceptive options. MAP's work to educate and provide services for men is part of a larger initiative to increase the number of women and men who receive quality reproductive health care. Meeting the needs of both partners is key, for it takes two to be healthy, two to have children, and two to prevent the spread of HIV and other STIs. MAP program activities center on educational workshops with groups of men and groups of both men and women. Life-skills educators from the PPASA -- generally young men and women aged 20 to 35 -- conduct the workshops.	Men and women

Title	Country	Organization	Goals/Activities	Targeted Groups
Youth Football and Sexual Reproductive Health (SRH) Camp	Zambia	The Youth Activists Organization (YAO)	To promotes male responsibility in sexual and reproductive health, HIV/AIDS prevention, family planning, and child health. Awareness and educational messages are integrated, by a professional coach, into football (soccer) training and competition. Other activities include video shows and discussions in the community.	14- to 24-year-old boys and their parents
Men's Forum Padare/Enkudleni	Zimbabwe	Padare	Padare seeks to change gender stereotypes, reaching boys and men in schools, pubs, sports clubs and churches, where they can debate, in a non-threatening space, issues of sexuality, masculinity and power.	Boys and men

Youth-based approaches to addressing gender, HIV/AIDS, and reproductive health

Title	Country	Organization	Goals/Activities	Targeted Groups
Educational Center for Adolescent Women (ECAW) & Peer Counseling by Teens (PACT)	Botswana	YWCA Botswana, service organization	Health and Physical Development Counseling; Tutoring; Teaching; Peer Support Educating Others Peer Counseling by Teens (PACT) trains both boys and girls to build their self-esteem, set goals, make decisions and utilize values and communications skills to counsel classmates on sexuality, ensure knowledge of HIV and AIDS and other related topics.	100% female 12-19 years old
Educational Center for Adolescent Women (ECAW) & Peer Counseling by Teens (PACT)	Botswana	YWCA	Improving the outlook for pregnant teens through education and counseling. YWCA launched two programs aimed at educating teen mothers and adolescents at risk of becoming pregnant. The Educational Center for Adolescent Women (ECAW) provides pregnant women and new mothers with continuing education and parenting advice. Such help is crucial since most pregnant teens are forced to leave school and face obstacles in returning. ECAW courses include academic subjects, as well as family and sexuality education, baby care and counseling. Peer Counseling by Teens (PACT) trains both boys and girls to build their self-esteem, set goals, make decisions and utilize values and communications skills to counsel classmates on sexuality, ensure knowledge of HIV and AIDS and other related topics.	Youth

Title	Country	Organization	Goals/Activities	Targeted Groups
Community Participation to Promote Adolescent Reproductive and Sexual Health	Burkina Faso	Advocates for Youth, the Pacific Institute for Women's Health	To assist rural communities in Kompienga, Boulgu, and Sissili provinces in identifying priorities and designing and implementing strategies related to adolescent reproductive and sexual health. The project builds capacity among partners in Burkina Faso, including lead partner Mwangaza Action and local youth-serving organizations (YSOs) Association pour le Développement de la Région de Bittou, Le Reseau des Jeunes de la Sissili et du Ziro, and L'Association des Jeunes pour le Développement de Pama. The project consists of identifying priority issues, identifying community-based interventions to address priority issues, preparing for community-based interventions, implementing community-based interventions, and final evaluation. The YSOs, in collaboration with the village committees, support, implement, and manage the community-based interventions. Currently, about 50 peer educators—25 young women and 25 young men—reach approximately 750 youth per month through group talks, counseling sessions, and home visits. The YSOs support the peer educators in activities such as theatre and role-plays.	Youth
Adolescent Reproductive Health Campaign	Burkina Faso	Funding from the World Bank Population and AIDS Projects; the Johns Hopkins University Center for Communication Programs (JHU/CCP) collaborated with the National AIDS Control Program	To conduct a multimedia campaign in six health regions of Burkina Faso	Youth between the ages of 13 and 20
Akuapem Adolescent Project	Ghana	Youth Development Foundation (YDF), Population Concern, funded by DFID	To reduce sexually transmitted infections and unwanted pregnancies of in and out of school youth, with emphasis on out of school youths. Trained peer motivators provide information and make referrals to the youth centre which has been rented. Sex education and services are provided at the centre, as well as recreational activities and a library. Outreach work in the community aims to increase knowledge about and use of condoms, as well as abstinence. Other service providers are given training in youth friendly service provision to ensure the operation of a quality referral system. As the young people in the area made it clear that gender equality and skills training are issues they wish the project to tackle, the project is striving to be truly holistic in its approach to reproductive and sexual health care. A sex education training manual for the peer educators has been produced using Participatory Learning for Action (PLA) techniques, and is being used by PPAG in all its work.	Out-of-school youth

