# Young People's Civic Engagement in East Asia and the Pacific

*A regional study conducted by*
*Innovations in Civic Participation*

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**Contents**

## Acronyms and abbreviations

| | |
|---|---|
| CARDI | Consortium for the Assistance to Refugees and the Displaced in Indonesia |
| CSR | Corporate social responsibility |
| CYP | Commonwealth Youth Programme |
| EAPRO | East Asia and Pacific Regional Office (UNICEF) |
| GONGO | Government-organized NGO |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immune-Deficiency Syndrome |
| HJA | Huam Jai Asasamak (program in LAO PDR) |
| ICP | Innovations in Civic Participation |
| IO | International organization (examples: UNICEF, World Bank) |
| KNN | Kabataan News Network (youth media program in the Philippines) |
| (Lao) PDR | People's Democratic Republic |
| LYU | Lao Youth Union |
| MDG | Millennium Development Goal |
| MO | Mass organization (organizations incorporated into the party-State structure under Socialist rule; designed to develop leadership skills, sense of nationalism and civic duty, and allegiance to the party) |
| NGO | Non-governmental organization (religious or non-religious) |
| NPO | Non-profit organization |
| PIC | Pacific Island Country |
| PNG | Papua New Guinea |
| SK | Sangguniang Kabataan (National Youth Council in the Philippines) |
| S-L | Service-learning |
| SPC | Secretariat of the Pacific Community |
| STI | Sexually transmitted infection |
| UNDP | United Nations Development Program |
| UNESCAP | United Nations Economic and Social Commission for Asia and the Pacific |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNFPA | United Nations Population Fund |
| UNICEF | United Nations Children's Fund |
| UNV | United Nations Volunteers |
| WASH | Water, Sanitation and Hygiene Program |
| WB | World Bank |

**Acknowledgements**

**Executive summary**

The following report analyzes the state of youth civic engagement in East Asia and the Pacific, including the challenges and support available for programming in this area. It presents a list of recommendations to further develop youth civic engagement in the region. The report is based on information obtained through questionnaires, youth focus groups and desk-based research administered and conducted by Innovations in Civic Participation (ICP) on behalf of UNICEF EAPRO, with the support of national and international partners.

While there are numerous factors influencing youth civic engagement in each country in the region, critical success factors include good governance and a drive for democracy, as well as independent and organized civil societies. When these factors are present, youth civic engagement programs often empower young people to make positive contributions to their societies and to change their own lives in the process. The patterns that emerge when countries in the region are grouped according to the characteristics of their governments and civil societies highlight the importance of these factors. For example, in countries like China, Lao PDR and Vietnam that have strong states and weak civil societies, Communist youth organizations often run successful, large-scale youth service projects that meet critical community and national needs. However, these organizations are often hierarchical and adult-run, with little room for young people to take on leadership roles. They also tend to focus on non-politically sensitive issues. On the other hand, in countries such as the Philippines and Thailand that have democratizing states and strong civil societies, diverse types of youth civic engagement, including participation in governance, media, social entrepreneurship, and advocacy and campaigning, are promoted by a wide variety of institutions, including the government and youth-initiated and -led organizations. However, some of these initiatives may lack funding, coordination and follow-through.

The overarching recommendation for UNICEF and other stakeholders to further support youth civic engagement in East Asia and the Pacific is to promote the development of a continuum of opportunities (with the necessary skills for effective participation) to enable the broadest possible range of young people to participate based on their individual and collective interests, needs, and development stages. In addition, these opportunities should be empowering, supporting real youth participation and skill-building as opposed to meeting the goals and needs of particular interest groups. Closer integration among government policies, resources and bottom-up initiatives is necessary to successfully develop these kinds of transformative programs.

This report makes ten recommendations to further support youth civic engagement in the region:

**A. Build knowledge and change perceptions about youth civic engagement**
1. Support and disseminate research on the impact of youth civic engagement
2. Conduct country-level mapping exercises
3. Develop case studies of different types of youth civic engagement

**B. Strengthen capacities and opportunities for youth civic engagement**
4. Incorporate mechanisms for youth civic engagement into government policies and programs
5. Build the capacity of young people and adults to engage in effective dialogue and partnerships around youth civic engagement
6. Promote service-learning in schools
7. Support peer education
8. Strengthen youth civic engagement programming among institutions of higher education
9. Support a small grants program for youth initiatives
10. Consider supporting a regional volunteer scheme

The report also recommends that UNICEF focus its efforts to support youth civic engagement in the Pacific Island Countries, Timor-Leste, Cambodia and Mongolia. In these countries, there is an urgent need to foster young people's civic engagement. There are also opportunities to create effective and large-scale programs without very large investments. Moreover, the governments of these countries are likely to be open to new approaches to youth development, and there are limited existing initiatives in this arena.

## 1. Introduction

There is increasing recognition among governments, international development agencies, NGOs, and young people themselves of the importance of youth civic engagement.[1] Civic engagement is one of the key components for positive youth development and the successful transition to adulthood. It allows young people to "practice" and exercise citizenship, develop life skills, and enhance their employability and learning outcomes. At-risk young people can also become re-engaged in society through these types of activities. Beyond their positive impacts on participants, youth civic engagement programs can significantly impact communities, increasing social capital, decreasing violence, providing key social services, and meeting overall community development needs.

Youth civic engagement is particularly important in East Asia and the Pacific due to its potential to promote more democratic forms of engagement between citizens and state. Approximately one-third of the world's children and young people live in East and Southeast Asia.[2] This large youth population represents a significant opportunity to harness young people's potential to improve their capacities and their own futures in the process. However, young people need to be supported to engage positively and effectively in their communities' development through youth-friendly education emphasizing the importance of participation, life and livelihood skills development, and access to a variety of structured opportunities for civic engagement appropriate for young people's individual interests, goals and skill sets. These structured opportunities may range from government-sponsored, full-time national civic service programs to service-learning in schools or community clean-up days organized by religious groups.

When the necessary elements for youth civic engagement are in place, a positive cycle can be initiated in which adults recognize young people as assets for development and support their continued participation in civic engagement activities. Moreover, young people also begin to see themselves as capable of producing positive changes in their societies and participate more. "One of the major contributions of youth volunteering programmes is that they encourage policy-makers, communities and young people themselves to see youth as valuable, untapped resources rather than as a problematic and marginalized majority of the population."[3]

This study identifies:
- the range of civic engagement program options currently available to young people in East Asia and the Pacific;
- the national contexts and policies supporting or hindering youth civic engagement in each country; and
- opportunities for UNICEF (as well as other stakeholders) to further develop youth civic engagement in the region.

The report begins with an explanation of the methodology used for the study and definitions of key terms. The paper then offers a typology of youth civic engagement including the pros, cons and particular features of each type, as well as examples from the region. Following the typology is a description of the main institutions supporting youth civic engagement in the region, including their strengths and limitations. To contextualize the country profiles, a typology of the countries based on the characteristics of their governments and civil societies is presented. This typology highlights the supports and challenges for youth civic

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[1] Throughout this report, "young people" is used as a noun, while "youth" is used as the equivalent adjective form.
[2] Theis, Joachim (2007). "Performance, Responsibility and Political Decision-Making: Child and Youth Participation in Southeast Asia, East Asia and the Pacific." *Children, Youth and Environments* 17(1):1-13. Retrieved June 2007 from http://www.colorado.edu/journals/cye, p. 1.
[3] UNV (October 2006). "Youth Volunteering for Development: Africa in the 21st Century," p. 10.

engagement for each country grouping. An overview of the mapping results then explores the commonalities among programs identified through the mapping exercise. To introduce the individual country profiles, the general factors influencing youth civic engagement in each country are listed. These factors include government structures, policies, socio-economic and cultural contexts, and youth and adult perceptions. The individual country profiles then explore these factors in greater detail and highlight programming in each of the 16 countries included in this study. The report concludes by synthesizing the main arguments and offering recommendations for UNICEF and other stakeholders. These recommendations focus on the enabling environments for youth civic engagement, as well as the capacities and opportunities for young people to participate in such activities.

This report is intended to stimulate thought, discussion and action to expand youth civic engagement in East Asia and the Pacific. It may also provide a launching point for further analysis of the state of youth civic engagement in the region, given its importance for positive youth development and meeting national and regional development goals.

## 2. Methodology

Sixteen countries were included in the study: Cambodia, China (including Hong Kong), Fiji, Indonesia, Kiribati, Lao PDR, Malaysia, Mongolia, Papua New Guinea, Philippines, Singapore, Solomon Islands, Thailand, Timor-Leste, Vanuatu, and Vietnam. These countries were selected based on their levels of development and political systems to ensure comprehensive regional coverage and diversity. The study focuses primarily on developing countries with a range of governance systems, from single-party socialist countries to multi-party democracies, in order to explore how these (political) factors, among others, may influence youth civic engagement in the region.

