

Attendance and completion of secondary school, access to quality health care, participation in decision-making and protection from violence, exploitation and abuse are fundamental to empowering adolescents to realize their full potential. *Adolescents from local schools attend Global Handwashing Day at Mobido Keita Stadium, Bamako, Mali.*



## CHAPTER 4

# Investing in Adolescents



JOURNEE MONDIALE DU LAVAGE  
DES MAINS AU SYON  
15 OCTOBRE 20



JOURNEE MONDIALE DU LAVAGE  
DES MAINS AU SYON  
15 OCTOBRE



DULAIN  
SAVON  
2019

# CHALLENGES AND

Over the course of the next five years, the world has an unprecedented opportunity to improve the lives of young children and adolescents by achieving the Millennium Development Goals (MDGs) with equity. Great strides have been made towards the goals in the past decade, particularly for those children currently still in the first decade of life.

The global under-five mortality rate, long considered a reliable gauge of child well-being, fell by 22 per cent between 2000 and 2009 – double the rate of decline achieved in the preceding decade. Immunization against major childhood diseases has risen in all regions. Primary education has seen a strong boost in enrolment and attendance, which in turn has served to narrow the gender divide as girls steadily gain greater access to basic schooling.

With these successes comes a responsibility to ensure that children who have survived the first five years of life and gone on to attend and complete primary school are given continued support in the second decade of life. As this report has shown, once children have navigated their way successfully through infancy and childhood, a new set of challenges awaits.

Lack of educational and employment opportunities, accidents and injuries, early sex, HIV and AIDS, mental health issues, child labour, adolescent marriage and teenage pregnancy are just some of the risks that can prevent adolescents from realizing their capacities as they transition to adulthood. Global challenges, including climate change, economic uncertainty, globalization, demographic shifts and humanitarian crises, present an uncertain backdrop for adolescents during the pivotal decade of their lives.

Support for these young people, most of whom are still children under the Convention on the Rights of the Child, must not stop at the end of their first decade of life. A good start in life is necessary but not sufficient to break the bonds of poverty and inequity: To make a lasting difference, for both individuals and societies, support in early and middle childhood must be complemented by investment in adolescent education, health care, protection and participation – particularly for the poorest and most marginalized. Families, communities, national governments, donors, development agencies and all other stakeholders must join together with young people as they prepare for their future.

Attendance and completion of secondary school, access to quality health care, participation in decision-making, and protection from violence, exploitation and abuse are fundamental to empowering adolescents to realize their potential. Evidence shows that the realization of these rights increases the likelihood that adolescents will become economically independent, make informed decisions about sex, participate in community and civic affairs and be better equipped to obtain productive employment that will help end the cycle of poverty. As adults, they will also be better prepared to handle the global challenges facing their generation.

This report has identified five key areas in which partners can come together and invest in adolescents. These are

“I wish governments would invest more in our safety and education to strengthen our values and knowledge.”

Santiago, 15, Venezuela

# OPPORTUNITIES



Contribution to family decisions and volunteering in the community are all part of a young person's rights and responsibilities. An adolescent boy gives a presentation on HIV and AIDS during a Sunday school class in Luanda Province, Angola.

data collection and analysis, education and training, participation, establishing a supportive environment for adolescent rights and addressing poverty and inequities. The proposals cited are not new, but they require a fresh look and an intensification of efforts if we are to move towards a 'tipping point' that can make a significant difference in the lives of adolescents and their communities.

There is no need to wait for the global economy to fully recover to take action. The solutions in question, from education to improved data collection, have been tried and proven to work. Evidence exists on the merits of investing in adolescents and young people. Particularly in the developing world, where the majority of adolescents live, such investment has the poten-

tial to rapidly accelerate progress in reducing poverty over the coming decades and to set economies on the path to more equitable, sustained growth.

## Improve data collection and analysis

Start with data collection and analysis. Major gaps in data on adolescents pose one of the biggest challenges to promoting their rights. While this report has examined a rich vein of factual information on late adolescence, the knowledge base remains limited.

Data on early adolescents aged 10–14 is relatively scarce, thus denying us the knowledge of the most important and crucial period of adolescence. In addition, our understanding of pre-adolescence – middle childhood, ranging from ages 5–9 – is even more restricted, with fewer international indicators disaggregated for this age than for early childhood (0–4) or adolescence.

Recent initiatives by the United Nations and others have expanded our understanding of such vital issues as violence, sexual abuse and reproductive health in adolescence – but not all countries are covered. Additionally, there are a considerable number of areas, such as adolescent mental health, disability and quality indicators for secondary education, where data in most developing countries are simply unavailable in sufficient quantities. And in other areas, notably adolescent participation, the attempt to determine a set of core indicators to measure both inputs and outcomes continues.

It is not just more data that is needed; a deeper level of disaggregation and causal analysis is also imperative. The available data suggest that poverty is a major factor preventing adolescents from fully participating in education, and that it sustains conditions that heighten their risk of protection abuses. Few countries, however, have key indicators broken down by geographic location or wealth quintiles. Internationally accepted indicators disaggre-

gated by age, disability, sex, ethnicity, caste and religion are urgently required as a foundation for programmes and policies and as a measure of progress.

Population-based household surveys such as Demographic and Health Surveys and Multiple Indicator Cluster Surveys are increasingly providing some of these indicators, but these tools require further use and investment. Developing the capacity of national statistical systems to focus more keenly on adolescents will ensure better understanding of whether and how their rights are being fulfilled.

Indicators should be chosen that identify gaps and track progress in services specific to adolescents. National and international partners should coordinate and collaborate on statistical information to help foster comprehensive global knowledge about, and understanding of, adolescents and the challenges they face.

The Committee on the Rights of the Child not only urges governments to provide accurate data on children and adolescents, but also emphasizes that it should be inclusive. In General Comment No. 4, it is stated that “where appropriate, adolescents should participate in the analysis to ensure that the information is understood and utilized in an adolescent-sensitive way.”

An excellent example of youth participation in data collection is an innovative study of sexual exploitation of young people in six countries of Eastern Europe. The project involved 60 young people as researchers responsible for gathering baseline data on the extent of sexual abuse, awareness of it and available support services. The young researchers participated in developing the methodology, created appropriate survey materials, conducted research and analysed data to produce recommendations for future action; they also subsequently helped produce training and advocacy materials and devise strategies to take a stand against the sexual abuse of minors.

More than 5,700 responses allowed for a robust analysis of the situation and enabled the project to conclude with meaningful recommendations for action to address sexual exploitation. Interestingly, some partner organizations questioned the study, arguing that young people lacked the competence and expertise to take responsibility for research in such a sensitive and complex field. To test their concerns, a pilot project was arranged in which a professional researcher and the young researchers interviewed a

sample of respondents in turn. The adolescents, who were interviewing their own generation, were found to have elicited more comprehensive responses.<sup>1</sup>

## Invest in education and training

Developing adolescents’ capacities and values through education can enable an entire generation to become economically independent, positive contributors to society. Investing in education and training for adolescents and young people is perhaps the single most promising action to end extreme poverty during this decade.

Secondary education has a significant impact on individual earnings and overall economic growth. An increasingly technological labour market demands greater skills and advanced education to scale up productivity and spur capital investment. An analysis of 100 countries found a significant positive correlation between the average years of adult male secondary school attainment and economic growth between 1960 and 1995. Years of primary school, on the other hand, did not appear to have an influence on positive economic outcomes.<sup>2</sup>

Investing in secondary education can accelerate progress towards achieving several of the MDGs. For example, greater availability of secondary education will create realistic opportunities that motivate students to complete primary school, thereby boosting primary school completion rates (MDG 2).<sup>3</sup> A 2004 paper by the Center for Global Development pointed out that no country had achieved more than a 90 per cent net primary school enrolment rate without also having at least 35 per cent net enrolment in secondary school.<sup>4</sup>

Secondary education can also have a strong impact on promoting gender equality (MDG 3) and improving maternal health (MDG 5). Data for 24 sub-Saharan African countries show that adolescent girls with secondary education are six times less likely to be married than girls with little or no education. They are also three times less likely to get pregnant than their peers with only primary education.<sup>5</sup> In developing countries, women who have completed secondary education or higher are more likely to have a skilled attendant present at delivery than their counterparts, thereby improving their children’s chances of survival.<sup>6</sup>

Investing in secondary education will require at least three key actions. The first is to extend compulsory schooling

into the secondary level. Some countries already do this. A recent example is Brazil, whose Congress passed legislation in 2009 that augmented spending on education and increased compulsory school attendance from 9 to 14 years.<sup>7</sup> In Yemen, education from grades 1 through 9 has been free and compulsory since the early 1990s. Enrolment in these grades increased from 2.3 million in 1999 to 3.2 million in 2005.<sup>8</sup>

The second key action is to abolish school fees for both primary and secondary education. Eliminating such charges has proved to be an effective strategy for fostering equitable enrolment in primary school. Especially as children get older, the rising costs of their education force many parents to cut their academic life short. Not only does this limit their opportunities for the future, it also places adolescents at risk of other negative outcomes, such as child labour and child marriage.

Significant progress is being made in abolishing school fees. In many countries, primary school has been free for quite a while. Over the past decade, several sub-Saharan African countries have abolished school fees, including Cameroon, Kenya, Lesotho, Malawi, Uganda, the United Republic of Tanzania and Zambia. As result, many of these countries have seen dramatic increases in school attendance.

Unfortunately, increased attendance can create its own complications, as the sudden surge of students may lead to overcrowding and poor quality education. Governments must therefore be prepared to meet the increased demand by building more schools, hiring more teachers and ensuring that quality standards are maintained.<sup>9</sup>

Collaborative initiatives such as the School Fee Abolition Initiative (SFAI), launched in 2005 by UNICEF and the World Bank, work with national governments to promote

## ADOLESCENT VOICES

### Unrealistic media images: A danger to adolescent girls



by Saeda Almatari, 16,  
Jordan/United States

**“We need to foster healthy, realistic self-images.”**

Female beauty today is defined by ‘flawless’ facial features and ‘perfect’ thin bodies. These images are promoted through various media outlets and are particularly common in advertising. In response, teenage girls across the globe measure their bodies against these unattainable ideals and often end up feeling inadequate.

Having spent part of my childhood in Jordan and part in the United States, I know that body image is a major concern for adolescent girls in diverse cultural settings. Though they are sometimes reluctant to talk about it, a number of my classmates suffer from low self-esteem, go on diets and criticize their weight or facial features. Some girls in Jordan want to undergo plastic surgery to resemble a celebrity, while the number of teenage cosmetic surgeries is on the rise in the United States. What’s more, from Colombia to Japan to Oman to Slovenia to South Africa, adolescents adopt unhealthy eating habits, including skipping meals and dieting excessively, to achieve the ‘look’ promoted in movies and magazines.