Title	Country	Organization	Goals/Activities	Targeted Groups
Girls' Empowerment Programme	Ghana	Ministry of Education	Ghana's Ministry of Education today launched a new empowerment program to improve the capacity of girls ages 11 to 15 years to prevent HIV infection and other factors that may threaten their ability to fully benefit from the country's education system.	Girls 11 to 15 years of age
Sexual Health Services for Street Youth	Ghana	Youth Development Foundation (YDF), Population Concern, funded by NCLB	To provide quality reproductive and sexual health services, education and counselling for young people. It operates using street youth selected to work as peer motivators and by running a youth centre which offers clinical services by specially trained medical staff as well as recreational facilities for the young people. The project also has a special skills training component for the young people to help them find their own economic self-sufficiency and security.	Youth
Stop AIDS, Love Life	Ghana	The Ghana Ministries of Information and Health, the Ghana Social Marketing Foundation, the Johns Hopkins University Center for Communication Programs (JHU/CCP) Youth Program	To get AIDS prevention on the policy and social agendas and motivate young people to act responsibly to prevent the spread of AIDS. The campaign focuses on personal risk perception, peer pressure, and social support issues.	Youth
Shootback Programme	Kenya	The Mathare Youth Sports Association (MYSA), Community organization	To promote sports, environmental improvement, community development, and reproductive health information. MYSA is an organization run by and for youth. In 1994, MYSA began a peer education program about HIV/AIDS. To create awareness about AIDS, risky sexual behaviors, unwanted pregnancy, and other reproductive health issues, talks are given to both players and supporters before each game.	Youth (8 to 18 years old) half boys and half girls
Program for Appropriate Technology in Health (PATH)	Kenya	PATH's Kenya office, Kenya Scouts Association, funding from the Rockefeller Foundation and UNFPA	To provide reproductive health information to youth through scout clubs.	30 youth (aged 11 to 16 years) and involved both in-school and out-of-school youth in the hope that they would learn from each other.
Girls' Education Project: Healthy Futures	Kenya	The Academy for Educational Development (AED) partnered with the Maendeleo Ya Wanawake Organization (MYWO)	To address the high primary school drop-out rate of Kenya girls through the Healthy Futures project. To reduce barriers to primary school completion among Kenyan girls with a special emphasis on barriers related to reproductive health.	Early adolescent
The Kenya Youth Variety Show	Kenya	The Kenya Youth Initiative Project (KYIP); the National Council for Population and Development; 26 youth-serving organizations	Episodes of the "Youth Variety Show" addressed the issues of being an adolescent including health, emotional development, physical changes, pregnancy, STDs, and drug and substance abuse. Specific topics covered included promotion of good health, decision-making, career goals and objectives, boy-girl relationships, communication with parents and peers, teenage pregnancy, STDs including HIV/AIDS, early marriage, and female circumcision.	Youth