Information for this study was obtained primarily through two questionnaires distributed to over 450 programs and contacts in the region, global listservs, and UN contacts in each country. One questionnaire was designed for program managers and the other to solicit information on the national contexts for youth civic engagement in each country, including relevant government policies. These questionnaires were translated into Mandarin and Thai because of initial low response rates from China and Thailand.

The following is a summary of the responses received:

| Country | Responses to program questionnaire | Responses to context questionnaire |
|---|---|---|
| Cambodia | 10 | 2 |
| China | 3 | 2 |
| Fiji | 1 | 0 |
| Indonesia | 3 | 2 |
| Kiribati | 1 | 2 |
| Lao PDR | 4 | 2 |
| Malaysia | 2 | 2 |
| Mongolia | 1 | 1 |
| Papua New Guinea | 1 | 0 |
| Philippines | 10 | 7 |
| Singapore | 0 | 1 |
| Solomon Islands | 1 | 2 |
| Thailand | 2 | 2 |
| Timor-Leste | 1 | 3 |
| Vanuatu | 2 | 1 |
| Vietnam | 4 | 2 |
| East Asia and the Pacific regional | 4 | 1 |

To complement these questionnaires and to include greater youth voice in the study, focus groups with young people were conducted in Vietnam (Volunteers for Peace), Philippines (Notre Dame of Marbel University, Champagnat Community College), Cambodia (UNV/UNDP), Papua New Guinea (Youth against Corruption), and Kiribati (Richard Curtain as part of a UNICEF study on youth livelihoods). Finally, given the relatively low response rates to the questionnaires, ICP staff also conducted extensive desk-based research.

The information gathered through these methods has been compiled into a database, which will be made available and searchable on-line at www.icicp.org in early 2008 as part of a larger global database project. Organizations and individuals will be encouraged to update and add to this information. Interested organizations and individuals may also request a copy of the database in Excel format by writing to info@icicp.org or by contacting Katherine Hutter at hutter@icicp.org or Charmagne Campbell-Patton at campbell-patton@icicp.org.

## 3. Definitions and typology

### <u>Civic engagement:</u>
***Civic participation*** and ***civic engagement*** are often used interchangeably, and there are multiple definitions of these terms based on different cultural contexts.[4] For the purposes of this study, civic engagement can be defined as individual or collective actions to improve the wellbeing of communities or nations. Three inter-related concepts complement this definition. First, knowledge and skills are required to participate effectively in civic engagement activities. Second, there are a broad range of activities that constitute civic engagement (see following typology) and that can be conceptualized as part of a continuum or spectrum. Third, benefits of civic engagement are both individual and collective.

### *Knowledge and skills for civic engagement:*
Knowledge needed for civic engagement may include general information about the rights and responsibilities of citizens in each country (citizenship education) as well as specific information about how to access programming options and opportunities. The skills needed for effective participation are often referred to as ***life skills***. UNICEF defines life skills as:

*A large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life. Life skills may be directed toward personal actions and actions toward others, as well as actions to change the surrounding environment to make it conducive to health.*[5]

Examples of life skills as defined by the International Youth Foundation include: creative thinking, critical thinking, decision-making and problem solving, self-confidence, communication and interpersonal skills, conflict management, cooperation and teamwork, managing one's emotions, contribution (civic values), empathetic skills, respect, and responsibility.[6]

### *Activities constituting civic engagement:*
Civic engagement encompasses a wide range of activities cutting across the social, political, economic, cultural and religious spheres. Despite the different forms and modalities civic engagement activities may take, their ultimate goal is to improve the collective wellbeing of members of a community, region or nation, and not to promote a particular religious ideology or political party. Some forms of civic engagement may aim to create political change or to generate economic benefits - with the overarching goal of improving the community, rather than for personal gain. In other words, civic engagement does primarily aim at benefiting the individual who is civically engaged, although the individual and his/her family may benefit directly or indirectly from the interventions through the development of life and livelihood skills, or through community development.[7] While many activities, such as participation in sports, arts, clubs and other interest groups, may generate similar gains for the

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[4] For definitions of civic engagement please see: (1) Michael Delli Carpini, Director of Public Policy for The Pew Charitable Trusts, as quoted on the American Psychological Association website (http://www.apa.org/ed/slce/civicengagement.html), accessed October 2007; (2) Ehrlich, Thomas ed. (2000). *Civic Responsibility and Higher Education*. Oryx Press, p. vi; (3) UNDP Evaluation Office (2002). "Civic Engagement*." Essentials* No. 8 available at http://www.undp.org/eo/documents/essentials/CivicEngagement-Final31October2002.pdf (accessed January 2008); (4) World Bank (2003). "Enabling Environments for Civic Engagement in PRSP countries." *Social Development Note* No. 82 available at http://siteresources.worldbank.org/INTPCENG/214578-1116506912206/21061533/sdn82.pdf (accessed January 2008); and (5) O' Donoghue, Jennifer (2003). "Youth Civic Engagement Annotated Bibliography." John W. Gardner Center for Youth and Their Communities, Stanford University, available at http://gardnercenter.stanford.edu/docs/YCE%20Annotated%20Bibliography_JennO1.pdf (accessed January 2008).
[5] http://www.unicef.org/lifeskills/index_7308.html (accessed on October 29, 2007).
[6] http://www.iyfnet.org.
[7] This distinction is less clear in the case of mutual aid—a form of civic engagement defined as providing assistance and support to others within the same community or social group—particularly in communities that define the family nucleus broadly.

participants—from improved life skills to greater social capital—civic engagement's emphasis on improving the collective well-being makes it unique.

While civic engagement can include political- and governance-related activities, this study focuses largely on the social forms of youth civic engagement.[8] This is because a previous study conducted by the Global Youth Action Network (GYAN) already examined the political- and governance-related aspects of youth participation in the region.[9] However, in the country descriptions (as part of the government and policy frameworks), various examples of mechanisms for youth participation in governance are included. In addition, youth civic engagement programs with a social purpose may lead to greater youth participation in governance by increasing young people's interest in civic issues and equipping them with the tools and skills needed to participate in other kinds of civic engagement.

***Benefits of civic engagement:***
As previously mentioned, the goal of civic engagement is to improve the collective well-being. However, the benefits generated by civic engagement are both collective and individual.[10] Collective benefits may be material/physical (improved infrastructure, for example), socio-economic (improved health and education systems or reduced ethnic tensions and violence), or governance-related (decreased levels of corruption or greater efficiency in the delivery of public services due to increased citizen participation). Individual benefits are those gained by the person participating in the activity and include increased life and livelihood skills. Life skills, which are defined above, are applicable to almost every aspect of daily life, including employment (the so-called "soft skills" valued by many employers), among other areas. Increased life skills also allow individuals to participate more fully and effectively in future civic engagement activities, creating a virtuous cycle. Livelihood skills refer specifically to the skills necessary for gaining and maintaining employment or achieving long-term financial self-sufficiency. Examples of livelihood skills generated by civic engagement include technical skills (learning how to conduct environmental impact assessments or to deliver vaccinations) as well as learning how to access resources and support networks.[11]

Access to resources (including information) and support is often facilitated by social capital. ***Social capital*** can be defined as "features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit."[12] There are three types of social capital: bonding, bridging and linking. ***Bonding social capital*** refers to social capital that is generated between relatives and neighbors. It tends to stay "locked" within that group or community. ***Bridging social capital***, on the other hand, transcends community boundaries. It is generated among people with more distant or weaker connections, such as colleagues or friends of friends from different backgrounds. ***Linking social capital*** refers to "vertical" social capital that is generated among people with unequal levels of power within a hierarchy. Linking social capital is helpful for accessing support from formal institutions.[13] Different types of civic engagement generate different kinds of social capital. For example, mutual aid may foster bonding social capital; a national service program that mixes participants of different socio-economic and ethnic backgrounds may generate bridging social capital; and youth participation in governance may create linking social capital. Because the benefits of bonding social capital are limited to members of a

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[8] Governance can be defined as the act, process or power of governing.
[9] Davila-Ortega, Luis and Emily Freeburg (2006). *Youth, Democratic Governance, and the MDGs Report in Asia and the Pacific*. Presented to UNDP Regional Center in Bangkok. Global Youth Action Network (GYAN).
[10] See Appendix C (Typology) for a list of collective and individual benefits (Areas of Civic Engagement and Participant Goals).
[11] Curtain, Richard (2007). *Promoting Young People's Livelihoods in Vanuatu: using what you've got to get what you need*. Report commissioned by UNICEF EAPRO, pp. 7-8.
[12] Putnam, Robert (January 1995). "Bowling Alone." *Journal of Democracy* 6(1): 65-78, p. 67.
[13] Social Analysis and Reporting Division, Office of National Statistics (2001). "Social Capital: A Review of the Literature." Available at http://www.statistics.gov.uk/socialcapital/downloads/soccaplitreview.pdf (accessed January 2008).

particular group or community and in some cases may lead to exclusion, civic engagement programs that promote bridging and linking social capital should be prioritized.