Mass media affect both the way we think about ourselves and the choices we make. Glorifications of a thin ideal are everywhere: on television and film screens, on the Internet, in magazines and even on

the street. They are impossible to avoid. Viewing these glamourized images, which do not represent real girls or women, can have lasting negative effects on vulnerable youth. The influence of ads showing misleading female forms can make girls susceptible to anorexia and bulimia, two grave and sometimes deadly eating disorders. In addition, adolescents with low self-esteem often suffer from depression; when untreated, this can lead to suicide.

To counterbalance this effect, we must show girls that beauty isn’t something to be bought or sold; it doesn’t come from buying diet pills, make-up or expensive clothes. We need to foster healthy, realistic self-images. Adults and adolescents must work together to highlight the existing beauty in girls as well as to celebrate virtues that go beyond body image – such as honesty, intelligence, integrity and generosity. I encourage more candid dialogue on this crucial issue and aspire to help girls feel beautiful in their own skin.

*Saeda Almatari would like to study journalism, is interested in football and wants to make a difference by improving people’s lives.*

## Preparing adolescents for adulthood and citizenship



*A young girl is interviewed by 16-year-old journalists from the Young People's Media Network, which promotes youth participation in media training and the establishment of youth networks, Tbilisi, Georgia.*

### **An active role for adolescents in decision-making in families, communities and societies**

As they mature and develop, adolescents and young people seek to more actively shape their environment, their society and the world they live in and will inherit. Preparing adolescents for adulthood, and particularly for their citizenship responsibilities, is the key task for families, communities and governments during this stage of their development. For adolescents to be active and empowered citizens, they must be aware of their rights and have opportunities for civic engagement through a variety of institutions that encourage basic civic values such as fairness, mutual respect and understanding, justice, tolerance and accountability for one's actions.

The Convention on the Rights of the Child broke new ground by establishing children's right to be heard (Article 12), giving children and adolescents the right to express their views freely on all matters affecting them – especially within the family, school and community – and to have those opinions duly taken into account. This and the other 'participation rights' enumerated in the Convention enable adolescents to exercise progressively more control over decisions that concern them, in line with their evolving capacities. Participation thus stands alongside the principles of universality, the best interests of the child, and child survival and development as one of the cornerstones of the Convention.

In addition to being a fundamental right, participation stimulates the full development of the child's personality and capacities. Young people learn best when they have real choices and are actively involved in dealing with their circumstances. Participation boosts confidence, builds skills and empowers children to protect their own rights. It allows adolescents to step out of the passive roles to which they were relegated as young children and gives them opportunities to create knowledge rather than merely receive it. It empowers adolescents to plan and implement their own projects, to lead and, accordingly, to be accountable for their actions. Mounting evidence shows that active adolescents have fewer problems than their peers, are more skilled and tend to develop a greater sense of social responsibility. Involvement in social organizations also opens the door to economic opportunities, making it especially valuable for adolescents from previously excluded groups.

Encouraging participation not only empowers adolescents, it also has numerous benefits for the societies in which they live. Investment in well-informed and empowered citizens can lead to healthier populations, stronger

economic growth and more cohesive communities. When young people are involved in broader peer and community initiatives, they bring into play fresh perspectives and a strong sense of commitment that can result in innovative solutions, especially in the midst of complex crises. Youth engagement can enhance collective action, increasing pressure on governments to provide good public services and driving social, economic and political change.

Finally, evidence shows that participation is one of the best ways of informing children of their rights, especially their right to protection from violence, harm and abuse. This knowledge, in turn, is crucial to ensuring that these rights are respected. Enabling adolescents to access a broad spectrum of information – on topics such as family planning, accident prevention and substance abuse – is a very cost-effective way for states to promote health and development.

Despite the benefits of enabling children to exercise their participation rights, and despite the formal commitment of governments to do so, the principle is not yet being implemented effectively or consistently. Many long-standing practices and attitudes, as well as political and economic barriers, continue to impede adolescents' right to be heard – especially for those who may have difficulties expressing themselves, including adolescents with disabilities and minority, indigenous and migrant children.

### **Engagement in youth service and public policy initiatives**

Over the past two decades, and particularly during the past 10 years, many countries have adopted innovative and successful initiatives to encourage adolescent and youth participation. Several have gone on to form youth councils or parliaments to foster dialogue about relevant issues while offering youth leaders a formal, consultative relationship with the government. A survey of 22 youth councils in industrialized and developing countries reveals that the top three priorities for most such bodies are increased youth participation, international cooperation and greater engagement in the direction of youth policy.

While national youth councils do not have the power to dictate a country's youth policy, they can successfully influence decision-making. In Lithuania, for instance, young people form half of the Council of Youth Affairs, which formally advises the Department of Youth Affairs as it prepares and implements national youth policies. In South Africa, adolescents contributed to a 'Children's Charter of South Africa' and provided substantial inputs to the drafting of the 2005 Children's Act, which includes child participation as one of its founding principles.

Children should be encouraged to create their own, child-led organizations, through which they can carve out a space for meaningful participation and representation. An excellent example of such an organization is the African Movement of Working Children and Youth (AMWCY), which in 2008 had associations in 196 cities and villages in 22 countries of sub-Saharan Africa, with a membership of over 260,000 working girls and boys. Strengthened by the active participation of children who have experience of the issues it

seeks to address, AMWCY is uniquely able to reach out to the most marginalized children, including child migrants, for whom it offers a variety of services and support.

The growing number of organizations created and led by young people serves as a testament to young people's activism and also to the fact that existing adult-led organizations fall short in addressing their needs. Networking among youth-led organizations offers excellent opportunities for sharing best practices and creating a shared platform for advocacy.

Adolescent involvement in political action has also received a boost from new communications technologies, which have great potential to broaden and lend momentum and geographical breadth to child-led activism. Over time, more children will have access to information, leading to heightened awareness of their own rights and linking new members to existing networks and associations that represent their views. Enabling all children to voice their opinions via a common platform could potentially level inequalities and overcome discrimination, especially for adolescents with disabilities, girls and those living in rural areas where youth associations may not exist. For example, in 2005 UNICEF created a Rural Voices of Youth (RVOY) platform, which connects 'offline' young people with their 'online' peers, giving them the opportunity to engage in dialogue on child rights and participation issues.

Used appropriately, the Internet, social networking and related technologies can be powerful tools that enable adolescents to speak out on matters that are important to them. Rather than seeking formal representative participation in local government, the youth of this century are increasingly turning to online or interactive activism, creating relevant and agile networks on the Web. The old model of 'dutiful citizenship', in which people respond to mass media and are mobilized by government or civil society initiatives, is being replaced by a form of 'self-actualizing citizenship'. Politicians, policymakers and educators should resist the temptation to dismiss young people as uninterested or apathetic and instead focus on tapping into the power of new and different forms of engagement that are expressed in a different 'language'.

Myriad legal, political, economic, social and cultural barriers impede adolescents' participation in making decisions that affect their lives. Dismantling these barriers is a challenge that requires a willingness to re-examine assumptions about adolescents' potential and to create environments in which they can truly thrive, building their capacities in the process.

*See References, page 78.*

free education. SFAI researches and analyses past country experiences and uses that knowledge to guide and support countries in their efforts to remove school fees.<sup>10</sup> Families and communities must also have a voice and urge their governments to abolish fees.

The third key action is to promote equitable access to post-primary education. Extending education to those currently excluded will be a particular challenge in the current decade; if it can be achieved, however, it has the potential to break the intergenerational cycle of adolescent poverty.

Attendance and completion of secondary school is still largely beyond the reach of the poorest and most marginalized groups and communities in many countries. Girls, adolescents with disabilities and those from minority groups are especially disadvantaged. While most countries have reached gender parity in primary school, fewer have approached this goal for secondary education. The 2010 *United Nations Millennium Development Goals Report* looked at secondary-school-aged girls in 42 countries and found that twice as many girls from the poorest 60 percent of households were out of school, compared with girls from the wealthiest 40 per cent of households (50 per cent compared with 24 per cent). The disparities were similar for boys of secondary school age. Extending quality compulsory education and abolishing school fees will help reduce these gender gaps.

Additional efforts to reach indigenous, disabled and other marginalized children must also be made. Recent reforms in Bolivia, for example, aim to reach minorities and indigenous groups through intercultural and bilingual education. In South Africa, including disabled children in mainstream schooling – rather than sending them to special schools – has led to increased school enrolment of disabled children and support for specialized teaching practices.<sup>11</sup>

Another group needing special support are teenage mothers who are forced to leave school. In Namibia, 1 in 7 young women aged 15–19 have already begun childbearing. Young motherhood is more common in rural areas than in urban areas, and young women with no education are more than 10 times more likely to have started childbearing by the age of 19 than those who have completed secondary school (58 per cent versus 6 per cent).<sup>12</sup> Although primary school enrolment is over 90 per cent, the prevalence of girls among those who make the transition to secondary school is still very low, and many drop out due to teenage pregnancy. In 2008,

the Ministry of Education, in collaboration with UNICEF, addressed this issue by developing a new, flexible policy regarding student pregnancy that, with input from the student, her family and the school, works to create a more supportive environment to enable the young mother to return to school with a suitable care plan in place.<sup>13</sup>

Finally, governments and other stakeholders must take into account that one type of education does not fit all. Other post-secondary options, such as job training programmes, may be more appealing to families who might otherwise take their children out of school because of economic burdens.

Adolescents who have been out of school for several years may need specialized programmes to fit their educational needs. Following the conflict in Sri Lanka in 2009, UNICEF worked with the Government to develop a curriculum to reintegrate children and adolescents who had been out of school for at least six months. The curriculum included a psychosocial component that helped young people cope with the stresses of the conflict.<sup>14</sup>

### **Institutionalize mechanisms for youth participation**

Active participation of adolescents in family and civic life fosters positive citizenship as they mature into adults. Furthermore, adolescents' contributions enrich and inform policies that benefit society as a whole. Adults at all levels

of community and political life must challenge processes and systems that exclude youth involvement.

The personal benefits of participation for adolescents are immense. Building decision-making abilities in young people empowers them when it comes to making decisions about their own health and well-being. Adolescents who participate actively in civic life are more likely to avoid risky activities such as drug use or criminal activity, to make informed decisions about sex, to take ownership over their legal rights and to navigate their way through the array of challenges they encounter on their journey to adulthood. When they become adults, this empowerment will inform the decisions they make on behalf of their own children.