Title	Country	Organization	Goals/Activities	Targeted Groups
Banja La Mtsogolo (BLM)	Malawi	Banja La Mtsogolo (BLM); the Government of Malawi (GoM)	They have trained young people from youth clubs set up by the Ministry of Gender Youth and Community Services as community based distribution agents and peer counsellors (YCBDAs). The YCBDAs counsel young people on reproduction health (RH) issues dispense condoms and contraceptive pills and make referrals for those requiring other RH services e.g. STI treatments and other contraceptive methods. Through these youth clubs BLM has reached in-school and out-school youth in both rural and urban areas.	Youth
Family AIDS Caring Trust Youth Programme (FACT)	Mozambique	Family AIDS Care Trust	Education; Health and physical development	10-25 years old school children and youth, 48% male; 52% female
Marie Stopes International Mozambique (MSIM)	Mozambique	Marie Stopes International	Youth health promoters provide students with information and advice and also distribute condoms. The promoters are usually between 18-20 years old and have completed secondary education themselves. As we as condom distribution, the youth health promoters also answer any questions the students may have. All questions are recorded along with any questions the promoters are unable to answer. These then all form the basis for edu-tainment (drama, songs, and poetry) sessions held at a popular venue in the city.	Youth
My future is My Choice (MFMC)	Namibia	The Government of Namibia and UNICEF	To reach youth people, through young people, with sexual health information. Using a highly interactive approach, the programme focuses on life skills training specifically for teen pregnancy reduction, HIV/AIDS prevention, substance abuse, and rape. Each MFMC graduate prepares a peer education "action plan" to reach at least 10 friends and/or become a member of an AIDS drama, role play, or debating clubs. About 600 trained young people around the country are facilitating the 20-hour life skills education, and so far, have reached over 50,000 of their peers (75% in-school-youth and 25% out-of-school youth).	Youth between the ages of 14 and 21 years receive a 20-hour course providing information and life skills they need to make choices about their future.
The Suzie and Shafa Show (radio show)	Namibia	The Johns Hopkins University Center for Communication (JHU/CCP) Youth Program	To address HIV/AIDS and other health issues in the capital, Windhoek.	Youth
La Vie Familiale (Education for Family Life)—EVF	Senegal	Eclaireuses et Eclaireurs du Senegal	Education; Health and Physical Development; Personal and Social Development; Youth Participation and Community Development	6-25 years old school children and youth, 70% male; 30 % female

Where Are the Youth?
Creating Youth Action Spaces for Countering Gender Inequality in Education

Title	Country	Organization	Goals/Activities	Targeted Groups
Youth Reproductive Health Project	Senegal	The Johns Hopkins University Center for Communication Programs (JHU/CCP)	To increase the awareness of young adolescent men in reproductive health issues. An association of young community health workers spearheaded an information and referral hotline. … To raise funds for the hotline, health workers created a theatre and poem contest for adolescents, which concluded with an awards ceremony.	Young adolescent men
Boys and Girls Society of Sierra Leone	Sierra Leone	Boys and Girls Society of Sierra Leone	Health and Physical Development; Work/Employment Skills/Enterprise Development; Recreation and Social Activities; Community Development and Citizenship	Street-based Children; Working Children; School Dropouts8-18 years old, 72% male; 28% female
Love Life (South Africa's Batuibak HIV Prevention Program for Young People)	South Africa	Henry J. Kaiser Family Foundation, the government of South Africa	Launched in September 1999, loveLife seeks to cut the HIV infection rate among young South Africans by 50 percent--and to establish the same time a new model for effective HIV prevention. (Radio, print, television, indoor media, Y-Centers) loveLife has built a national corps of about 200 full-time volunteer peer educators, known as ground Breakers. Young people go through a series of training programs to equip them with sexual health counseling skills and techniques for effective outreach to other young people. Ground Breakers conduct outreach throughout South Africa on the "loveTrain"--a health education center on rails.	Youth
Mobilising Young Men to Care	South Africa	Dramaide (South African NGO); University of Natal	Dramaide works with groups of learners to develop plays designed to raise HIV/AIDS and gender awareness.	Youth
Planned Parenthood Association of South Africa (PPASA)	South Africa	Planned Parenthood Association of South Africa	Health and Physical Development; Personal and Social Development	Children affected by AIDS, Rural youth, Low-income youth 10-20 years old
Soft Cover: Youth, Creative Vision and HIV Prevention	South Africa	McGill University, Centre for the Book in Cape Town, South Africa	A youth-based participatory approach to AIDS prevention focuses on how young township authors, male and female (ages 14-18) can be involved in a hands-on literacy project that produces a youth-to-youth vehicle for addressing issues of sexuality and AIDS. The project addresses in a concrete way the information overload that young people in South Africa are experiencing in relation to AIDS; to provide a forum for youth perspectives and youth participatory processes that place their needs at the centre of emerging prevention strategies; to bring together new methods, and to foster new links to be used in addressing HIV/AIDS prevention such as hip-hop, computer based technologies and literature; to create new youth-AIDS partnerships between Canada and South Africa, as well as to strengthen partnerships in South Africa.	14 to 18 years old girls and boys