**Young people:**

As described in the country summaries, the definition of young people is different in each of the countries included in this study, ranging from 0 to 40 years of age. However, this study focuses on **young people** between 10 and 24 years of age (as defined by the UN). In accordance with the Convention of the Rights of the Child, children are aged between 0 and 17 years. Adolescence is defined as the phase of life between 10 and 19 years. A **national youth policy**, which commonly defines the age range of young people in a particular country, is a government "policy that defines the place and role of youth in society and the responsibility of society to youth… It also encourages youth participation in the mainstream of society and in its decision-making processes."[14]


**Typology:**

For the study, a typology (Appendix C) was developed to design the questionnaires and to categorize the information included in the database of youth civic engagement programs and national contexts and policies. This typology considers the following sets of criteria:

- kinds of civic engagement;
- program areas of focus for civic engagement (impact on the community);
- program goals for youth participants themselves;
- types of organizations that commonly run civic engagement programs;
- incentives offered for participation;
- target participant population (age, gender, socioeconomic background, etc.);
- roles that young people may play in the organizations or programs; and
- levels of participation and decision-making for young people in each of these roles.

Given the limited data set, it was not possible to cross-reference all of the categories listed in the typology. This would also have been difficult because almost all respondents self-identified their programs as falling into several categories. However, the kinds of civic engagement, along with examples from the region, are listed below. A comparative summary table is also provided. The kinds of civic engagement listed below are categorized primarily by their purpose and form (type of medium or channel) and secondarily by their intensity, duration, and location. Some programs may fall under several types of civic engagement.

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**Types of youth civic engagement**

**Community service and volunteering:**
1) **Formal, long-term service:** 20 hours per week of service for three months or longer
2) **Part-time volunteering:** anything less than formal, long-term service but more than two hours per week for two months
3) **Occasional volunteering:** anything less than the above
4) **Service-learning:** a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Young people apply academic skills to solving real-world issues, linking established learning objectives with community needs. This can be either school or non-school based.
5) **International volunteering:** volunteers offer services to communities in countries other than their own

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[14] UNV (October 2006). "Youth Volunteering for Development: Africa in the 21st Century," p. 11. For more information on national youth policies, see Angel, William (2005). "Comparative Analysis of National Youth Policies." Eschborn, Germany: GTZ.

| | |
|---|---|
| 6) | **Mutual aid:** providing assistance and support to others within the same community or social group; the distinction between the volunteer and the beneficiary may be less clear |
| 7) | **Governance:** representation to, and lobbying of, government bodies to monitor government policies, services and programs |
| 8) | **Advocacy and campaigning:** raising public consciousness or working to change legislation |
| 9) | **Youth media:** video, radio, film, newspaper or other form of media production by young people; audience may be other young people or adults |
| 10) | **Social entrepreneurship:** creating innovative solutions to social problems by designing products or offering services |
| 11) | **Leadership training and practice:** mechanisms for learning and exercising leadership skills, including workshops as well as participation in volunteer activities |

**Types of youth civic engagement, key features and examples from the region:**

**1.  Formal, long-term service**

*Examples:*
- Government-sponsored service programs in Fiji, Philippines, Malaysia, Mongolia, and China
- NGO-sponsored programs including Youth Star Cambodia, Village Focus International (Cambodia), NPO program in China, and HJA in Lao PDR

| Pros | Cons |
|---|---|
| - Can involve large numbers of young people<br>- Can contribute to overcoming socio-economic or cultural tensions among different groups of young people<br>- Full-time, intensive nature may have greater impact on skill development<br>- In some cases, has proven to help young people transition to employment and trained professionals to work in certain sectors (for example, in rural regions with NGOs)<br>- Heightens sensibility of young people about communities and regions of the country other than their own | - The obligatory government-sponsored programs may contradict the spirit of "volunteering"<br>- Particularly for the government-run programs, the level of youth participation may be low. This is sometimes less true of the NGO-sponsored programs.<br>- Can be expensive<br>- Government-sponsored programs may become politicized<br>- In some cases, may replace full-time paid jobs in certain sectors |

*Organized by:* Government, NGO

*Other features:*
- Governments often offer national civic service programs as alternatives to obligatory military service (for conscientious objectors or females in some cases)
- Some national service programs target at-risk young people (Fiji and HJA programs, for example), but in many cases (particularly in East Asia and the Pacific), they are offered to university graduates
- Government-sponsored national service programs often focus on infrastructure development (Malaysia) or emergency/disaster response (Fiji). A number of the national service programs included in this mapping exercise focus on awareness building about rural development needs and provision of services to these areas.

**2.  Part-time volunteering**

*Examples:*
Majority of programs found through mapping

| Pros | Cons |
|---|---|
| Less of a time commitment and therefore allows more young people to participate | Because less of a commitment, may have less impact on young people and community |

*Organized by:* IOs, NGOs, MOs, youth clubs and associations

*Other features:*
- Focus of activities is often health, education and environment
- Peer education generally falls under this type of youth civic engagement

### 3. Occasional volunteering

*Examples:*
- Youth camps may have a volunteer component
- National youth or service days may provide mass, one-off volunteer opportunities
- Blood drives and tsunami relief are other examples

| Pros | Cons |
|---|---|
| - May be starting point for more sustained volunteering<br>- Broad impact | Young people often do not have the opportunity to contextualize or follow-up on the activity |

*Organized by:* NGOs (often faith-based), government agencies, youth and mass organizations, schools and individual young people

*Other features:*
- Environmental problems often addressed through clean-up days
- Disaster relief is another common focus

### 4. Service-learning (S-L)

*Examples:*
- Youth Service Cambodia's Environmental Enhancement at Primary Schools project
- WASH program in Indonesia
- Higher education project in the Philippines
- Service-learning Club Program in the Philippines

| Pros | Cons |
|---|---|
| - Can involve large number of young people across a country<br>- Often includes young people from a broad range of socio-economic groups (when implemented at public primary or secondary schools).<br>- When S-L programs involve young children, begin to develop their understanding of civic engagement at an early age<br>- When well designed and executed, helps contextualize civic engagement activities through reflection and integration into curricula | - Often does not target out of school and otherwise marginalized young people (unless through non-formal education).<br>- If S-L program is not accompanied by reflection and integrated into curricula, loses some of its impact.<br>- Because service-learning programs are often mandatory (part of graduation requirement, for example), sense of "volunteerism" may be lost. |

*Organized by:* Schools, higher education institutions (sometimes mandated by the government); some NGOs incorporate S-L elements into their programs; youth clubs and student associations

*Other features:*
- Environment, health and provision of social services are common themes
- Degree of structure often depends on the kind of organization running the program (i.e., school versus youth group)

### 5. International volunteering

*Examples:*
- Voluntary Service Overseas (UK-based)
- Volunteers in Asia (USA-based)

- Australian Youth Ambassadors for Development
- Volunteers for Peace Vietnam
- Peace Corps (USA-based)
- United Nations Volunteers
- Youth Expedition Project in Singapore

| Pros | Cons |
|---|---|
| • Supports cross-cultural understanding<br>• Can often bring high-level, critical skills to a country | • Expensive (and therefore sometimes exclusionary)<br>• Sometimes criticized for bringing more value to the international volunteer than to the local counterpart organization or beneficiary group |

*Organized by:* NGOs, IOs, government

*Other features:*
- Long-term programs like Peace Corps or short-term programs like tsunami relief or international work camps
- Often longer-term programs are offered only to university graduates
- English-language training and teaching in general, emergency relief, and agricultural and community development are common programming areas
- Some international volunteer programs are transnational (Village XChange of Voluntary Service Overseas, for example), in which participants volunteer in a host country as well as their home country

## 6. Mutual aid

*Examples:*
- Neighborhood public safety campaigns
- In some traditional communities, members of the community help other members in need
- The HJA program in Lao PDR may also be defined as mutual aid since rural young people are recruited to volunteer in their own communities

| Pros | Cons |
|---|---|
| • Informality can be considered either a strength (adaptability) or a weakness (lack of structure, which hinders effectiveness)<br>• Potential to reach more local and disadvantaged young people<br>• Preserves traditional forms of "volunteering" in some communities<br>• Can promote stronger ties within a community | • Informality can be considered either a strength (adaptability) or a weakness (lack of structure, which hinders effectiveness)<br>• Does not promote understanding of, or meeting, the needs of other social groups, communities, etc.<br>• May generate bonding versus bridging social capital |

*Organized by:* Community and youth groups; NGOs (particularly faith-based)

## 7. Governance

*Examples:*
- Fiji's National Youth Advisory Board, Provincial Youth Forum, and National Youth Parliament
- Philippines' National Youth Council
- Singapore's National Youth Council
- Asian Youth Council (regional)

| Pros | Cons |
|---|---|
| • Provides young people with hands-on experience in political processes and how governments function<br>• Can allow young people to give direct input and feedback to government authorities about their needs and interests | • In some cases, young people's participation in government processes has been mere tokenism as opposed to real participation<br>• Young people participating in governance bodies can be more easily influenced or manipulated by adult politicians or bureaucrats |

| | |
|---|---|
| • In some cases, young people may also make decisions about programming options and budgets<br>• Gives young people a sense of enfranchisement | • Participants are sometimes not representative of their peers or may be hand-picked by government officials rather than elected by other young people<br>• Mechanisms for participation are time-consuming and hard to navigate in some instances |

*Organized by*: Governments, sometimes with the support of international organizations; NGOs and CSOs (civil society organizations).