National youth councils, community service initiatives, digital communication and other forms of adolescent participation mentioned in this report are all effective means of educating youth about their rights while empowering them as decision-makers. These efforts should not, however, overshadow the meaningful contributions that young people can make in their daily lives. Contributing to family decisions, joining school governments, volunteering in the community and meeting with local representatives are all part of a young person's rights and responsibilities.

Determining roles in the partnership between adults and adolescents has always been challenging, and it can become even more so as both parties work to understand what



Investing in secondary education has a significant impact on overall economic growth and can accelerate progress towards achieving several of the MDGs. *Adolescents, orphaned or separated from their families by earthquake, study for their university entrance exams at Sichuan University in Chengdu, China.*

## Doing our part: Mass media's responsibility to adolescents



by Lara Dutta, Goodwill Ambassador of the United Nations Population Fund

“Such support and protection can moderate children’s exposure to inappropriate content and prevent them from being taken advantage of by opportunistic adults.”

‘Infotainment’ is a buzzword of our times. Information combined with entertainment floods adolescent minds, and there are few ways to filter it before it gets absorbed. Violence, sex, social prejudice and offensive language are all products of the mass media these days. To what extent can we guide youth to recognize what is true or valuable in what they see and read, while protecting them from objectionable images and ideas?

While estimates vary by region and culture, studies show that the average child in the developed world watches TV or a computer screen for about four to six hours per day. The entertainment industry and the Internet offer a seemingly endless array of activities. With the globe at their fingertips, teenagers easily forget about the real world around them and spend their leisure time watching movies, playing video games and participating in online chat rooms and forums.

Schools and colleges have recognized the potential of electronic media and made curricula more interactive. Education today is no longer restricted to textbooks and classrooms; children are encouraged to surf the net, use digital media in their presentations and expand their computer knowledge. Schools and parents are also aware of the worrying trend of ‘cyber-bullying’, whereby a child is tormented or threatened through interactive and digital technologies such as instant messages, email and mobile phones. The limitless nature of new technology can be harmful to vulnerable youth.

Parents and children often clash over using the Internet, watching TV or movies and listening to music. Parents want to protect their children from negative influences and may feel they know what is best for them, while adolescents struggle for independence. Family decisions and open lines of communication between parents, teachers and children can ensure that young people are given the proper guidance as they engage in this vast network of information and experience. Such support and protection can moderate children’s exposure to inappropriate content and prevent them from being taken advantage of by opportunistic adults.

The power of the media over adolescents can be neither ignored nor denied. It has given the stars of films,

music and sports a disproportionate influence on the lives of adolescents, who admire these figures and often emulate them. A film or musical artist with mass appeal and the ability to reach out should therefore aim to offer entertainment that is also educational – without being preachy or boring. For every three or four ‘light’ movies churned out by the Mumbai film industry, for example, one movie that conveys a special message can do a world of good. We have seen this with films like *Taare Zameen Par*, the story of an 8-year-old boy who feels depressed and humiliated as he struggles in school until a new art teacher determines that he is dyslexic, helps him improve his learning skills and changes his life for the better.

A movie or song can inspire a generation to think in global, humanitarian ways. The single ‘We Are the World’, for example, was recorded by USA for Africa in the 1980s to benefit famine relief in Ethiopia. Twenty-five years after its release, the title was re-recorded in February 2010 following Haiti’s devastating 7.0 magnitude earthquake. Dozens of artists came together to perform the legendary piece, with the aim of raising money to help the Haitian people. The entertainment industry and the Internet can be powerful partners in involving young people in helping regions deal with disasters and addressing social ills such as gender discrimination and the spread of HIV.

Being an adolescent is hard. I know; I’ve been there. It is a life stage during which one is still growing and becoming self-aware. Adolescents search for inspiration, acceptance and guidance as they blossom into adulthood. Celebrities with the power to affect their impressionable minds therefore have a moral responsibility to impart positive messages. I am committed to using any influence I may have to do just that as a Goodwill Ambassador of the United Nations Population Fund (UNFPA). In the words of USA for Africa’s famous song, “We are the ones who make a brighter day so let’s start giving.”

*Lara Dutta was appointed as a UNFPA Goodwill Ambassador in 2001. She was crowned Miss Universe in May 2000 in Cyprus. Formerly Miss India, Ms. Dutta was a print and fashion model. She has since joined the Indian film industry as an actress. She has a degree in economics with a minor in communications.*

exactly ‘youth participation’ looks like. A recent report in the *Journal of Community Psychology* sheds light on this issue, explaining that youth organizing gives a new role to adults. “Rather than leading, adults need to be in the background, monitoring, mentoring, facilitating, but not being in charge. Young people want support from adults in the form of dialogue, coaching, and providing connections to sources of institutional, community, and political power.”<sup>15</sup>

The Committee on the Rights of the Child has encouraged governments to put in place legal and policy frameworks and mechanisms to ensure the systematic participation of children and young people at all levels of society. A good example is the recent development of a National Strategy on Child Participation by the Government of Mongolia. Formulation of the strategy involved extensive consultations with adolescents and youth at the local, provincial and national levels.

The positive experience of active youth engagement in this process has given greater impetus to child and youth participation in national and local decision-making forums.

Young people must also be given a voice in deciding how best to allocate resources. This can be done through the formation of youth groups, forums or other channels through which youth can express their opinions. Some countries are even taking steps to include youth as partners in the development of Poverty Reduction Strategy Papers.<sup>16</sup>

UNICEF Brazil, for example, has encouraged adolescents to become partners in social budgeting initiatives. Adolescents received training to help them identify areas of public policy relevant to them, undertake research, estimate the benefits of additional expenditures on social spending and become effective advocates.

## TECHNOLOGY

### Map Kibera and Regynnah’s empowerment



by Regynnah Awino and  
Map Kibera

Map Kibera – a partnership between local youth, non-governmental organizations and several United Nations agencies including UNICEF – is based in Kibera in Nairobi, Kenya. It engages young people, particularly young women and girls, in the participatory digital mapping of risks and vulnerabilities in their community, which is Africa’s largest slum. Through this process, young people gain new awareness about their surroundings, empowering them to amplify their voices on critical issues. The project is helping identify safe and unsafe physical spaces, as well as raising awareness and offering advocacy opportunities around the issues of HIV and AIDS and other vulnerabilities.

Map Kibera involves five steps:

- *Stakeholder meetings:* Implementers consider issues of gender-based violence, HIV and AIDS or related topics to identify the most appropriate map data to collect.
- *Map data collection:* Thirteen young mappers from the community use global positioning system (GPS) devices and open source software to create a map of safe and dangerous areas; then the data is uploaded to OpenStreetMap.

- *Community consultations:* Using printed maps, tracing paper and coloured pens, the mappers conduct discussions with girls and young women about safety and vulnerability, leading to better situational awareness for both girls and planners.
- *Narrative media:* Young people from the community use videos, photos and audio to create short narratives about the issues they face, which are then interwoven into the map narrative.
- *Advocacy:* Quantitative and qualitative data are used for advocacy with local governments, community leaders and other decision-makers to obtain better services and protection for young people.

Results from the mapping process will be used to identify physical and psychological areas of risk or vulnerability and patterns of risk perception. The information will be publicly owned and available, helping keep grass-roots advocates and policy planners more accountable to young people in the community.

Regynnah, one of the mappers, provides below an account of her involvement in the project.

Many governments have also developed or updated national youth policies to better address the diverse needs of adolescents and youth. The development of the national youth policy in South Africa – in which a participatory approach involving adolescents and young adults as key contributors produced a comprehensive, rights-based national youth framework – is often seen as a model. While most national youth policies have tried to cater to the needs and concerns of youth in an age range extending to 24 years and sometimes beyond, it is also important to focus on adolescents, who require special support, protection and preparation for their transition to adulthood.

## A supportive environment

Conventions, legislation, policies and programmes for adolescent rights require a supportive environment to uphold them. Creating an environment that is conducive to positive

adolescent development entails addressing the values, attitudes and behaviours of the institutions in the adolescent's domain – family, peers, schools and services – as well as the broader context of norms established within communities, the media, legislation, policies and budgets.

A national government may build secondary schools and expand compulsory education, but it must also address the underlying factors of poverty and inequity that lead many parents to take their children out of school. Donors who make significant contributions to HIV and AIDS prevention and treatment initiatives need to recognize that the availability of condoms, testing sites and vaccines must be complemented with efforts to remove stigmas and change gender constructs that serve to sustain the spread of the epidemic. Systemic changes are required on all levels to create an environment where children have the greatest chance of thriving.

### Regynnah's story

I am Regynnah Awino, a 22-year-old from Kibera. My father died when I was a little child, leaving my mother to raise a family of six. Three of my sisters died. Growing up as a young girl in Kibera was a challenge. I did my fourth form in 2007, and since then I have not been able to pursue further education because my family cannot afford the fees. My mother is a businesswoman, and the little money she gets goes to sustain us. I always had aspirations to become a journalist.

Until November 2009, when Map Kibera came about, I used to stay at home doing casual jobs to help out. Now I am one of a group of 13 who have been trained to use GPS devices and upload data to the Internet. Mapping has been educational, fun and challenging. In the field I learned many things, though the work could also be a challenge due to unfavourable weather conditions or a poor response from interviewees. Map Kibera has really helped my people know what we have in our community and how to make use of and improve what is available. We were able to collect information on all the schools, toilets, shops, kiosks, health centres and street lights, producing a complete and detailed map.

We spend a week on every mapping theme and then another week creating awareness and helping other people better understand mapping's benefits and impact. For example, one of the most sensitive themes is girls' security. At meetings with a community girls' group called Binti Pamoka (Daughters United), which helps young girls deal with gender-based violence, I helped lead a discussion of what we found on the map, as well as the places they felt were safe or dangerous. Through this we gained not only local knowledge, but also excitement about the project, because we found that the community could respond positively.



To me, this is a lifetime achievement. So many people are impressed with what the group is doing, and I think it will continue to build maps for the community in the future.

The training and the whole process of mapping have changed me. For example, I used to be very shy and afraid of speaking in public, but now I feel much more confident and well informed. Mapping Kibera also allows me to meet people from all walks of life – different people every day. I believe that if by the grace of God I am able to fulfil my dreams, I will not leave Kibera but will stay and make it a better place to live.



Active participation of adolescents in family and civic life fosters positive citizenship as they mature into adults. A boy shares a poster about the effects of iodine deficiency disorders with a group of adolescents as part of a peer-to-peer education programme, Ukraine.

Building a protective environment requires breaking the silence around taboo topics such as sexual exploitation and abuse. It involves promoting open discussion by both media and society and ensuring that adolescents have access to hotlines, social workers, shelters and youth clubs so they can talk about these topics and seek respite from violence, exploitation, abuse and discrimination that occur within the family or community.