Title	Country	Organization	Goals/Activities	Targeted Groups
Shosholoza AIDS project (see also Masculinity-focused projects)	South Africa	Targeted AIDS Interventions (TAI), the South African Football Association (SAFA)	The Shosholoza AIDS projects was envisaged as a way of men using their control and gender roles to provide training and support for other men as well as their sexual partners.	Young men
Total Control of the Epidemic (TCE)	Southern Africa	Humana People to People	To mobilize and bring the people into action, so that THEY can get control of HIV/AIDS and help each other to deal with the consequences. This program provides structure and leadership witch is organized like a military battle; Personal and Social Development; Health and Physical Development; Education	All ages, primarily young people 4-30Youth living in poverty; Out of school children and youth; HIV/AIDS affected populations, 49% male; 51% female
True Love Waits	South Africa	True Love Waits Foundation, Lifeway US	True Love Waits is an international campaign designed to challenge young people to remain sexually abstinent until marriage.	Youth
Iringa Youth Centre	Tanzania	UMATI, Population Concern, funded by DFID	To provide information, education and communication for young people concerning sexual health issues. The Centre offers services to young people such as STI screening and treatment and the provision of contraception such as foam, pills and condoms. The Centre combines its awareness raising with the provision of recreational games and income generating activities in the form of a library in the Centre's grounds. The project also trains young people as peer educators who act as community based distributors of contraceptive services and information to youth in and out of schools in the local community.	Youth
Tanzania 4-H	Tanzania	Tanzania 4-H Organization	Education; Work, Employment & Entrepreneurship; Personal and Social Development	6-25 years old47 % male; 53 % female, School children and youth; Rural children and youth
Young Men as Equal Partners	Tanzania	The Family Planning Association of Tanzania (UMATI), the Swedish Association for Sexual Education and Planned Parenthood Association of Zambia	To establish the reasons behind youth vulnerability. To address the challenges of accessibility and availability of sexual and reproductive health services for men, women and young adults, especially in underserved rural and urban areas. A successful activity for youth has been the Saturday Youth Clinic in Addis Ababa, Ethiopia, run by the Family Guidance Association of Ethiopia (FGAE). Youth services include counselling on family planning, sexually transmissible diseases (STDs) including HIV, and unwanted pregnancy.	Youth