*Features:*
- The GYAN study identifies six ways youth bodies influence government decision-making processes: direct, beneficiary, umbrella, insider, multi-stakeholder and informal consultative.[15]
- Youth participation in governance may overlap with, or be supported by, several other kinds of youth programs, such as advocacy and campaigning, youth media, and youth civic education, among others.
- Young people may participate in governance activities at the local, national, regional and international levels.

## 8. Advocacy and campaigning

*Examples:*
- Coalition for Road Safety Campaign in Cambodia
- YACA (Youth against Corruption Association)

| Pros | Cons |
|---|---|
| • Can mobilize and reach large numbers of young people<br>• Potential for strong, direct impact | • Often issue-based and, therefore, potentially shorter-term and less sustainable<br>• Possibility of young people being manipulated by adults to advocate for a particular issue (particularly in the run-up to an election) |

*Organized by:* IOs; MOs; umbrella organizations and international networks; NGOs; and youth clubs, associations, and movements (formal and non-formal)

*Other features:*
Issues in the Asia-Pacific region often focus on democracy and participation as well as human rights, anti-trafficking, and health and environmental concerns.

## 9. Youth media

*Examples:*
- Yu Tok Radio, PNG
- KNN, Philippines
- Youth Today and Equal Access, Cambodia

| Pros | Cons |
|---|---|
| • Contribute to positive perceptions of young people in society<br>• Potential for messages to reach wide audience<br>• Excellent training for direct beneficiaries in current events as well as news production techniques and other "soft" skills that can increase employability<br>• High level of replicability in other national and international contexts | • The effect of youth media may be less tangible, direct or immediate<br>• Directly involves a limited number of young people in most cases<br>• Requires at least a minimal level of infrastructure |

*Organized by:* IOs, NGOs

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[15] Davila-Ortega, Luis and Emily Freeburg (2006). *Youth, Democratic Governance, and the MDGs Report in Asia and the Pacific*. Presented to UNDP Regional Center in Bangkok. Global Youth Action Network (GYAN), p. 5.

***Other features***:
Youth media includes television journalism, radio programming, print media, and the Internet.
Blogging and social networking sites are particularly popular forms of youth media.


## 10. <u>Social entrepreneurship</u>

***Examples:***
- Ashoka, Thailand
- Youth Works, Philippines
- Youth Changemakers Scheme, Philippines

| *Pros* | *Cons* |
| --- | --- |
| • High level of youth participation and control<br>• Programs can often be scaled up into larger service programs with a greater number of beneficiaries | • Expensive<br>• Limited numbers of participants<br>• Exclusive |

***Organized by:*** NGOs, IOs, government programs offering small grants, individual young people

***Other features:***
Longer-term programs with larger grants are often designed for older young people with higher-levels of training and knowledge. Some shorter-term programs with smaller grants are available to younger young people who may have lower-level knowledge and skills.


## 11. <u>Leadership training and practice</u>

***Examples:***
- Youth camps with a leadership component
- Many of the other kinds of civic engagement programs include a focus on developing leadership skills
- Youth conferences and summits
- Halogen Foundation in Singapore is an example of a comprehensive leadership program

| *Pros* | *Cons* |
| --- | --- |
| • Training of trainers model can reach broader number of young people<br>• Leadership is a key life skill that can be used throughout young person's life | • In some cases, these are one-time conferences or events that can be high cost with little follow-up<br>• Often targeted to young people that are already high-achievers and part of the "system" |

***Organized by:*** Private foundations as part of CSR portfolio; government (Kiribati, for example); schools; MOs may sponsor leadership programs, but to train young people to become good party members; NGOs; IOs

# Comparative summary table of types of youth civic engagement

| Type | Main purposes | Duration | Roles of young people | Degree of young people's influence over decisions regarding civic engagement | Numbers and level of inclusion | Age | Costs per young person | Organizers | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Government | NGO | YO & MO | Schools | IO | YP |
| **Community service and volunteering** | | | | | | | | | | | | | |
| 1. Formal, long-term service | Social | 20 hrs/wk for 3 months or more | Volunteer, manager or leader, program designer or implementer | Low to high | Many – In some instances, restricted by gender or only available to university graduates | 15+ | Medium to high | X | X | | | | |
| 2. Part-time volunteering | Social | Anything less than above, but more than 2 hrs/wk for 2 months | Volunteer, peer educator or counselor, mentor, program designer or implementer | Low to high | Many – All | 15+ | Medium | | X | X | | X | |
| 3. Occasional volunteering | Social, religious | Anything less than above | Volunteer | Low to medium | Many – All | 10+ | Low | X | X | X | X | | X |
| 4. Service-learning | Educational | Medium-term | Volunteer, student | Medium | Many – Often limited to students | 12+ | Low to medium | | X | X | X | | |
| 5. International volunteering | Social, cultural | Ranging from short- to long-term | Volunteer, manager or leader, program designer or implementer, peer educator or counselor, mentor | Low to high | Few -- Often limited to older young people with higher levels of education and resources | 18+ | High | X | X | | | X | |
| 6. Mutual aid | Social, religious | Ranging from short-term to ongoing and occasional | Volunteer, providing assistance | Low to medium | Depends on size of community or social group. Limited to members of that group. | 10+ | Low | | X | X | | | |
| **7. Advocacy and campaigning** | Political | Short- to medium-term | Activist and advocate, volunteer | Low to medium | Few – many | 14+ | Low to medium | | X | X | | X | |
| **8. Governance** | Political | Medium-term | Policy analyst and developer, member, advisory board member | Low to high | Few – Generally elected by peers or hand-picked by adults | 14+ | Medium to high | X | X | | | X | |
| **9. Youth media** | Social, cultural, political | Medium-term | Reporter, media designer | Medium to high | Few – For young people who are articulate and good communicators | 12+ | Medium to high | | X | | | X | |
| **10. Social entrepreneurship** | Social | Medium- to long-term | Program designer and implementer | High | Few – Participants tend to be older, educated and often privileged | 14+ | High | X | X | | | X | X |
| **11. Youth leadership** | Social, political | Short- to medium-term | Conference participant, volunteer, member, advisory board member | Low to medium | Few – Older young people who demonstrate leadership characteristics | 17+ | Medium to high | X | X | X | X | X | |

As demonstrated by this typology, a wide variety of youth civic engagement programs are operating in the region with different strengths and weaknesses. There is no single "best" form of youth civic engagement. Successful programming depends on finding the most appropriate match among the program's goals, target participant population, mission and structure of the executing organization, and available resources. It is also necessary to consider other contextual factors, such as policy environments and cultural contexts when designing programs. Please see Appendix A for a list of general recommendations for effective youth civic engagement program and policy design.

While there is no single "best" form of youth civic engagement, there are certain cautions that should be considered, or pitfalls to be avoided, regarding youth civic engagement:

- First, critical success factors for youth civic engagement and participation include good governance (an effective, transparent, participatory and accountable government) and a drive for democracy,[16] as well as independent and organized civil societies. In countries where these conditions are not optimal, civic engagement programs supported by mass organizations, political parties, governments or government-organized NGOs (GONGOs) may be designed to be recruiting grounds for party members rather than to empower young people to develop their societies. In other words, these programs may promote conformity as opposed to creating an enabling environment for young people's creative, critical and democratic development.
- Second, while government-run youth service programs have the potential to reach large numbers of young people and to address critical community needs, if they are not well designed and executed, they may serve as sources of cheap labor to carry out government projects. They may also be viewed by many of the young people involved as obligatory national service rather than an opportunity to serve communities and to learn valuable skills in the process.
- Third, some of the highest impact programs with the greatest potential for youth participation are expensive, exclusionary and limited in scale, such as some international service and social entrepreneur programs. A balance must be struck between cost, inclusion and impact. Projects run through youth clubs, for example, can be low-cost and inclusive with the potential to address important community and youth needs.

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[16] UNV (October 2006). "Youth Volunteering for Development: Africa in the 21st Century," p. 3.

- Finally, many youth civic engagement programs—particularly NGO-sponsored ones—face challenges relating to sustainability, coordination, and scale and impact.