In Brazil, adolescent-created media have created forums for adolescents to discuss such sensitive issues as teenage pregnancy with peers and adults. Where the majority of young mothers are neither studying nor working, illustrated stories and multi-media digital products were used to initiate debate on adolescent motherhood. The stories, written by adolescents themselves, served to inspire discussions aimed at dispelling both the ‘romantic’ perception of pregnancy and the ‘guilty’ vision of pregnancy that burden adolescent girls with condemning attitudes.

Promoting open, fluid and honest communication supports adolescents in their interaction with parents and families, communities and policymakers, and helps adults and communities positively appreciate their contributions. Community-based activities can promote inter-generational dialogue that may propel societal change.

In São Paulo, Brazil, squares, alleys, cinemas, cafes, cultural centres and theatres have been transformed into learning

spaces as part of Aprendiz, the ‘Neighborhood as School’ project. Children and adolescents participate in a variety of activities – such as IT courses, mosaics, theatre, guitar lessons, skateboarding, and English lessons – that build skills and enhance opportunities for physical and creative expression. The key to the project’s success lies in the partnerships that have been developed among schools, families, public authorities, entrepreneurs, associations, craftspeople, non-governmental organizations and volunteers.<sup>17</sup>

Media-based and technology-based communications are popular tools for adolescents to have their voices heard and to play a powerful role in forming, influencing and changing public perceptions and opinions.

In 2004, UNICEF India supported a Child Reporters Initiative in a district in the state of Orissa. This programme, which began with 100 adolescent reporters aged 10–18, has turned into a movement in 14 states, with child reporters now numbering in the thousands. The target is to have 10 child reporters for each of the *gram panchayats*. Aspiring child reporters first participated in workshops to become sensitized on child rights and to learn to express, observe, analyse and freely write about their experiences and observations.

## Addressing poverty and inequity

Poverty is one of the biggest threats to adolescent rights. It catapults young people prematurely into adulthood by pulling them out of school, pushing them into the labour market or forcing them to marry young. The World Bank estimates that approximately 73 per cent of the population in South Asia and sub-Saharan Africa live on under US\$2 per day. These are also the two regions with the fastest-growing adolescent populations.

Article 19 of the Convention on the Rights of the Child commits governments to the “establishment of social programmes to provide necessary support for the child and for those who have the care of the child.” Governments are responsible for providing safety nets such as cash transfers and other social protection programmes that alleviate the financial burden of parents in the poorest households. The international community should continue to advocate for social protection initiatives and research their effectiveness.

One such example is Ethiopia’s Productive Safety Net Programme, which provides employment and social

protection for communities made vulnerable by external shocks such as drought. Evaluations of the initiative have found that around 15 per cent of the cash transfers are used for education, and parents report keeping their children in school longer as a result. A programme component dedicated to building classrooms ensures that increased school attendance does not result in overcrowding.<sup>18</sup>

Similarly, Liberia's Economic Empowerment of Adolescent Girls and Young Women (EPAG) Project, a collaborative effort between the Ministry of Gender and Development, the World Bank, the Nike Foundation and the Government of Denmark, provides skills training for wage employment, combined with job placement assis-

tance; at the same time it facilitates business development services and links to microcredit for young women entrepreneurs.<sup>19</sup>

Inequity is also a major barrier to the fulfillment of adolescent rights outlined in the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women. The importance of equal access to education was discussed earlier, but equal rights to health, employment, juvenile justice, religion, culture and identity are also imperative to the positive development of young people.

Adolescents today are healthier, better protected, better educated and more connected than ever. However, millions

**COUNTRY:** UNITED STATES

## The Campus Initiative

Advocating for children's rights at colleges and universities



*Students at the UNICEF Campus Initiative Summit in June 2010. More than 140 students gathered on the lawn at Columbia University to stake 24,000 flags in the shape of a zero as a symbolic representation of the daily number of preventable child deaths, and their commitment to help make that number zero.*

On more than 100 college campuses across the United States, students are choosing to play a powerful role in helping the world's children survive. The Campus Initiative, run by the US Fund for UNICEF, is a rapidly growing grass-roots movement of dynamic college students who champion the organization's mission. The goal of the program, which began in 1988, is to build global citizens who will generate funding, attention and political will to help combat preventable child deaths.

Education, advocacy and fund-raising are at the heart of the UNICEF Campus Initiative's work. Students initiate and conduct a wide range of activities that include advocating for child survival by contacting elected officials, writing campus newspaper editorials about UNICEF's work and partnering with local children's organizations for service projects. During the 2009–2010 academic year, 2,033 active members – defined as those attending at least 50 per cent of planned campus activities – undertook 358 events between August and December 2009.

The US National Committee and a student-led Campus Initiative National Council provide support for campus clubs across the country. This team of staff and volunteers also sets the agenda by creating national goals and plans, and it implements the Campus Initiative Summit each year. The nationwide gathering enables club members and campus leaders

to learn from each other and share best practices. The summit also provides leadership opportunities as well as skill-building and knowledge-building workshops, and it motivates campus members to stay engaged with UNICEF.

Keeping pace with the advancing digital age is pivotal for the Campus Initiative, as members of younger generations become more and more technologically savvy. To connect with individuals aged 19–24, we must provide them with the organizing tools they have come to expect in other areas of their online experience. Advocacy expertise and mobilization is another area of growth for the Campus Initiative. Students have shown time and time again that they will use their political muscle when they are motivated and supported.

A lifetime of service and commitment to children can be fostered among all of levels of supporters, but especially among college students. Adolescents and young people can and should be an integral part of the solution to ending the preventable deaths of children, alleviating child poverty, fighting child exploitation and forced labour, combating HIV and AIDS, ensuring access to quality education and providing opportunities for the world's children.

*See References, page 78.*

## Adolescent girls: The best investment you can make



by Maria Eitel,  
President of the  
Nike Foundation

There are more than 515 million adolescent girls living in the developing world today. These girls have the potential to accelerate growth and progress in every sector, to break the cycle of intergenerational poverty and to advance whole economies. And yet girls are often overlooked. Adolescent girls are more likely to be pulled out of school, married off and infected with HIV. They also face the reality that a leading cause of death for a girl 15 to 19 years old is related to pregnancy and childbirth. Families who have nothing else may resort to treating their daughters as commodities, to be married off or sold. Despite such adversities, adolescent girls are the most powerful force for transformative change.

Yes, girls often face immense barriers, but they also hold unique promise. That is the other side of the story – the Girl Effect. This is the story of girls who are counted, invested in and included in society. When a girl in the developing world receives seven or more years of education, she marries four years later. An extra year of primary school boosts girls' eventual wages by 10 to 20 per cent. Studies in 2003 showed that when women and girls earn income, they reinvest 90 per cent of it into their families, as compared to the 30 to 40 per cent that men and boys contribute. Research has also shown that higher levels of schooling among mothers correlate with better infant and child health. Yes, this is the Girl Effect, and we have only begun to see its myriad effects.

It is truly remarkable how investing in one girl can generate ripples of change that benefit her family, her village and her country. Girls all over the world are putting the Girl Effect into motion every day despite the countless obstacles in their lives. Sanchita, a 17-year-old from Bangladesh, is one of these girls. Born into poverty, Sanchita had no money for school, clothes or food. Thanks to BRAC, she received a small loan to buy a cow. She sold the cow's milk and used the money to pay for her own schooling and that of her brother. BRAC also helped her learn skills that have enabled her to grow her own vegetables and continue to earn an income for her family and herself. Stories like Sanchita's serve as beacons of hope – and as tangible proof that investments in girls can result in significant economic and social change. The Girl Effect is real, and its impact is both extensive and profound.

I have seen this change take hold in Bangladesh, Brazil, Burundi, Kenya, Uganda, the United Republic of Tanzania and countless other countries. Girls around the world are putting the Girl Effect into motion when they are given the tools to do so. At this very moment, girl entrepreneurs in India are

drafting their business plans, girls in Bangladesh are studying to be nurses so they can meet the health needs of those who have been largely ignored, and girls in Uganda and the United Republic of Tanzania are receiving life-skills training and gaining access to microfinance, benefiting from safe spaces where they are allowed to dream big and to translate these dreams into reality.

But there is still much work to be done. In order to know what is happening to girls, and to track their progress or lack thereof, we urgently need data disaggregated by sex and age. We need to show the value in girls and convince governments, villages, corporations and families that investing in adolescent girls is a smart endeavour. We must bring girls into the center of our discussions, acknowledge them as a unique population and address their particular needs.

Unleashing the potential of adolescent girls begins with our doing the following:

1. Stop using girls as the infrastructure of poverty.
2. Don't assume you have girls covered in your programmes. Specifically address them.
3. Count girls – look for them in your numbers.
4. You don't need to change your strategy, just include girls in what you already do.
5. Enforce policies that are already in place.
6. Men and boys can be champions for girls.
7. Don't treat girls as the issue of the day.

This approach will yield numerous benefits for decades to come. If we wholeheartedly invest in girls, we will see stronger communities and families, sustainable economies, lower rates of maternal mortality and morbidity, lower rates of HIV and AIDS, less poverty, more innovation, reduced rates of joblessness and more equitable prosperity. The Girl Effect is real, and it is powerful – but we won't fully realize its ripple effect until we start taking it seriously and expanding its scope.

*Maria Eitel is the founding President and CEO of the Nike Foundation, where she works to promote the Girl Effect – the powerful social and economic change that ensues when girls have opportunities. Prior to her work with the Foundation, Ms. Eitel served as the first Vice President of Corporate Responsibility at NIKE, Inc. Before that, she served at the White House, the Microsoft Corporation, the Corporation for Public Broadcasting and MCI Communications Corporation.*

## Working together for adolescent girls: The United Nations Adolescent Girls Task Force

In 2007, a number of United Nations agencies\* founded the United Nations Adolescent Girls Task Force. With support from the UN Foundation, the Task Force aims to strengthen interagency collaboration at both the global and country levels; facilitate the development of effective programmes to address the rights and needs of adolescent girls; support the drive to achieve the MDGs; and eliminate all forms of violence and discrimination against girls and young women.

In March 2010, the Task Force launched a Joint Statement for Accelerated Efforts to Advance the Rights of Adolescent Girls signed by the heads of the six agencies. The agencies committed to increasing support to governments and civil societies over the next five years to advance policies and programmes to empower the hardest-to-reach adolescent girls.

\* Participating agencies include International Labour Organization, United Nations Children's Fund, United Nations Educational, Scientific and Cultural Organization, United Nations Population Fund, United Nations Entity for Gender Equality and Empowerment of Women, and World Health Organization.