Title	Country	Organization	Goals/Activities	Targeted Groups
The Gambia YMCA National Youth Council	The Gambia	The Anglican Church, Roman Catholic Church, Methodist Church	Organized the first International Youth Camp for the 10th-20th August 2001 at Kabakel, The Gambia. During the ten days period, campers embarked on community building, interaction, awareness creation on issues such as: HIV/AIDS/STD, peace, networking and cultural exchange.	Youth
National platform on the issue of youth, HIV/AIDS and poverty	The Gambia	National Youth Council, UNDP	To sensitize young people on the linkages between HIV/AIDS, poverty and gender relations and create opportunities for youth throughout the country to discuss HIV/AIDS and related issues. The platform will give young people a voice in shaping local strategies to combat the HIV/AIDS pandemic and making recommendations to the Youth National Conference in April. The sensitization programme will draw youth representatives from the districts and administrative capitals, as well as the media, and transform them into advocates in the battle against HIV/AIDS. In promoting the platform, National Youth Council has launched seven regional fora on youth and HIV/AIDS in collaboration with The Gambia's National AIDS Control Programme, with financial support from the UN system in The Gambia.	Youth
Safe-Guard Youth from AIDS (SYFA)	Uganda	Uganda Scouts Association, UNICEF, the Government of Uganda through the Uganda AIDS Commission and the Ministry of Health	The SYFE project works using 'the cascade effect' using young people to educate other young people - often known as peer health education. Young people work in groups of four, providing each other with support and recruiting another four members to the SYFA clan	Youth
The Student Partnership Worldwide volunteer (SPW) network	Uganda	The Student Partnership Worldwide (SPW)	SPW is NGO that aims at creating awareness on HIV/AIDS in schools and at the grassroots. To recruit, train and deploy young volunteers, from Uganda and from overseas, to work as teachers in schools for a one-year period. Over 100 A' Level students and university graduates have volunteered to create awareness on HIV/AIDS in Ugandan schools.	A' Level students
Uganda's Safer Sex or AIDS Campaign	Uganda	The Delivery of Improved Services of Health (DISH); USAID	To seek to reduce the incidence of HIV/AIDS by increasing availability and use of reproductive health services.	Youth

Title	Country	Organization	Goals/Activities	Targeted Groups
Football Camp, the Inter-Faith Peer Educators project, the School Outreach program, and the Training of Trainers in communication skills	Zambia	The Youth Activists Organization (YAO)	Managed almost entirely by youth, the YAO's goal is to empower Zambian youth through a variety of interventions, including civic, environmental, economic, and health education. The YAO's programs are to Increase young people's knowledge of sexual and reproductive health (SRH), including sexually transmitted infections (STIs), HIV/AIDS, and family planning (FP), to increase the negotiation, decision-making and communication skills of youth, to advocate for the acknowledgment of young adult reproductive health rights at the national level. The activities focus on professional football training; leadership training; communication skills training; participatory methods on education training skills; and knowledge and awareness campaigns.	Youth
Youth Football and Sexual Reproductive Health (SRH) Camp	Zambia	The Youth Activists Organization (YAO)	To promotes male responsibility in sexual and reproductive health, HIV/AIDS prevention, family planning, and child health. Awareness and educational messages are integrated, by a professional coach, into football (soccer) training and competition. Other activities include video shows and discussions in the community.	14- to 24-year-old boys and their parents
Anti-AIDS clubs	Zambia	Family Health Trust (FHT), International HIV/AIDS Alliance	The project began with a series of HIV/AIDS prevention workshops. The participatory approach of these workshops encouraged the youth participants to examine their own assumptions about HIV and stigma in their communities and to speak frankly about their sexual behavior and risk of HIV infection. In addition to information about HIV/AIDS, the training included such topics as club management, activity planning, membership recruitment, gender equity, and recreation.	Youth in schools and community
Zambia Family Planning Service Project—Trendsetters	Zambia	Youth Media Group (YMG)	Trendsetters is a sexual and reproductive health newspaper produced by youth for youth through the NGO About 10,000 copies of Trendsetters are produced and sold monthly at commercial outlets. Youth participation and community development; Personal and social development; Health and physical development	21-25 years old School children and youth; Out-of-school children and youth; Parents; Young leaders, 25% male; 75% female
Zambia HEART (Helping Each Other Act Responsibility Together)	Zambia	The Zambia Integrated Health Programme	Designed for youth and by youth to inform young people about HIV/AIDS, discuss ways to protect oneself from HIV/AIDS and promote abstinence and condom use.	Youth aged 13 to 19.