International organizations, governments and other stakeholders, should focus on promoting the development of a continuum of civic engagement opportunities (with the necessary skills for effective participation) to enable the broadest possible range of young people to participate based on their individual and collective interests, needs, and development stages. In addition, these opportunities should be empowering, supporting real youth participation and skill-building as opposed to meeting the goals and needs of particular interest groups.

## 4. Institutions supporting youth civic engagement in East Asia and the Pacific

Following are brief summaries of the main types of institutions supporting youth civic engagement in East Asia and the Pacific.

**Governments:** All governments included in this study are supporting youth civic engagement to some extent through policies, programs or both. However, their effectiveness and level of youth empowerment vary greatly. Government supports for youth civic engagement include:

- establishing youth ministries (or equivalent official government agencies);
- forming youth bodies such as councils, parliaments, advisory boards, commissions, or forums;
- appointing youth representatives to other government bodies;
- creating youth policies, acts or constitutional articles, or policies supporting youth participation and civic engagement specifically (see table below);
- incorporating youth perspectives and foci into other sectoral or national policies and strategies;
- creating a positive legislative environment for civil society and volunteering;
- signing and enforcing related international conventions (like the Convention on the Rights of the Child);
- creating school-based community service requirements or mandatory curricula relating to youth civic engagement;
- establishing government-sponsored and government-run programs; and
- funding non-governmental or school-based programs.

Government-run programs range from formal, long-term service to leadership and peer education programs. Governments are particularly well placed to mobilize large numbers of young people from both rural and urban areas as well as to establish cross-sector partnerships to address the most pressing local and national challenges. Governments may also achieve high visibility for programs. Well-designed and implemented policies can have significant, lasting impacts across a country. Challenges governments commonly face in this area include:

- ensuring real opportunities for young people to express their views and to influence decisions in these processes and programs as opposed to token representation;
- striking a balance between achieving national priorities and decentralizing policies and programs to respond to local needs and to ensure local youth participation;
- financing policies and programs over the medium- and long-term;
- maintaining policies and programs despite changes in government; and
- achieving broad-based government support for policies and programs and inter-ministerial cooperation for their design and implementation.

Programs that aim to create nationalist sentiment among young people or those that use young people as a source of cheap labor to carry out public works should be avoided.

**Government policies**

| Countries with a current, approved National Youth Policy | Countries with National Youth Policies that specifically support civic engagement | Countries with stand-alone policies supporting youth civic engagement and participation |
|---|---|---|
| China | China | |
| Fiji | | |
| Indonesia | Indonesia | |
| Malaysia | | |
| | | Mongolia |

| | | |
|---|---|---|
| Papua New Guinea | | |
| Philippines | Philippines | Philippines |
| Singapore | | |
| Thailand | Thailand | |
| Timor-Leste | Timor-Leste | |
| Vietnam | | |

**Youth organizations:**  Youth organizations operating in the region include student associations, youth clubs, mass youth organizations (youth unions, federations and pioneer movements), youth councils (local, national and regional councils like the Asia Youth Council and the Pacific Youth Council), and Scouts associations. Youth for a Sustainable Future Pacifika is an important youth advocacy, research and information network in the Pacific, which also provides funds for youth initiatives, supports a regional youth media project, and consults with international organizations on youth issues. Youth organizations can be effective in supporting large numbers of young people to work on important local and global issues. Youth clubs are a particularly replicable model for structuring decentralized, low-cost and inclusive youth civic engagement programs.

**Local NGOs:**  Many local NGOs are supporting youth civic engagement activities in the region. While local NGOs may be better able (than international NGOs) to understand the context for youth civic engagement in each country—informing program priorities and strategies for mobilizing young people—they are often under-resourced. Other challenges for local NGOs include unsupportive policy environments in some countries as well as logistical and financial constraints for networking with other stakeholders to share program information and good practices.

**Faith-based organizations:**  Faith-based organizations play a particularly important role in supporting youth civic engagement in the Pacific, given the lack of alternatives for youth participation there. Faith-based organizations in the Pacific are overwhelmingly Christian and tend to be relatively conservative. Other countries in which faith-based organizations are particularly active in promoting youth activities and participation include the Philippines, which is predominantly Roman Catholic, and Indonesia, which is majority Muslim. Faith-based organizations are able to mobilize young people at the local level and may also tap into national and international networks for larger events, campaigns or projects. At the local level, they may be able to generate community-wide participation and support for youth activities, especially in countries where people trust religious organizations to a large extent. However, faith-based organizations may incorporate religious doctrine into activities, which may dissuade some young people from participating or exclude young people who are members of other religions. In some cases, their structures and the activities they support may also be rather top-down.

**Schools and universities:**  In various countries included in this study (China, Philippines, Malaysia, Mongolia, Singapore and Thailand), primary and secondary schools as well as universities and technical colleges are increasingly incorporating service-learning, civic education and youth participation into classroom-based and extra-curricular activities. Universities are also conducting research on youth needs, attitudes, and forms of participation. In some cases, the impetus for these activities comes from teachers and administrators; in other cases, governments, international organizations or young people themselves are the driving forces. Generally, school-based programs are relatively inexpensive and able to mobilize large numbers of young people; however, they often do not reach those young people who are most at-risk, including school leavers or those who do not go on to secondary or higher education. Additionally, some question whether obligatory service-learning programs can be considered a form of volunteerism.

**International volunteer agencies:** Two important international volunteer-sending agencies operating in Asia-Pacific are the Peace Corps (a United States government program) and United Nations Volunteers (UNV). While volunteers participating in these programs may not exclusively be young people and are generally not from the countries where they serve, in many instances they are developing youth civic engagement programming at the community level. Peace Corps is particularly interested in developing service-learning programs for local young people. UNV is engaging local young people in community development programs in many of the countries where it operates through its national volunteer program (NUNV). Village Xchange (Voluntary Service Overseas) is based in the UK, but operates reciprocal volunteer programs in Cambodia, China, Indonesia, Mongolia, Philippines, Thailand, Vanuatu, and Vietnam, where young people from the UK and Asia-Pacific serve in both their home country and the host country. Other international volunteer agencies operating in the region include Volunteers for Peace Vietnam, which organizes international volunteer work camps and volunteer clubs, Australian Youth Ambassadors for Development, and Youth Challenge International, which integrates international and national youth volunteers to work on community projects in Vanuatu. Organizations based in China and Singapore also send young volunteers from these countries abroad. International volunteer programs, particularly those that are longer-term, can have strong impacts on both the communities being served and the volunteers, including promoting cross-cultural understanding. However, as previously mentioned, these programs are often high-cost and exclusionary (limited to university graduates, for example). For these reasons, it is particularly important that they involve local, disadvantaged young people in projects, as several of the organizations mentioned above are doing.

**Other international agencies** identified through the mapping exercise that are supporting youth civic engagement in East Asia and the Pacific include UNICEF, UNFPA, UNDP, UNESCO, UNESCAP, Village Focus International, the International Red Cross and Red Crescent Federation, Save the Children Australia, the Open Society Institute, World Vision, Plan International, Ashoka, the International Youth Foundation, Transparency International, the Secretariat of the Pacific Community (Youth Development Bureau), and Oxfam. In addition, the Commonwealth Youth Programme, which includes Malaysia and Singapore in Asia and 14 countries in the Pacific, provides small grants to innovative youth programs, supports a regional youth caucus in the Pacific and the creation of a regional volunteer network in Asia, and partners with youth ministries, youth councils and other stakeholders to design and implement effective youth policies and programs.[17] The World Bank is also supporting youth civic engagement in Cambodia, China, Indonesia, Papua New Guinea, Singapore, Timor-Leste and Vietnam. Activities include volunteer training, peer health education, youth media, small grants, essay competitions, regional youth dialogues, national youth policy seminars and youth policy development, and *World Development Report 2007* consultations with young people. The Bank is also working to create a regional youth strategy to consolidate experiences and good practices from the different country offices.

International organizations are often better able than local NGOs to mobilize more sustained resources and to participate in relevant international networks. In some cases, they may also have better access to government officials and may be able to work around restrictive legislative environments for civil society organizations. Challenges for international organizations include shifting priorities of their headquarters and local governments, understanding the local contexts of each of the countries in which they operate, and sharing information within large and sometimes bureaucratic organizations.

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[17] http://www.cypasia.org

**Corporations:** Very few corporations were identified through the mapping exercise as supporting youth civic engagement in East Asia and the Pacific.[18] Corporations rarely run social projects directly, but rather invest resources in other organizations to carry out projects. They are often able to mobilize significant funds, but may have less direct control over program goals, structures and outcomes. In some cases, corporations may support projects to increase the human capital of potential future employees, such as youth education or leadership projects in communities from which corporations draw their work forces. In some countries (Indonesia, for example), governments tax corporations and contribute these funds to youth programs.

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[18] Some of the projects identified through the mapping may receive corporate funding, even if they didn't specify this as one of their funding sources in the questionnaires.