The Joint Statement spells out the mandate and the responsibilities of the UN country teams in protecting the rights of the marginalized adolescent girl. It commits agencies to mobilizing the financial and technical resources to work together to identify five strategic priorities for fulfilling the rights of adolescent girls. These priorities include:

- Educating adolescent girls.
- Improving the health of adolescent girls.
- Keeping adolescent girls free from violence, abuse and exploitation.
- Promoting leaders among adolescent girls.
- Counting adolescent girls to advance their well-being and realize their human rights.

*See References, page 78.*

have been left behind. Policies and programmes aimed at achieving the MDGs too often ignore the situation of the poorest and most marginalized adolescents and youth, even those in middle-income and industrialized countries. Fulfilling their rights to education, health and recreation; to an environment without violence; and to having their voices heard in decision-making processes are all conditions for achieving social equality, pro-poor economic growth and expanded citizenship.

Moreover, an equity approach to adolescent development highlights the urgent need to identify the most marginalized and vulnerable adolescents in every society, to design and develop relevant and innovative approaches to reach and engage them, and to ensure that investments are targeted to give them equal access and opportunities for growth and development.

In an effort to move towards greater equity in health, national governments are taking action, with international support, to abolish user fees for critical health services. Countries that have done so include Burundi, Ghana, Kenya, Lesotho, Liberia, the Niger, Senegal and Zambia. Donor countries such as France and the United Kingdom offer incentives to eliminate fees by providing additional aid to countries that remove them. Development agencies such as the World Health Organization and the World Bank have also taken strong positions against user fees in health care.<sup>20</sup> When partners come together in this way, significant advances in human rights can be achieved.

## Working together for adolescents

In 2010–2011, the world celebrates the International Year of Youth (IYY). Since the first IYY 25 years ago, the world has come a long way in recognizing and advancing the rights of young people. Governments adopted the Convention on the Rights of the Child (1989), two optional protocols protecting children from armed conflict and sexual exploitation (2000), the International Labour Organization Convention on the Worst Forms of Child Labour (1999) and the Millennium Development Goals (2000).



Equal rights to education, health, employment, juvenile justice, religion, culture and identity are all imperative to the positive development of young people. A peer education trainer discusses a film, *Born with AIDS*, at the Adolescent-Friendly Services Centre at Bandar Abbas Health Complex, Islamic Republic of Iran.

## From victims to activists: Children and the effects of climate change in Pakistan



by Syed Aown Shahzad,  
16, Pakistan

**“As adolescents,  
we face a common  
opponent:  
greenhouse  
gases.”**

Adolescents in Pakistan – where we account for 40.5 million out of a population of over 176 million people – are keenly aware that we are inheriting a planet suffering from climate change. Like other developing countries that will be hit hardest by the effects of global warming, Pakistan has contributed minimally to global emissions but still has to deal with the dreadful impacts of storm surges, natural disasters and heavy rains. Rising sea levels and dramatic changes in weather patterns have already caused flooding and drought, limiting food harvests and access to fresh water and affecting industrial production. We need to take all remedial measures to avoid becoming ‘environmental refugees’.

Climate change, in Pakistan and worldwide, is especially hard on children, who are more vulnerable than adults to disease, malnutrition and exploitation. Rising temperatures and extreme climate events contribute to the spread of diseases such as malaria, diarrhoea and pneumonia. These are some of the main causes of death for Pakistani children under 5 years old. With drought, agriculture – 24 per cent of our gross domestic product – suffers as the crop yield is reduced and supplies are depleted.

Recent events have provided dramatic evidence of the catastrophic impact on Pakistan of changing weather patterns. Unprecedented heavy rains gave way in July 2010 to devastating floods. The initial death toll was approximately 1,600 people, but many more are unaccounted for. An estimated 20 million men, women and children have been affected by the floods, and huge numbers are stranded, waiting for help. Most escaped from their homes with nothing but what they were wearing. Compounding

the health risks resulting from the flooding and the lack of food, water and shelter, the country is beleaguered by the economic catastrophe resulting from the destruction of its agricultural backbone. Millions of hectares of crops have been soaked or washed away, and livestock have been destroyed.

This drowning nation now faces a further disaster: The floods are threatening to decimate Pakistan’s youth. One of the biggest threats is the outbreak of water-borne diseases such as cholera and diarrhoea. As in most natural catastrophes, children are also at a high risk of separation from their families and exposure to the dangers of child labour, abuse and exploitation. More than 5,500 schools have been ruined or wiped out. We cannot stand by and watch this generation disappear. As global citizens, we must help them survive this shattering event and emerge as role models of courage, endurance and determination.

It is time to take action – not only to deal with this immediate tragedy, but also to address the issue of global warming. As adolescents, we face a common opponent: greenhouse gases. In order to prevail, we must come together to help others, employ alternative energy sources and create laws to protect our planet and its people.

*Syed Aown Shahzad is a youth activist and a native of Lahore, Pakistan. He was part of the youth delegations at the 2009 Summit on Climate Change and the 20th anniversary of the Convention on the Rights of the Child, and he continues to spread awareness about global issues such as climate change and children’s rights in Pakistan and beyond.*

As noted throughout this report, the results have been encouraging. Health and education levels have improved, particularly for young children. Protection is higher on the international agenda. Participation initiatives are being rolled out in industrialized and developing countries alike with increasing intensity. And the body of knowledge on adolescent development and participation – in terms of data and analysis, best practices and lessons learned, and understanding of disparities and bottlenecks – is steadily growing.

A collaborative effort must be made to continue building on this progress, so that investments made now will reap

rewards not only for the children of today, but for their children as well. As this report points out in Chapter 2, the number of adolescents is expected to increase, especially in poor countries. Many key development agents have already joined in a global consensus on the importance of investing in adolescence and youth. These stakeholders, at all levels, must now pull together to support young people in developing the skills and capacities they need to pull themselves out of poverty. Only then will we ensure that adolescence truly becomes an age of opportunity for all.

## Violent conflict and the vulnerability of adolescents



*A grandmother cares for her grandchildren following the death of their parents from AIDS.*

**“Post-conflict programmes for youth have focused on improving services and providing opportunities for them to return to school.”**

Since civil war broke out in 2002, Côte d'Ivoire has faced grave obstacles in its political, social and economic development. Although a fragile compromise was reached between the Government and the New Force rebel movement in 2007, elections planned for November 2009 were postponed indefinitely, and United Nations and French troops remain in the country to maintain security. The United Nations Office for the Coordination of Humanitarian Affairs reports that the country entered the post-conflict phase for the first time in 2009, with thousands of internally displaced persons returning voluntarily to their places of origin. Still, the peace process is gradual and requires national and global commitment.

The conflict resulted in horrific gender-based violence and widespread military conscription, while also disrupting education and destroying medical services. The health of civilians, especially children and women, has been directly compromised, as illustrated by the resurgence of polio in 2008 and the interruption in reproductive and maternal and child health care generally and in treatment services for those living with HIV and AIDS in particular.

In such a situation adolescents, who made up 23 per cent of the total population of Côte d'Ivoire in 2009, have been and remain uniquely vulnerable. In addition to military conscription, sexual slavery and forced migration, adolescent girls and boys suffer in other ways that are direct and indirect results of the civil war. Boys, for example, are subject to involvement in the worst forms of child labour on cocoa plantations, which are one of the country's most important sources of revenue; between 1994 and 2003, Côte d'Ivoire accounted for 38 per cent of global cocoa bean production. While children have long worked on these farms, and while data on the prevalence of child labour in the country are difficult to obtain, conflicts over land for farming were in part a catalyst for the war and have intensified the scramble to find workers for an industry that is crucial for redevelopment. It is estimated that the majority of child labourers on these

farms are under 14 years old and come from specific Ivorian ethnic groups or are migrants from Burkina Faso. The most vulnerable are those dislocated by the war and lacking ties to farmers or local communities.

Adolescent girls are also suffering from the effects of the war. In some regions of the country – particularly in the west, where violence was most intense – rape and other unspeakable acts, including forced incest and cannibalism, have left not only permanent physical impairment but also psychological and emotional scars that will take a long time to heal.

Post-conflict programmes for youth have focused on improving services and providing opportunities for youth to return to school and to protect themselves and their communities in a fragile environment. UNICEF, for example, is supporting more than 40 School Girl Mothers' Clubs (CMEFs) to help adolescent girls stay in school and complete their education. A National Action Plan for the implementation of United Nations Security Council Resolution 1325 on women, peace and security has also been put in place, and its first priority is the protection of women and girls from sexual violence.

One area of success in post-conflict rehabilitation has been heightened awareness of HIV prevention, which is particularly important because Côte d'Ivoire had the highest prevalence in West Africa in 2008. A partnership between CARE and Population Services International has targeted soldiers, many of whom long believed they were too powerful to contract the disease. However, more work remains to be done, particularly for girls, who lag behind boys in comprehensive knowledge of HIV and condom use. In 2008, just 18 per cent of girls aged 15 to 24 had comprehensive knowledge of HIV, compared to 28 per cent of their male counterparts, while the prevalence of HIV among girls was three times higher (2.4 per cent) than among boys (0.8 per cent).