Title	Country	Organization	Goals/Activities	Targeted Groups
Zimbabwe's Promotion of Youth Responsibility Project	Zimbabwe	Zimbabwe's National Family Planning Council (ZNFPC)	An intensive six-month multimedia communication campaign to increase awareness, knowledge, and positive attitudes about reproductive health among young people; encourage young people to attend identified youth-friendly health service facilities; increase support among leaders, policy-makers, and parents for reproductive health services and communication directed toward young people.	Youth
African Youth Alliance (AYA)	Botswana, Ghana, Uganda, Tanzania	African Youth Alliance (AYA) with United Nations Population Fund (UNFPA), the Program for Appropriate Technology in Health (PATH), and Pathfinder International	Through the Alliance, young people are being educated about HIV/AIDS prevention and provided with necessary information, skills, and support to protect their health.	Youth
"Jouer pour la vie/Play for Life" (Mali); Tanzania Play the Game Campaign; Guinea Adolescent Health Campaign	Kenya, Mali, Nigeria, Ghana, Burkina Faso	Caring Understanding Partners (CUP) Initiative; the Johns Hopkins University Center for Communication Programs (JHU/CCP) Youth Program,	The CUP Initiative is a partnership of sports associations and health organizations that promotes healthy lifestyles through organized sports events. Health behaviors addressed include STIs/HIV/AIDS prevention, family planning promotion, and child immunizations. The CUP Initiative works through local partners to develop high-impact public health messages aimed at influencing the health behavior of young men and their partners and to deliver these messages during sports events using mass media, interpersonal communication and counselling, and community mobilization.	Youth
Africa Alive!	Nigeria, Kenya, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe	The Johns Hopkins University Center for Communication Programs (JHU/CCP) Youth Program	Community-based an innovative, multinational network of youth and AIDS organizations aimed to reach and empower youth with HIV/AIDS prevention programs using popular entertainment. Campaigns support mass media campaigns by using entertaining approaches such as puppet shows, rallies, and concert performances by popular musicians.	Youth
Straight Talk (School visits, newspapers, Young talk, Counseling and volunteerships)	Uganda, Kenya	Straight Talk Foundation, Kenya Association of Professional Counsellors	The broad objective of the foundation is to contribute to the improved mental, social and physical development of Uganda adolescents (10-19) and young adults (20-24). The programme also aims to keep its targets audience safe from HIV/STD infection and any early pregnancy. Straight Talk newspaper; School Visits Program; The Straight Talk Radio Show. To promote safer sex, life skills and child and adolescent rights. The contents on this site aim to educate adolescents on growing up, staying safe, reproductive health, life skills and sexuality. Health and physical development; Personal and Social Development; EducationMentoring; Peer Counseling; Health education	Adolescents (10-19) and young adults (20-24), teachers
The Santé Familiale et prevention du SIDA (SFPS) Project	French-speaking West and Central Africa	The Johns Hopkins University Center for Communication Programs (JHU/CCP) Youth Program	To motivate youth to accept personal responsibility to halt the spread of AIDS, SFPS produced Wake UP Africa!, a campaign featuring over 20 West and Central African popular artists performing in the theme song, a video clip, a documentary, and radio and TV spots.	Youth