**Summary Table:**

| Type of institution | Strengths | Challenges |
|---|---|---|
| **Governments** | • Ability to mobilize large numbers of young people on a national scale<br>• Ability to form cross-sector partnerships to address critical local and national needs<br>• Access to national and international funds<br>• Ability to mobilize media for program and policy visibility | • Ability to finance programs over the medium- and long-term<br>• Maintaining continuity of programs and policies despite changes in government<br>• Achieving cross-sector and multi-party support for policies and programs<br>• Ensuring youth voice and local participation<br>• Coordination of programs on a national scale |
| **Youth Organizations** | • Often have wide networks<br>• May have decentralized, low-cost and replicable operating structures<br>• In some cases, provide opportunities for youth leadership and empowerment | • In some cases, mass organizations aim to create good party members rather than to empower young people<br>• Difficulty accessing resources |
| **Local NGOs** | • Understanding local contexts and youth needs<br>• Often empower young people to a greater extent than other kinds of institutions | • Difficulty accessing sustained funding<br>• Limited impact due to narrow focus of projects, limited geographical scope, fewer participants, and limited funding<br>• Constrained by government regulations and policy environments<br>• Difficulty of networking with other stakeholders due to financial and logistical constraints |
| **Faith-based organizations** | • Often have extensive local, national and international networks<br>• Generate confidence among both young people and adults | • In some cases, exclude young people who are not members of a particular faith (bonding rather than bridging social capital)<br>• In some cases, structures are top-down |
| **Schools and universities** | • Access to large numbers of young people<br>• Access to resources and infrastructure to carry out programs and research<br>• Large-scale programs are often lower cost per participant | • Limited to those young people who are in-school (and in the case of universities, those who can access higher education)<br>• Obligatory nature of some programs undermines sense of volunteerism |
| **International volunteer agencies** | • Programs may generate bridging social capital (cross-cultural understanding)<br>• Longer-term programs often have high impact both on participants and communities | • Often higher cost per participant<br>• Exclusionary due to costs or requirements<br>• In some cases, most significant benefits are gained by the international volunteer rather than the local community<br>• May have more limited understanding of local needs and culture |
| **Other international agencies or organizations** | • Access to resources and decision-makers<br>• In some cases, better able to negotiate certain government restrictions<br>• Ability to network with governments, local organizations and other international agencies to promote cross-sector programming and to share lessons learned<br>• Access to media for program visibility | • May be bureaucratic<br>• Shifting organizational and government priorities |
| **Corporations** | • Access to resources and decision-makers | • In some cases, primary goal may be to improve a company's bottom line and secondarily to have a positive impact on the community<br>• Often less direct control over programs<br>• In some cases, may be removed from local realities |

## 5. Typology of countries and youth civic engagement

To contextualize the individual country summaries that follow, we have attempted to classify the 16 countries included in this study according to the characteristics of their governments (political systems) and civil societies as well as to summarize the state of youth civic engagement for each category. Governments and civil societies can be defined along a spectrum where weak and strong are on opposite ends and democratizing or emerging mark the middle. In many cases, there is a correlation between strong governments and weak civil societies. A strong government may be highly effective at defining and implementing policies, delivering social services, and limiting corruption, but may restrict participation of individuals and civil society organizations in national affairs. In other words, a strong state does not necessarily embody good governance, which requires that governments not only be efficient and effective, but that they also facilitate participation and are accountable to citizens, among other factors. Please see the table at the beginning of Chapter 7 for indicators of government effectiveness and voice and accountability in each country. Aside from responses to the mapping study and the focus groups with young people, this section draws on the civil society index work of CIVICUS and on the World Bank's work on world governance indicators.

It also important to distinguish between strong civil societies and strong communities. Strong communities, such as the traditional communities based on kinship ties in the Pacific Island countries, generate bonding social capital. Often, these communities are also the main social service providers because governments tend to be relatively weak, especially in remote rural areas. Strong civil societies, on the other hand, can generate bridging social capital and, depending on the receptivity of the government, linking social capital. Having a strong—or vibrant, organized and independent—civil society implies that citizens of different backgrounds work together to express their needs, exercise their rights and improve their communities in dialogue and cooperation with the state. The ideal scenario is for countries to be characterized by both good governance and strong civil societies.

Please note that this typology is general and based on limited criteria. It does not reflect the socio-economic differences among countries, for example. Moreover, youth civic engagement programming and policies in each country are much more complex than revealed by this typology.

**Strong states—weak civil society:** Included in this category are China, Vietnam and, to a lesser extent, Lao PDR. Many youth civic engagement activities in these countries are sponsored by the government, government-organized NGOs, or mass organizations, sometimes in cooperation with international organizations. These programs are able to mobilize large numbers of young people across each country and tend to focus on issues that are not politically sensitive. While not necessarily mandatory, there is often explicit and implicit pressure to participate in activities to show national pride or to be perceived as a good citizen and party member. These activities may support youth performance and conformity more than real participation and transformation. They may, however, help meet critical community development needs and involve a variety of young people from both rural and urban areas.

| *Challenges to youth civic engagement* | *Supports for youth civic engagement* |
|---|---|
| • Restrictive policy environment for civil society organizations | • Positive association between volunteerism and nationalism |
| • Low levels of voice and accountability | • Increasing government recognition of youth needs and benefits of civic engagement |
| • Young people are expected to be obedient | |
| • Emphasis on youth performance and conformity more than real participation and transformation | • Organizations supporting youth civic engagement have well-developed and far-reaching networks, enabling them to involve many young people |
| • Lack of understanding about the potential benefits of volunteering for the participants because the | • Increasing openness to other cultures and |

| Challenges (continued) | Supports (continued) |
|---|---|
| State emphasizes the value of volunteering for the nation | cooperative relationships with international organizations |
| • Pressure to focus on studies and career more than extra-curricular activities | |

**Strong states with democratic openings—emerging civil society:** Included in this category are Singapore, Malaysia and Indonesia, which have traditions of authoritarian governments, although they are becoming more democratic. Authoritarian culture and ethnic and religious differences influence youth civic engagement in these countries, particularly in Malaysia and Indonesia. Youth civic engagement is often promoted through the formal education system in these countries.

| *Challenges to youth civic engagement* | *Supports for youth civic engagement* |
|---|---|
| • Government centralization, bureaucracy and corruption (Indonesia)<br>• Youth violence affects adult perceptions of young people and may also indicate that there are few positive channels for young people to exercise their rights and express themselves (Indonesia)<br>• Authoritarian culture: young people are taught to be obedient and subservient; embedded in Malaysia's national service program, for example<br>• Low levels of bridging social capital among different ethnic groups<br>• Youth perception that the government hasn't done anything for them (like providing employment opportunities), so why should they "give back" to society (Indonesia)<br>• Perception that boys have more rights to participate than girls (Indonesia)<br>• Lack of knowledge among young people about opportunities for civic engagement (Singapore) | • Government policies and programs for young people and youth civic engagement<br>• Youth civic engagement increasingly integrated into school curricula<br>• Greater income levels allow more time for leisure activities and more funding for youth civic engagement activities<br>• High levels of confidence in Muslim religious organizations may mean that young people are more likely to participate in civic engagement activities organized by religious organizations (Indonesia) |

**Democratizing states—emerging civil society**: Included in this category are Mongolia and Cambodia, former socialist countries where formal democratic political systems have been established, but where political decisions are often controlled by interest groups. Civic engagement activities in these countries target issues directly related to their democratic transitions: in Mongolia, many activities focus on teaching skills for participation and civic education. In Cambodia, a number of programs focus on human rights, corruption and youth participation. In both countries, there is a wide variety of civil society organizations supporting youth civic engagement. Cambodia also has a number of youth-led organizations. The former communist youth organization in Mongolia almost disappeared during the democratic transition, but has recently reinitiated activities at the grassroots level in some provinces.

| *Challenges to youth civic engagement* | *Supports for youth civic engagement* |
|---|---|
| • Youth civic engagement activities addressing sensitive political issues may be dangerous because they may lead to reprisals from dominant political groups (Cambodia)<br>• Low levels of voice and accountability as well as government effectiveness, combined with high levels of corruption (Cambodia)<br>• Increasing levels of youth crime and violence (Cambodia)<br>• Perception that boys have more rights to participate than girls (Cambodia)<br>• Lack of democratic tradition means that young people have less knowledge about, and tools for, | • Decentralization may allow greater youth participation at the local level (Cambodia)<br>• Traditions of mutual assistance and volunteering<br>• Strong support from international organizations<br>• Increasing government recognition of youth needs and benefits of volunteerism and participation |

| | |
|---|---|
| participation<br>• Lack of information about, as well as infrastructure and resources for, youth civic engagement activities, particularly in rural areas<br>• Migration (Cambodia)<br>• Weak education system (Cambodia)<br>• Hierarchical society<br>• Restrictive policy environment for civil society organizations | |