*See References, page 78.*

# References

## CHAPTER 1

- <sup>1</sup> United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects: The 2008 revision*, <[www.esa.un.org/unpd/wpp2008/index.htm](http://www.esa.un.org/unpd/wpp2008/index.htm)>, accessed October 2010; and UNICEF global databases, accessed October 2010.
- <sup>2</sup> United Nations Children's Fund, *Progress for Children: Achieving the MDGs with equity*, no. 9, UNICEF, New York, 2010; and Statistical Tables 1–10, pp. 88–129.
- <sup>3</sup> Figures provided by UNICEF Brazil, October 2010.
- <sup>4</sup> Statistical Table 5, p. 104
- <sup>5</sup> Derived from United Nations Children's Fund, *Children and AIDS: Fifth Stocktaking Report*, 2010, UNICEF, New York, December 2010, p. 17; and Joint United Nations Programme on HIV/AIDS, *Global Report: UNAIDS report on the Global AIDS epidemic*, 2010, UNAIDS, Geneva, p. 184.
- <sup>6</sup> Statistical Table 9, p. 120.
- <sup>7</sup> Statistical Table 5, p. 104.
- <sup>8</sup> International Labour Office, *Global Employment Trends for Youth August 2010: Special issue on the impact of the global economic crisis on youth*, International Labour Organization, Geneva, 2010, pp. 3–6.
- <sup>9</sup> Ibid.
- <sup>10</sup> World Bank, *World Development Report 2006: Equity and development*, World Bank, Washington, D.C. 2005.
- <sup>11</sup> United Nations Children's Fund, *Progress for Children: A report card on child protection*, no. 8, UNICEF, New York, 2009, pp. 46–47; and Statistical Table 9, p. 120.
- <sup>12</sup> United Nations Children's Fund, *Tracking Progress on Child and Maternal Nutrition: A survival and development priority*, UNICEF, New York, November 2009, pp. 12–14.
- <sup>13</sup> World Health Organization, Joint United Nations Programme on HIV/AIDS and United Nations Population Fund, *Seen but Not Heard: Very young adolescents aged 10–14 years*, UNAIDS, Geneva, 2004, pp. 5–7.
- <sup>14</sup> Ibid., p. 7.
- <sup>15</sup> The Civil Code of the Islamic Republic of Iran, p. 118; Ministry of Gender Equality and Child, Draft Child Care and Protection Bill, Summary, Ministry of Gender Equality and Child, Government of the Republic of Namibia, Windhoek, 2009.
- <sup>16</sup> Johnson, Carolyn C., et al., 'Co-Use of Alcohol and Tobacco Among Ninth Graders in Louisiana', *Preventing Chronic Diseases*, Practice and Policy, vol. 6, no. 3, July 2009.
- <sup>17</sup> Pakpahan Medina Yus, Daniel Suryadarma and Asep Suryahadi, 'Destined for Destitution: intergenerational poverty persistence in Indonesia', Working Paper no. 134, Chronic Poverty Research Centre, SMERU Research Institute, Jakarta, January 2009.
- <sup>18</sup> Diallo, Yacouba, et al., *Global Child Labour Developments: Measuring trends from 2004 to 2008*, International Labour Organization, Geneva, 2010.
- <sup>19</sup> Statistical Table 9, p. 120.
- <sup>20</sup> UNICEF's mandate, based on the Convention on the Rights of the Child, defines 'children' as persons between 0 and 18 years of age. 'Adolescents' are defined by UNICEF and partners (UNFPA, WHO, UNAIDS) as persons between 10 and 19 years.

The United Nations General Assembly defines 'youth' as persons between 15 and 24 years of age, and 'young people' as those between 10 and 24 years of age. These definitions were adopted during the International Year of Youth in 1985 and have been generally used by United Nations agencies and other partners. In general, the overlapping use of these definitions is recognized, with 'adolescents' and 'youth' often used interchangeably with 'young people'.

In addition to these agreed definitions by the United Nations and its agencies, each national government has its own definition and age threshold for children, adolescents, young people and youth.

## CHAPTER 1 PANELS

### Haiti: Building back better together with young people

United Nations Children's Fund, 'Children of Haiti: Milestones and looking forward to six months', UNICEF, New York, July 2010, pp. 2, 4–5; United Nations Children's Fund, *The State of the World's Children Special Edition: Celebrating 20 Years of the Convention on the Rights of the Child*, UNICEF, New York, 2009, p. 25; United Nations Children's Fund, *The State of Latin American and Caribbean Children 2008*, UNICEF, New York, 2008, pp. 4, 16; Hudson, Lynne, et al., 'Picking Up the Pieces: Women's health needs assessment, Fond Parisien Region, Haiti, January–February 2010', Circle of Health Initiative, Bolton, Mass., 2010, pp. 9–11; Pan American Health Organization, 'Earthquake in Haiti: PAHO/WHO situation report on health activities post earthquake', PAHO, Washington, D.C., May 2010, pp. 2, 7; Government of the Republic of Haiti, 'Action Plan for National Recovery and Development of Haiti: Immediate key initiatives for the future', Port-au-Prince, March 2010, pp. 36–38; Iezzoni, Lisa I., and Laurence J. Ronan, 'Disability Legacy of the Haitian Earthquake', *Annals of Internal Medicine*, vol. 152, no. 12, 15 June 2010, pp. 812–814; UNICEF global databases, <[www.childinfo.org](http://www.childinfo.org)>, accessed September 2010.

### Early and late adolescence

Johnson, Sara B., et al., 'Adolescent Maturity and the Brain: The promise and pitfalls of neuroscience research in adolescent health policy', *Journal of Adolescent Health*, vol. 45, no. 3, September 2009, pp. 216–221; United Nations Joint Programme on HIV/AIDS, *Seen But Not Heard: Very young adolescents aged 10–14 years*, UNAIDS, Geneva, 2004, pp. 7, 24; United Nations Children's Fund, *Adolescence: A time that matters*, UNICEF, New York, 2002, p. 7; United Nations Children's Fund, 'Adolescent Development: Perspectives and frameworks – A summary of adolescent needs, an analysis of the various programme approaches and general recommendations for adolescent programming', Learning Series No. 1, UNICEF, New York, May 2006, p. 3.

### Jordan: Ensuring productive work for youth

United Nations Children's Fund, *The State of the World's Children Special Edition: Celebrating 20 years of the Convention on the Rights of the Child – Statistical tables*, UNICEF, New York, 2009, p. 33; United Nations Children's Fund, *UNICEF Jordan Annual Report 2009*, p. 5; UNICEF global databases, <[www.childinfo.org](http://www.childinfo.org)>, accessed September 2010; European Training Foundation, *Unemployment in Jordan*, ETF, Torino, 2005, p. 9; The Hashemite Kingdom of Jordan, The National Social and Economic Development Plan (2004–2006), Ministry of Planning and International Cooperation, p. 7.

## CHAPTER 2

- <sup>1</sup> Peden, Margie, et al., eds., *World Report on Child Injury Prevention*, World Health Organization and United Nations Children's Fund, Geneva, 2008, p. 2.
- <sup>2</sup> Ibid., p. 5.
- <sup>3</sup> Sleet, David A., et al., 'A review of unintentional injuries in adolescents', *Annual Review of Public Health*, vol. 31, 2010, p. 195.
- <sup>4</sup> World Health Organization, *Adolescent Friendly Health Services*, WHO, Geneva, 2001, p. 15.
- <sup>5</sup> Ibid., p. 13.
- <sup>6</sup> Ibid., p. 14.
- <sup>7</sup> UNICEF Innocenti Research Centre, *Child Poverty in Perspective: An overview of child well-being in rich countries*, Report Card 7, UNICEF IRC, Florence, 2007, p. 31.
- <sup>8</sup> United Nations Children's Fund, *Progress for Children: Achieving the MDGs with equity*, no. 9, UNICEF, New York, 2010.
- <sup>9</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.

- <sup>9</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)> and Statistical Table 9.
- <sup>10</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)> and Statistical Table 9.
- <sup>11</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.
- <sup>12</sup> *Child poverty in perspective*, p. 28.
- <sup>13</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.
- <sup>14</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.
- <sup>15</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.
- <sup>16</sup> Conde-Agudelo, A., J. M. Belizán and C. Lammers, 'Maternal-Perinatal Morbidity and Mortality Associated with Adolescent Pregnancy in Latin America: Cross-sectional study', *American Journal of Obstetrics and Gynecology*, vol. 192, no. 2, February 2005, pp. 342–349.
- <sup>17</sup> Goicolea, Isabel, et al., 'Risk Factors for Pregnancy among Adolescent Girls in Ecuador's Amazon Basin: A case-control study', *Revista Panamericana de Salud Publica*, vol. 26, no. 3, September 2009, pp. 221–228.
- <sup>18</sup> World Health Organization, *Unsafe Abortion: Global and regional estimates of the incidence of unsafe abortions and associated mortality*, 5th ed., WHO, Geneva, 2003.
- <sup>19</sup> Grimes, David A., et al., 'Unsafe Abortion: The preventable epidemic', Journal paper, Sexual and Reproductive Health no. 4, World Health Organization, Geneva, 2005.
- <sup>20</sup> World Health Organization, *Adolescent Friendly Health Services: An agenda for change*, WHO, Geneva, 2002, p. 13.
- <sup>21</sup> United Nations Children's Fund, United Nations Joint Programme on HIV/AIDS, World Health Organization and United Nations Population Fund, *Children and AIDS: Fifth Stocktaking Report*, UNICEF, New York, December 2010, p. 41.
- <sup>22</sup> Ibid., p. 45.
- <sup>23</sup> Ibid., pp. 43–45.
- <sup>24</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.
- <sup>25</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.
- <sup>26</sup> United Nations, Convention on the Rights of Persons with Disabilities and Optional Protocol, <[www.un.org/disabilities/documents/convention/convoptprot-e.pdf](http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf)>, accessed 22 November 2010.
- <sup>27</sup> Statistical Table 6, p. 108.
- <sup>28</sup> United Nations Educational, Scientific and Cultural Organization Institute of Statistics, *Out-of-School Adolescents*, UIS, Montreal, 2010, p. 10.
- <sup>29</sup> Ibid.
- <sup>30</sup> United Nations Educational, Scientific and Cultural Organization, *Education for All Global Monitoring Report 2010: Reaching the marginalized*, UNESCO, Paris, 2010, p. 74.
- <sup>31</sup> Ibid.
- <sup>32</sup> Ibid.
- <sup>33</sup> Ibid., p. 75.
- <sup>34</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <[www.childinfo.org](http://www.childinfo.org)>.
- <sup>35</sup> United Nations Children's Fund, *Beijing+15: Bringing girls into focus*, UNICEF, New York, 2010.

- <sup>36</sup> Nickerson, Amanda B., and Richard J. Nagle, 'The Influence of Parent and Peer Attachments on Life Satisfaction in Middle Childhood and Early Adolescence', *Social Indicators Research*, vol. 66, no. 1–2, April 2004, p. 49.
- <sup>37</sup> United Nations, Keeping the Promise: A forward-looking review to promote an agreed action agenda to achieve the Millennium Development Goals by 2015 – Report of the Secretary-General, A/64/665, 12 February 2010, pp. 10, 14.
- <sup>38</sup> *Ibid.*, p. 14.
- <sup>39</sup> *EFA Global Monitoring Report 2010*, pp. 76–93.
- <sup>40</sup> United Nations Educational, Scientific and Cultural Organization, *Another Way to Learn: Case studies*, UNESCO, Paris, 2007, pp. 6–9.
- <sup>41</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <www.childinfo.org>.
- <sup>42</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <www.childinfo.org>.
- <sup>43</sup> Statistical Table 9, p. 120.
- <sup>44</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <www.childinfo.org>.
- <sup>45</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <www.childinfo.org>; and Statistical Table 9, p. 120.
- <sup>46</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <www.childinfo.org>.
- <sup>47</sup> UNICEF global databases, accessed September 2010. More detailed information on methodology and data sources is available at <www.childinfo.org>.
- <sup>48</sup> United Nations Children's Fund, *Progress for Children: A report card on child protection*, no. 8, UNICEF, New York, 2009, p. 15.
- <sup>49</sup> International Labour Office, The End of Child Labour: Within reach – Global report on the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, International Labour Conference 95th Session, Report I(B), ILO, Geneva, 2006.
- <sup>50</sup> International Labour Organization, *Good Practices and Lessons Learned on Child and Adolescent Domestic Labour in Central America and the Dominican Republic: A gender perspective*, ILO, San Jose, 2005, p. 10.
- <sup>51</sup> *Progress for Children 8*, pp. 17, 20.
- <sup>52</sup> Levine, Ruth et al., *Girls Count: A global investment and action agenda*, Center for Global Development, Washington D.C., 2009, p. 61.
- <sup>53</sup> *Ibid.*
- <sup>54</sup> *Ibid.*
- <sup>55</sup> *Ibid.*
- <sup>56</sup> *Ibid.*
- <sup>57</sup> *Ibid.*
- <sup>58</sup> *Ibid.*
- <sup>59</sup> Pulerwitz, Julie, et al., 'Promoting More Gender Equitable Norms and Behaviors among Young Men as an HIV Prevention Strategy', Population Council, Washington, D.C., 2009, p. 51; and Levine, op. cit., p. 61.