Title	Country	Organization	Goals/Activities	Targeted Groups
Teen Star Project	Western Zimbabwe	Catholic Relief Services; the Christian Health Care Services of Matabeleland	The program provides teens with information needed to make healthy decisions and offers them a holistic view of sexuality—including the spiritual, emotional and physical aspects. The program focuses on the prevention of HIV/AIDS among teenagers through awareness workshops, community mobilization work and outreach within schools. The program promotes abstinence, provides holistic life skills to combat peer pressure and supplies teens with information on sexuality. Local teachers, parents and community leaders are trained and serve as facilitators, encouraging communication and dialog about sexuality between teens and adults.	Teen Star directly reaches 8,000 teenagers and 400 adults in both urban and rural areas. Indirectly, the programs extend to an additional 75,000 young people and more than 10,000 parents and adult community members in the region.
What every adolescent has a right to know	Worldwide	UNICEF	Founded on the principle that adolescents have a right to access vital information (art. 13 and 17 of the CRC), this initiative will actively engage adolescents in the development of innovative communication strategies to reach the most vulnerable youth with information and skills for HIV/AIDS prevention. Young people will be trained on how to conduct participatory research, as well as on the strategic use of various communication channels such as TV, radio, peer-education, theatre, films and internet.	Youth

Youth, Technology-focused approaches

Title	Country	Organization	Goals/Activities	Targeted Groups
NairoBit	Kenya	The Mathare Youth Sports Association (MYSA)	To teach slum kids in Nairobi, Kenya, the skills they need to become Webmasters—to create their own content, not just consume it; to increase their chances for financial independence; and to give them the ability—and self-confidence—they need to determine their own futures.	Youth
LoveLife on the web	South Africa	Henry J. Kaiser Family Foundation	loveLife's youth website, www.lovelife.org.za, is an interactive source of information about sexual health and loveLife's services.	Youth
Youth Talk to Youth	Botswana, Ghana, Uganda, Tanzania	African Youth Alliance (AYA) with United Nations Population Fund (UNFPA), the Program for Appropriate Technology in Health (PATH), and Pathfinder International	The newly released AYA video features peer educators from all four AYA countries both behind and in front of the camera. The 25-minute video, which includes interviews and visits to several AYA projects, will be used not just to tell the current AYA story, but to provide progress information to donors when the interviewers return to their subjects at the program's end. More than distributing information about AYA, the video project empowers AYA youth with new skills in interviewing, videography, and other communication skills.	Youth

Title	Country	Organization	Goals/Activities	Targeted Groups
Connect ED	Worldwide to some extent, on International Telecommunicatiors Day May 17, 2002	Connect-ED with Peace Corps Girls' Education working Group	The project was inaugurated at Ndegeya PTC with the Minister of Education and Sports as the guest of honor. Connect-ED female staff members linked up with the Peace Corps Girls' Education Working Group on International Telecommunicators Day May 17, 2002. It was about new friends, relationships, and perhaps, new pen pals about using the computer to span language barriers and bridge time zones so that the girls could share insights about their lives with one another. First the girls chatted about life in their respective countries. Active chatters from Belize, Jamaica, Guyana, The Gambia, Ghana, Lesotho, South Africa, Bulgaria, Romania, Ukrania, Kenya, Uganda, and Namibia agreed that online time was expensive. Eventually, the conversation rolled around to women's roles- and how "boys will be boys, leaving girls feeling left out of the math or computer group."	Girls
Voices of Youth	Worldwide	UNICEF	To provide internet connected young people an opportunity to comment on child rights issues.	Youth
GEM E-Group		International Development Research Center (IDRC), International Telecommunications Union (ITU), UNESCO; Royal Netherlands government	Girls will be able to directly voice their concerns, debate issues, negotiate their priorities and enter into dialogue with a variety of players, both peers and adults, female and male, African and non-Africa. The E-Group is an essential tool for demystifying science and technology in general and Information Technology (ICT) in particular. The GEM E-group becomes a capacity-building tool; a tool for bridging the digital and gender divides.	Girls

Appendix B: Selected Web-based Documents/Links to Youth Programming

"About the Young Women's Web." http://www.worldywca.org/young_womens/index.htm

"Dakar Youth Empowerment Strategy." http://www.un/org/esa/socdev/unyin/forum/dakar.doc