**Weak states—strong community and faith-based institutions:**  Included in this category are Kiribati, Vanuatu, the Solomon Islands, Fiji (the Pacific Island countries), Papua New Guinea and Timor-Leste. Among the common challenges to youth civic engagement in these countries are weak government institutions and particularly weak youth ministries; lack of effective youth policies, councils and other official mechanisms for youth participation; lack of funds for youth activities; support for the authority of elders among traditional cultures; negative influences of drugs, alcohol and violence; pressures to find livelihood opportunities; and communication and language barriers. Many youth civic engagement programs in these countries—both governmental and non-governmental—focus on life skills development through peer education and other methods, thereby helping young people effectively face the multiple challenges confronting them. Mutual aid is also a common feature of traditional community life in many of these countries and potentially a base for broadening civic engagement beyond communities. Faith-based organizations play an important role in supporting youth civic engagement activities, as do international organizations. There are relatively more youth-initiated and -led organizations in these countries than in East Asia, but they tend to be small-scale and face constant funding challenges.

| *Challenges to youth civic engagement* | *Supports for youth civic engagement* |
|---|---|
| • Weak government institutions<br>• Lack of effective youth ministries, policies and bodies<br>• Lack of mechanisms and resources for youth civic engagement policy and program implementation<br>• Vast geographical distances combined with lack of infrastructure and transportation<br>• Youth violence and crime undermine efforts to mobilize young people<br>• Youth drug and alcohol use<br>• Language and communication barriers in some countries<br>• Weak education systems<br>• Weak economies<br>• Lack of employment opportunities and pressure to find employment<br>• Traditional cultures' support for the authority of elders<br>• Lack of parental support and role models<br>• Girls seen as having less rights to participate than boys<br>• Large numbers of young people compared to limited available resources<br>• Low levels of bridging social capital<br>• Lack of positive media portrayals of young people | • Faith-based and community institutions<br>• International organizations and regional bodies<br>• Traditional cultures' support for mutual aid and community and associational life (bonding social capital)<br>• Increasing government recognition of youth needs (particularly those of at-risk young people) and benefits of volunteerism<br>• Government interest in reviewing youth policies and strengthening youth bodies |

**Democratizing states—strong civil society:**  Included in this category are the Philippines and Thailand, two countries that have decentralized government support for youth civic engagement, including policies, programs and youth bodies. Youth participation is also integrated into school curricula. Youth civic engagement programs in both countries address a wide variety of issues and are run by multiple kinds of organizations, including youth-led

organizations (particularly in the Philippines). Social entrepreneurship, which affords young people a high degree of control over projects, is a relatively common form of youth civic engagement in these two countries.

| *Challenges to youth civic engagement* | *Supports for youth civic engagement* |
|---|---|
| • Decreasing government funding for youth civic engagement activities (Philippines)<br>• Inefficiency and corruption of National Youth Council (Philippines)<br>• Weak economy (Philippines)<br>• Weak education system (Philippines)<br>• High levels of youth unemployment and migration (Philippines)<br>• Gender inequalities<br>• Difficult for young people to balance studies, responsibilities at home and participation in youth civic engagement activities<br>• Financial cost of participating in activities<br>• Distance of activities from home<br>• In some cases, lack of parental support for participation<br>• Lack of information about programming options<br>• Negative or mixed media portrayals of young people | • Government decentralization allowing greater youth participation at the local level<br>• Significant government support for youth civic engagement<br>• Support for youth civic engagement within the formal education system<br>• Adult role models and collaborative youth-adult relationships<br>• Religious support for youth civic engagement<br>• Helping others is valued in local culture<br>• University support for youth civic engagement |

## 6. Overview of mapping results

**Program goals and types:** We identified a number of commonalities in the region in relation to youth civic engagement programs. For example, almost universally, a primary program goal is life skills development among participants.[19] Most programs also self-identified themselves as representing or including a wide array of types of civic engagement. For example, individual programs defined themselves as being volunteer, service-learning, youth media, advocacy, youth leadership, and mutual aid programs.

**Program areas:** Programs also listed a wide variety of areas of civic engagement. These included youth violence prevention and community safety, peace building, environmental protection, fighting corruption, rural development and regional integration, promoting gender equality, fighting disease, democracy-building, emergency and disaster response and preparedness, human rights, education, governance, community-building, employment generation, reducing prejudice, and overcoming socio-economic divides, among others. This diversity in both the types and areas of youth civic engagement programming may indicate that youth participation is increasingly recognized in the region as a key program component and strategy for addressing a wide variety of community and youth needs.

**Involvement and control by young people:** Other commonalities among programs in the region include attempting to integrate and provide services to rural areas. However, young people from remote regions are generally not the program participants, but rather the beneficiaries. Additionally, young people seem to be taking on a wide range of roles in the organizations, but there was a lack of clarity about their levels of control over decisions as well as specific mechanisms for ensuring their involvement in decisions. With the exception of the Philippines and increasingly Cambodia, youth-initiated and -run organizations are not very common in East Asia. In the Pacific they are more common, but tend to be locally-based associations with limited resources.

**Incentives:** Common incentives for youth engagement included certificates, skill development and training, compensation (for expenses incurred), and awards. To a lesser extent, funds for projects, stipends, preferential job placement, and national and international travel opportunities were also common incentives.

**Sex:** Most programs responded that there was no variation in program participation based on sex, and many programs stated that they promote gender equality. One exception is the Fiji Volunteer Corps, which is 25 percent female and 75 percent male, with about 200 participants annually. The context questionnaires and focus groups, however, revealed that in many countries in the region (Kiribati, Indonesia, Lao PDR, Philippines, Timor-Leste, and Vanuatu), females are limited in their participation because of cultural perceptions that it is dangerous for them to participate (traveling to volunteer sites, for example) or that males have more rights to participate in civic activities than females. In a few countries (Singapore and Vietnam), questionnaire and focus group respondents noted that female participation may be higher because males are expected to spend more time working or studying.

**Age:** In terms of age, most of the programs focused on older young people (15-24), as opposed to the 10 to 14 age group. This is a significant deficiency, given that children have been shown to begin learning citizenship skills from a very early age. In some countries children as young as eight years have become social entrepreneurs, and 10-year-olds have taken on leadership roles (UNICEF 2007).

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[19] The questionnaire defined life skills as including: creative thinking, critical thinking, decision-making and problem solving, self-confidence, communication and interpersonal skills, conflict management, cooperation and teamwork, managing one's emotions, contribution (civic values), empathetic skills, respect, and responsibility.

**Organizers:** National youth commissions are active in many countries in the region and promote youth civic engagement activities. Other national and regional youth umbrella organizations are also prevalent and important. There is a high incidence of partnerships among local NGOs, international organizations, governments, and mass youth organizations. In many instances, the central convening actors seem to be the international organizations. In others, mass youth organizations (such as the Vietnam Youth Union) play this role. For more details on the institutions supporting youth civic engagement in the region, refer to chapter 4.

**Challenges:** A common challenge to wider adoption of youth civic engagement programs is the significant lack of research on the impact of these programs and program evaluations in general. Another recurring challenge is the duplication of efforts among both non-governmental and governmental organizations—in other words, program overlap—and the need for more coordinating bodies. Other country-specific challenges are presented in the following summaries.

## 7. Country summaries

The following section presents an overview of the key factors that shape the context for youth civic engagement in each of the 16 countries included in the study as well as relevant information about programming. The key factors are grouped into the following categories: government and policies; socio-economic context; cultural context; and perceptions of society towards young people and of young people about their roles in society. Dynamism (versus stability or stagnation) in each of these areas also has an important effect on youth civic engagement.

Government characteristics and policies that affect youth civic engagement include the stability, credibility, and openness of the government; the political system; the degree of centralization; policies relating to young people, volunteerism, participation, and civil society in general; and the mechanisms and supports for policy implementation.

The socio-economic factors that influence youth civic engagement include population dynamics (large youth cohorts, for example, that may strain government resources or influence youth unemployment levels); the education system (quality and reach); the economy and level of overall development both in rural and urban areas; employment opportunities for young people; relationships among different ethnic groups; social capital within, and among, different groups; and the general level of development of civil society. Concern about the potential for conflict or recent evidence of conflict, particularly involving young people, are also factors.

Cultural factors include family dynamics; gender relations; traditional community structures and beliefs (including towards volunteerism and mutual aid); openness and exposure to outside influences; degree of individualism; and religion.

Perceptions of society towards young people and youth perceptions about their roles in society are influenced by all of the aforementioned factors, and particularly by the power dynamics embedded within cultural factors. Perceptions are also directly influenced by the media and media portrayal of young people in each country. Overall levels of access to information and the quality of this information are also factors.