## CHAPTER 2 PANELS

### Demographic trends for adolescents: Ten key facts

United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects: The 2008 Revision*, <www.esa.un.org/unpd/wpp2008/index.htm>, accessed October 2010; and UNICEF global databases, accessed October 2010.

### India: Risks and opportunities for the world's largest national cohort of adolescents

Parasuraman, Sulabha, et al., *A Profile of Youth in India*, National Family Health Survey (NFHS-3) India 2005–2006, International Institute for Population Sciences, Mumbai, and ICF Macro, Calverton, Md., 2009; United Nations Development Programme, *Human Development Report 2009: Overcoming barriers – Human mobility and development*, UNDP, New York, 2009, p. 183; Child Development and Nutrition Programme, United Nations Children's Fund India, 'Unlocking the Indian Enigma: Breaking the inter-generational cycle of under-nutrition through a focus on adolescent girls', Paper

presented at the UNICEF-New School Graduate Program in International Affairs conference 'Adolescent Girls: Cornerstone of society – Building evidence and policies for inclusive societies', New York, 26–28 April 2010, p. 9; Ministry of Women and Child Development, Government of India, *Handbook on the Prohibition of Child Marriage Act, 2006*, Government of India, Ministry of Women and Child Development, Delhi, 2009.

### Adolescent mental health: An urgent challenge for investigation and investment

World Health Organization and World Organization of Family Doctors, *Integrating Mental Health into Primary Care: A global perspective*, WHO and Wonca, Geneva and London, 2008; World Health Organization, *Adolescent Mental Health in Resource-Constrained Settings: A review of the evidence, nature, prevalence and determinants of common mental health problems and their management in primary health care*, WHO, Geneva, 2010 (in press); World Health Organization, 'Strengthening the Health Sector Response to Adolescent Health and Development', WHO, Geneva, 2009, <www.who.int/child-adolescent-health>, accessed 18 November 2010; World Health Organization, *mhGAP: Mental Health Gap Action Programme – Scaling up care for mental, neurological and substance use disorders*, WHO, Geneva, 2008; World Health Organization, *Mental Health Policy and Service Guidance Package: Child and adolescent mental health policies and plans*, WHO, Geneva, 2005; World Health Organization, *The World Health Report 2001: Mental health – New understanding, new hope*, WHO, Geneva, 2001; Patel, Vikram, et al., 'Mental Health of Young People: A global public-health challenge', *The Lancet*, vol. 369, no. 9569, 14 April 2007, pp. 1302–1313; Patricia J. Mirazek and Robert J. Haggerty, eds., *Reducing Risks for Mental Disorders: Frontiers for preventive intervention research*, National Academies Press, Washington, D.C., 1994.

### Inequality in childhood and adolescence in rich countries – Innocenti Report Card 9: The children left behind

UNICEF Innocenti Research Centre, *The Children Left Behind: A league table of inequality in child well-being in the world's rich countries*, Report Card 9, UNICEF IRC, Florence, December 2010.

### Ethiopia: Gender, poverty and the challenge for adolescents

United Nations Children's Fund, *Annual Report for Ethiopia 2009*, pp. 8–10; United Nations Children's Fund, *State of the World's Children 2009: Maternal and newborn health – Statistical tables*, UNICEF, New York, 2009, pp. 8, 28; World Health Organization, 'Adolescent Pregnancy: A culturally complex issue', *Bulletin of the World Health Organization*, vol. 87, no. 6, June 2009, pp. 405–484, <www.who.int/bulletin/volumes/87/6/09-020609/en>, accessed 22 November 2010; Ethiopian Society of Population Studies, 'Levels, Trends and Determinants of Lifetime and Desired Fertility in Ethiopia: Findings from EDHS 2005', Ethiopian Society of Population Studies, Addis Ababa, October 2008, p. 8; Annabel Erulkar and Tekle-ab Mekbib, 'Reaching Vulnerable Youth in Ethiopia', *Promoting Healthy, Safe and Productive Transitions to Adulthood*, Brief no. 6, Population Council, New York, August 2007, pp. 1–3; United Nations Children's Fund, 'Ethiopia: Adolescence', <www.unicef.org/ethiopia/children\_395.html>, accessed 22 November 2010; Annabel Erulkar, Tekle-Ab Mekbib, Negussie Smith and Tsehail Gulema, 'Differential Use of Adolescent Reproductive Health Programs in Addis Ababa, Ethiopia', *Journal of Adolescent Health*, vol. 38, 2006, pp. 256–258; Annabel Erulkar and Eunice Muthengi, 'Evaluation of Berhane Hewan: A program to delay child marriage in rural Ethiopia', *International Perspectives on Sexual and Reproductive Health*, vol. 35, no. 1, March 2009, pp. 7, 12; Craig Hadley, David Lindstrom, Fasil Tessema and Tefara Belachew, 'Gender Bias in the Food Insecurity Experience of Ethiopian Adolescents', *Social Science and Medicine*, vol. 66, no. 2, January 2008, pp. 427–438, 435.

### Mexico: Protecting unaccompanied migrant adolescents

United Nations Children's Fund, *The State of the World's Children: Special edition – Celebrating 20 years of the Convention on the Rights of the Child*, UNICEF, New

York, 2009, p. 66; The Economist Intelligence Unit, *Mexico Country Profile: Main report 2008*, EIU, London, 2008, pp. 15–16; United Nations Children's Fund, 'Examples of Good Practices in Implementation of the International Framework for the Protection of the Rights of the Child in the Context of Migration: A draft report', UNICEF, New York, 2008, p. 36.

## CHAPTER 3

- <sup>1</sup> United Nations Children's Fund, *Climate Change and Children: A human security challenge*, Policy Review Paper, UNICEF Innocenti Research Centre, Florence, 2008, pp. 9–12.
- <sup>2</sup> *Ibid.*, pp. 3, 4.
- <sup>3</sup> United Nations Framework Convention on Climate Change, *Growing Together in a Changing Climate: The United Nations, young people and climate change*, United Nations, New York, 2009, p. 1.
- <sup>4</sup> United Nations Environment Programme, 'TUNZA 2009 Youth Conferences: What we want from Copenhagen', *TUNZA: The UNEP magazine for youth*, vol. 7, no. 3, 2009.
- <sup>5</sup> Kelsey-Fry, Jamie, and Anita Dhillon, *The Rax Active Citizenship Toolkit: GCSE Citizenship Studies – Skills and processes*, New Internationalist, Oxford, 2010, p. 75.
- <sup>6</sup> Institute of Development Studies, 'Children in a Changing Environment: Lessons from research and practice – Rights, needs and capacities of children in a changing climate' and 'Children in a Changing Environment: Lessons from research and practice – Climate change, child rights and intergenerational justice', *IDS in Focus Policy Briefing*, nos. 13.1 and 13.2, November 2009.
- <sup>7</sup> Institute of Development Studies, 'Children in a Changing Environment: Lessons from research and practice – Rights, needs and capacities of children in a changing climate', *IDS in Focus Policy Briefing*, no. 13.1, November 2009.
- <sup>8</sup> International Labour Organization, *Global Employment Trends for Youth 2010*, ILO, Geneva, 2010, pp. 3–6.
- <sup>9</sup> World Bank, *World Development Report 2007: Development and the next generation*, World Bank, Washington, D.C., 2006, p. 3.
- <sup>10</sup> United Nations, *World Youth Report 2005: Young people today and in 2015*, Department of Economic and Social Affairs, United Nations, New York, 2005, pp. 17, 46.
- <sup>11</sup> World Bank, *World Development Report 2007: Development and the next generation*, World Bank, Washington, D.C., 2006, pp. 4–5.
- <sup>12</sup> Barrientos, Armando, *Social Protection and Poverty*, United Nations Research Institute for Social Development, Geneva, 2010, p. 10.
- <sup>13</sup> Department for International Development, United Kingdom; HelpAge International; Hope & Homes for Children; Institute of Development Studies; International Labour Organization; Overseas Development Institute; Save the Children UK; United Nations Children's Fund; United Nations Development Programme and the World Bank, 'Advancing Child-Sensitive Social Protection', June 2009, p. 1.
- <sup>14</sup> United Nations Development Programme, *Youth and Violent Conflict: Society and development in crisis?*, UNDP, New York, 2006.
- <sup>15</sup> United Nations General Assembly, United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines), adopted by the General Assembly 14 December 1990, A/RES/45/112, available at: <www.un.org/documents/ga/res/45/a45r112.htm>, accessed 12 September 2010.
- <sup>16</sup> United Nations, *World Youth Report 2003: The global situation of young people*, Department of Economic and Social Affairs, United Nations, New York, 2004, pp. 189–190.
- <sup>17</sup> United Nations Children's Fund, *Progress for Children: A report card on child protection*, no. 8, UNICEF, New York, 2009, p. 20.
- <sup>18</sup> United Nations Children's Fund, *The Impact of Small Arms on Children and Adolescents in Central America and the Caribbean: A case study of El Salvador, Guatemala, Jamaica and Trinidad and Tobago*, UNICEF, New York, 2007, p. 5.

- <sup>19</sup> United Nations Children's Fund, *Child Protection Information Sheets*, UNICEF, New York, 2006, p. 19.
- <sup>20</sup> Defence for Children International. *No Kids Behind Bars: A global campaign on justice for children in conflict with the law*, DCI, 2005, pp. 2–4.
- <sup>21</sup> United Nations, *World Youth Report 2003: The global situation of young people*. Department of Economic and Social Affairs, United Nations, New York, 2004, pp. 190–192, 194–195.
- <sup>22</sup> United Nations Children's Fund, *Child Protection Information Sheets*, UNICEF, New York, 2006, p. 19.
- <sup>23</sup> United Nations Children's Fund, *Adolescent Programming Experiences during Conflict and Post-conflict: Case studies*, UNICEF, New York, 2004, p. 6.
- <sup>24</sup> Women's Commission for Refugee Women and Children, *Untapped Potential: Adolescents affected by armed conflict – A review of programs and policies*, Women's Commission for Refugee Women and Children, New York, 2000, p. 5.