"Moving on Girls' Education." Posted on March 10, 2003. BuaNews.
http://www.safrica.info/what_happening/news/gem-100303.htm

"We cannot afford to fail."—U.N. Secretary-General Kofi Annan.
http://www.africaalive.org/whatis1.htm

"What every adolescent has a right to know."
http://www.unicef.org/programme/lifeskills/support/meia.html

Africa Alive! http://www.jhuccp.org/africa/regional/aa.shtml

AIDS: An Expression of Gender-based Violence.
http://www.undp.org/rblac/gender/aidsgender.htm

All for Girls' Education. http://allafrica.com/stories/200304160059.html

Annual Report 2001/2002: Gender Programme. http://www.csvr.org.za/annrep/anngend.htm

Annual Report: 2001/2002: Youth Programme. http://222.csvr.org.za/annrep/annyouth.htm

Assistance to Africa in Times of Crisis. http://www.unfpa.org/africa/responding.htm

Caring Understanding Partners (CUP). http://www.jhuccp.org/africa/regional/cup.shtml

Connect-ED Events: Inauguration of the Connect-ED Project.
http://www.connected.ac.ug/connect/events.htm

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Country Spotlight. Africa Alive. http://www.africaalive.org/spotlight/cs_kenya.htm

Creating links between gender violence and HIV/AIDS.
http://www.csvr.org/za/gender/Docs/HIVANDAIDS.htm

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Approach (WID) and its Discontents. http://www.umbc.eud/llc/Pdfiles/genderandeducation.pdf

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http://www.sabcnews.com/politics.the_provinces/0,1009,36068,00.html

Educating girls and women.
http://www.unesco.org/education/efa/ed_for_all/background_kit_girls.shml

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Girls." ISBN 9966-908-92-7.
http://www.fawe.org/publications/Best%20Practices/inseaIdealSchool4Girls.pdf

Forum for African Women Educationalists (FAWE). (2002). "The ABC of Gender Responsive
Education Policies: Guidelines for developing Education for All action plans." ISBN 9966-908-
93-5.
http://www.fawe.org/publications/Handouts%204%20Practitioners/ABC%20of%20Gender.pdf

Forum for African Women Educationalists (FAWE). "Girls' Education in Africa: The FAWE
Response to EFA Highlights for the year 2000."

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Community Participation: A Case Study in Kenya."
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GEM: Network for Girls' Education Movement in Africa.
http://members.lycos.co.uk/africagem/id39.htm

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Gender Based Violence and Health Conference.
http://www.irinnews.org/aidsfp.asp?ReportID=1734&conf=Conferences

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http://www.campaignforeducation.org/_html/actionweek/downloads/AFairChanceFullReport.pdf

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http://www.undp.org/gender/programme/men/UNDP_Men_and_Masculinity.doc

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http://www.csvr.org.za/gender/Docs/accesstojustice.htm

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Men to Men Consultation on Gender Based Violence—Nairobi.
http://www.comminit.com/pdskdv32002/sld-4287.html

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Reproductive Health Outlook: Kenya (Kenya Scouts Association). http://www.rho.org/html/adol_progexamples.htm#kenya-scouts

Reproductive Health Outlook: Nigeria (Conscientizing Male Adolescents). http://www.rho.org/html/menrh_progexamples.htm#nigeriacma

Reproductive Health Outlook: Zimbabwe. http://www.rho.org/html/gsh_progexamples.htm#Zimbabwe.

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Teen Star HIV/AIDS Project: Empowering Communities. HTTP://WWW.CATHOLICRELIEF.ORG/WHERE_WE_WORK/AFRICA/ZIMBABWE/TEEN_STAR.CFM

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Youth Development: An Operational Definition. http://www.emsc.nysed.gov/rscs/chaps/21stCCLC/Youth%20Development-Opdef-NRM.doc

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