## CHAPTER 3 PANELS

### Ukraine: Establishing a protective environment for vulnerable children

United Nations Children's Fund, *The State of the World's Children: Celebrating 20 Years of the Convention on the Rights of the Child – Statistical tables*, UNICEF, New York, 2009, pp. 19, 27; Joint United Nations Programme on HIV/AIDS and World Health Organization, *2009 AIDS Epidemic Update*, UNAIDS and WHO, Geneva, 2009, p. 48; Teltschik, Anja, *Children and Young People Living or Working on the Streets: The missing face of the HIV epidemic in Ukraine*, United Nations Children's Fund and AIDS Foundation East-West, Kyiv, 2006, pp. 27–29.

### The Philippines: Strengthening the participation rights of adolescents

United Nations Development Programme, 'Philippine Commitment to the Millennium Development Goals', <[www.undp.org.ph/?link=mdg\\_ph](http://www.undp.org.ph/?link=mdg_ph)>, accessed 23 August 2010; United Nations Children's Fund, *The State of the World's Children Special Edition: Celebrating 20 Years of the Convention on the Rights of the Child – Statistical tables*, UNICEF, New York, 2009, p. 26; Huasman, Ricardo, Laura D. Tyson and Saadia Zahidi, eds., *The Global Gender Gap Report 2007*, World Economic Forum, Geneva, 2007, p. 7; Economist Intelligence Unit, *Country Profile Philippines: Main report*, 2008, EIU, London, 2008, p. 3; Philippine Institute for Development Studies, 'Global Study on Child Poverty and Disparities: The case of the Philippines', Discussion Paper Series No. 2009–27, September 2009; UNICEF Innocenti Research Centre, *Law Reform and Implementation of the Convention on the Rights of the Child*, Florence, 2007, p. 24; United Nations Children's Fund, *Young People's Civic Engagement in East Asia and the Pacific: A regional study conducted by Innovations in Civic Participation*, UNICEF East Asia and Pacific Regional Office, Bangkok, 2008, p. 47.

### Migration and children: A cause for urgent attention

United Nations, Department of Economic and Social Affairs, Population Division, *Population Facts*, no. 2010/6, November 2010, p. 2; United Nations Children's Fund, 'Examples of Good Practices in the Implementation of the International Framework for the Protection of the Rights of the Child in the Context of Migration', Draft report, UNICEF, New York, 18 June 2010, p.1; Abramovich, Victor, Pablo Ceriani Cernades and Alejandro Morlachetti, 'Migration, Children and Human Rights: Challenges and opportunities', Draft working paper, United Nations Children's Fund, New York, November 2010, pp. 1–12; United Nations Children's Fund, 'Children, Adolescents and Migration: Filling the evidence gap', UNICEF, October 2009.

## CHAPTER 4

- <sup>1</sup> Warburton, J., et al., *A Right to Happiness: Positive prevention and intervention strategies with children abused through sexual exploitation*, Regional Seminars Action Research Youth Projects in the CIS and Baltics, BICE, Geneva, 2001.
- <sup>2</sup> World Bank, *Expanding Opportunities and Building Competencies for Young People: A new agenda*

for secondary education, The International Bank for Reconstruction and Development/The World Bank, Washington, D.C., 2005, pp. 17, 18.

- <sup>3</sup> *Ibid.*, p. 21.
- <sup>4</sup> Clemens, Michael, 'The Long Walk to School: International education goals in historical perspective', Working Paper 37, Center for Global Development, Washington, D.C., 2004, cited in *Expanding Opportunities and Building Competencies*, p. 21.
- <sup>5</sup> Levine, Ruth, et al., *Girls Count: A global investment and action agenda*, Center for Global Development, Washington, D.C., 2008, p. 48.
- <sup>6</sup> United Nations, *The Millennium Development Goals Report 2007*, UN, New York, 2007, p. 17.
- <sup>7</sup> Poirier, Marie-Pierre, 'Brazil Ranks amongst Countries Taking Responsibility for Longer Mandatory Education', *Panorama*, no. 96, 11 November 2009.
- <sup>8</sup> United Nations Educational, Scientific and Cultural Organization, *Education for All Global Monitoring Report 2010: Reaching the marginalized*, UNESCO and Oxford University Press, Paris, 2010, p. 65.
- <sup>9</sup> Huebler, Friedrich, 'Child Labour and School Attendance: Evidence from MICS and DHS surveys', Seminar on Child Labour, Education and Youth Employment, Understanding Children's Work Project, Madrid, 11–12 September 2008, pp. 17–18.
- <sup>10</sup> United Nations Girls' Education Initiative, 'Global Section: The School Fee Abolition Initiative (SFAI)', <[www.ungei.org/infobycountry/247\\_712.html](http://www.ungei.org/infobycountry/247_712.html)>, accessed 12 November 2010.
- <sup>11</sup> *Education for All Global Monitoring Report 2010*, pp. 12, 202.
- <sup>12</sup> Ministry of Health and Social Services and Macro International, Inc., *Namibia: Demographic and Health Survey 2006–07*, MoHSS and Macro International, Inc., Windhoek, Namibia, and Calverton, Md., 2008.
- <sup>13</sup> Murtaza, Rushan, 'Visibility of Girls in the Education Sector Policy in Namibia', UNICEF Namibia, Windhoek, 2009.
- <sup>14</sup> Mead, Francis, 'New Syllabus Helps Conflict-Affected Children Get Back to School in Sri Lanka', *Back on Track*, 5 November 2007, <[www.educationandtransition.org/resources/stories/new-syllabus-helps-conflict-affected-children-get-back-to-school-in-sri-lanka/](http://www.educationandtransition.org/resources/stories/new-syllabus-helps-conflict-affected-children-get-back-to-school-in-sri-lanka/)>, accessed 12 November 2010.
- <sup>15</sup> Watts, Roderick J., and Constance Flanagan, 'Pushing the Envelope on Youth Civic Engagement: A developmental and liberation psychology perspective', *Journal of Community Psychology*, vol. 35, no. 6, 2007, p. 782.
- <sup>16</sup> United Nations Children's Fund, Adolescent Development and Participation Unit, 'Youth Participation in Poverty Reduction Strategies and National Development Plans: A desk study', ADAP Learning Series No. 4, UNICEF, New York, March 2009.
- <sup>17</sup> UNICEF, *What Works: Promoting adolescent development in Latin America and Caribbean*, UNICEF, Panama City, 2010.
- <sup>18</sup> *Education for All Global Monitoring Report 2010*, p. 208.
- <sup>19</sup> Republic of Liberia, Ministry of Gender and Development, 'Economic Empowerment of Adolescent Girls and Young Women (EPAG) Project', <[http://www.supportliberia.com/assets/108/EPAG\\_one-pager\\_1\\_.pdf](http://www.supportliberia.com/assets/108/EPAG_one-pager_1_.pdf)>.
- <sup>20</sup> *Education for All Global Monitoring Report 2010*, p. 48.

## CHAPTER 4 PANELS

Preparing adolescents for adulthood and citizenship United Nations Children's Fund, *Promoting Adolescent Development in Latin America and the Caribbean*, UNICEF, Panama City, 2009 p. 22; United Nations Children's Fund, *The State of the World's Children Special Edition: Celebrating 20 Years of the Convention on the Rights of the Child*, UNICEF, New York, 2010, p. 30; United Nations Children's Fund, *Voices of Hope: Adolescents and the tsunami*, UNICEF, New York, 2005; Pittman, Karen Johnson, et al., *Preventing Problems, Promoting Development, Encouraging Engagement: Competing priorities or inseparable goals?*, Forum for Youth Investment, Washington, D.C., 2003, reprint 2005; TakingITGlobal, *National Youth Councils: Their creation, evolution, purpose and governance*, Ontario, April 2006, pp. 7, 41, 43; Bennett, W. Lance, 'Changing Citizenship in the Digital Age', in *Civic Life Online: Learning how digital media can engage youth*, edited by W. Lance Bennett, MIT Press, Cambridge, Mass., 2008, pp. 1–24.

### United States: The Campus Initiative – Advocating for children's rights at colleges and universities.

Information provided by the US Fund for UNICEF.

### Working together for adolescent girls:

#### The United Nations Adolescent Girls Task Force

International Labour Organization, United Nations Educational, Scientific and Cultural Organization, United Nations Population Fund, United Nations Children's Fund, United Nations Development Fund for Women and World Health Organization. 'Accelerating Efforts to Advance the Rights of Adolescent Girls: A Joint UN Statement, March 2010.

### Côte d'Ivoire: Violent conflict and the vulnerability of adolescents

United Nations Office for the Coordination of Humanitarian Affairs, 'Côte d'Ivoire', <<http://ochaonline.un.org/OCHAHome/WhereWeWork/Cocircted8217ivoire/tabid/6410/language/en-US/Default.aspx>>, accessed 19 November 2010; Betsi, N. A., et al., 'Effect of an Armed Conflict on Human Resources and Health Systems in Côte d'Ivoire', *AIDS Care*, vol. 18, no. 4, May 2006, pp. 360–363; Human Rights Watch, 'My Heart is Cut': *Sexual violence by rebels and pro-government forces in Côte d'Ivoire*, vol. 19, no. 11(a), Human Rights Watch, New York, August 2007, pp. 86–91; Boås, Morten, and Anne Huser, 'Child Labour and Cocoa Production in West Africa: The case of Côte d'Ivoire and Ghana', Report 522, Fafo Institute for Applied International Studies, Research Program on Trafficking and Child Labour, Oslo, 2006, p. 8; Yapo, Serge Armand, 'Improving Human Security in Post-Conflict Cote d'Ivoire: A local governance approach', United Nations Development Programme, Oslo Governance Center, 2007, pp. 21, 23, 27; Ministry of the Family, Women and Social Affairs/Gender Equity and Promotion Directorate, 'National Action Plan for the Implementation of Resolution 1325 of the Security Council (2008–2012): Background document', Abidjan, <[www.un.org/womenwatch/feature/wps/nap1325\\_cote\\_d\\_ivoire.pdf](http://www.un.org/womenwatch/feature/wps/nap1325_cote_d_ivoire.pdf)>, accessed 19 November 2010; Joint United Nations Programme on HIV/AIDS and World Health Organization, 'Sub-Saharan Africa', *AIDS Epidemic Update 2009*, UNAIDS and WHO, Geneva, November 2009, pp. 21–36.