The context for youth civic engagement in the Pacific Island Countries (PICs) is particularly critical and challenging. The region faces lagging economic growth, large numbers of young people, vast distances and limited infrastructure, high costs of communication and transport, weak education systems, and severe lack of employment and other opportunities for young people.[20] In many countries in the region, government capacity to implement programs is weak, and youth activities are under-funded. Additionally, traditional cultures in which elders hold considerable power and in which young women have even fewer rights than young men present additional challenges. As Joachim Theis states:

*The disenfranchisement of young people in the Pacific is more likely than elsewhere to turn into violence that can destabilize entire nations, as the recent disturbances in the Solomon Islands and Timor-Leste show. This is just one of the many reasons making young people's participation a critical necessity.*[21]

**Socio-economic and governance indicators for the 16 countries included in this study**

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[20] For more information on this topic, see Curtain, Richard (2007). *What to do when jobs are scarce: Promoting young people's livelihoods in Timor-Leste, Papua New Guinea and Pacific Island Countries*. Report commissioned by UNICEF EAPRO.
[21] Theis, Joachim (2007). "Performance, Responsibility and Political Decision-Making: Child and Youth Participation in Southeast Asia, East Asia and the Pacific." *Children, Youth and Environments* 17(1):1-13. Retrieved June 2007 from http://www.colorado.edu/journals/cye, p. 2.

| Country | Voice and Accountability (percentile rank in 2005)[22] | Government effectiveness (percentile rank in 2005)[23] | Corruption Perceptions Index Ratings[24] | Percent of total population living below the national poverty line[25] | Percent of young people aged 10-24 in total population (2005)[26] | Combined primary, secondary and tertiary gross enrollment ratio (percentile)[27] | Percent of unemployed young people ages 15 to 24[28] |
|---|---|---|---|---|---|---|---|
| China | 6.3 | 52.2 | 72 | 10.0 | 24.3 | 69.1 | 3.1 |
| Fiji | 50.7 | 54.5 | NA | 26.0 | 30.8 | 74.8 | 13.1 |
| Indonesia | 40.6 | 37.3 | 143 | 18.0 | 28.3 | 68.2 | 22.0 |
| Kiribati | 72.0 | 34.9 | 84 | NA | 32.6 | NA | 2.4 |
| Lao PDR | 8.2 | 12.0 | 168 | 31.0 | 32.7 | 61.5 | 3.1 |
| Malaysia | 34.3 | 80.4 | 43 | 5.0 | 28.9 | 74.3 | 8.6 |
| Mongolia | 56.0 | 43.5 | 99 | 36.0 | 32.7 | 77.4 | 3.3 |
| PNG | 45.4 | 16.7 | 162 | 37.0 | 31.7 | 40.7 | 13.6 |
| Philippines | 47.8 | 55.5 | 131 | 40.0 | 31.8 | 81.1 | 16.4 |
| Singapore | 38.2 | 99.5 | 4 | NA | 19.6 | 87.3 | 5.2 |
| Solomon Islands | 53.1 | 30.1 | 111 | NA | 35.7 | 47.6 | 46.0 |
| Thailand | 49.3 | 66.0 | 84 | 10.0 | 25.2 | 71.2 | 4.8 |
| Timor-Leste | 51.2 | 14.8 | 123 | 42.0 | 31.4 | 72.0 | NA |
| Vanuatu | 66.2 | 44.5 | 98 | NA | 32.8 | 63.4 | 3.1 |
| Vietnam | 7.7 | 45.0 | 123 | 20.0 | 31.6 | 63.9 | 4.6 |

The table above is designed to help contextualize the individual country profiles and to provide additional information about some of the factors that may influence youth civic engagement in each country. In several countries where voice and accountability are relatively low, government effectiveness is relatively high (for more information see the World Bank's World Governance Indicators). This is true for Malaysia and Singapore, for example. Several of the countries in the Pacific have high levels of voice and accountability, but lower levels of government effectiveness. Cambodia and Lao PDR are weak in both these categories and also have high levels of corruption. Singapore clearly stands out as having an effective government and low levels of corruption. The Solomon Islands and Cambodia have particularly large youth populations, which in the case of the Solomon Islands, is reflected in its high youth unemployment level. The Philippines and Singapore have relatively high school enrollment levels, and Timor-Leste has the greatest number of citizens living below the national poverty line.

Unless otherwise noted, most of the following information was provided by respondents to the national context and program questionnaires and by participants in the focus group discussions. Discrepancies among respondents have either been further researched or

[22] Voice and accountability is defined as the extent to which a country's citizens are able to participate in selecting their government, as well as freedom of expression, freedom of association, and free media. Source: World Bank Institute.
[23] Government effectiveness is defined as the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies. Source: World Bank Institute.
[24] 2007 Transparency International Corruption Perception Index (http://www.infoplease.com/world/statistics/2007-transparency-international-corruption-perceptions.html). The index ranks 180 countries, and some countries are tied.
[25] CIA World Fact Book based on most current national statistics available (https://www.cia.gov/library/publications/the-world-factbook/fields/2046.html, accessed November 2007).
[26] Source: UN Populations Estimates 2004 and Secretariat of Pacific Community (SPC), except Singapore, which was calculated using statistics from the Population Reference Bureau (http://www.prb.org/Countries/Singapore.aspx).
[27] Source: 2007/2008 Human Development Index Ratings (http://hdr.undp.org/en/statistics/).
[28] Note that figures for youth unemployment are often unreliable since they depend on whether there are jobs available to look for and whether young people can afford to spend time looking. Sources: (1) World Bank (2006). *World Development Report 2007*. Washington, DC, USA; (2) Asian Development Bank (May 2006). Basic Statistics, Developing Member Countries; (3) Mongolian National Statistical Office. Annual reports 1990-2005; and (4) United Nations Economic and Social Commission for Asia and the Pacific. *The Millennium Development Goals: Progress in Asia and the Pacific 2007*. Years range from 2001 to 2005.

noted below. There may be gaps in these profiles given limited response rates to the questionnaires and the study's attempt to cover 16 countries.


**Cambodia**

Government and policies:  Since the turn of the millennium, there has been relative stability in Cambodia, although the effects of the Khmer Rouge period are still quite evident. Cambodia is a multi-party democracy under a constitutional monarchy with a relatively decentralized administrative structure, which has allowed greater youth participation at the local level. Yet, as shown in the comparative table, Cambodia still struggles with low levels of voice and accountability as well as effectiveness of basic government services. Widespread corruption has also been identified as a bottleneck for faster socio-economic development.

While there is no official National Youth Policy in Cambodia, the National Youth Policy Net, a civil society movement, is working to develop such a policy, along with a national youth service scheme. The Ministry of Education, Youth and Sports defines youth as young people between 14 and 30 years of age. The government has established youth councils within schools with the aim to help control and avoid youth violence. During the 1980s, volunteerism was recognized as an important tool for rebuilding society; for example, the Mass Youth Organization mobilized students to teach literacy.[29]

Socio-economic context:  Cambodia's population is overwhelmingly youthful: more than 50 percent of the population is younger than 21,[30] and 70 percent is under the age of thirty.[31] Thirty-six percent of the population lives below the poverty line—a figure that is even higher in rural areas.[32] Infrastructure in Cambodia's rural areas is widely lacking and the education system is weak. By the age of 15, less than five percent of children are still in school, and the education system does not adequately prepare children for future employment.[33] There is significant internal and external migration of both young men and women, who have difficulty finding jobs, particularly in rural areas. Young women tend to have fewer opportunities to participate, work and go to school than young men (although young female workers tend to be over-represented in some industries, such as the export-oriented garment sector). All of these factors have contributed to an increase in youth violence, including youth gang activity in both rural and urban areas.

Cultural context:  Cambodia has a long tradition of mutual assistance and self-help centered around the temple (pagoda associations), as well as a hierarchical society and strong notions of patronage. The Khmer Rouge Regime reinforced a sense of passivity among the population, which continues to affect participation in Cambodia in general.[34]

Perceptions:  According to one questionnaire respondent, youth participation in Cambodia in general is weak due to the poor education system, low levels of social capital, and the hierarchical power dynamics between young people and adults.[35] Another respondent had a different perspective, claiming that adults in Cambodia are optimistic about young people's potential contributions to society and that young people are increasingly taking on more

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[29] Mysliwiec, Eva (2005). *Report: Feasibility Study for the Creation of a National Youth Service Program*. Phnom Penh, Cambodia, p. 6.

[30] CIA World Fact Book, Cambodia (https://www.cia.gov/library/publications/the-world-factbook/geos/cb.html), accessed October 2007.

[31] Mysliwiec, Eva (2005). *Report: Feasibility Study for the Creation of a National Youth Service Program*. Phnom Penh, Cambodia, p. 1.

[32] Ibid., p. 16.

[33] Ibid., pp. 17-18. The Education Strategic Plan 2004-2008 is attempting to address these issues.

[34] Ibid., p. 5.

[35] Since the tradition of mutual assistance in Cambodia would suggest high levels of bonding social capital, this questionnaire respondent may be referring to low levels of bridging and linking social capital.

important roles. The focus groups with young people in two provinces of Cambodia showed that adults in general are skeptical of young people's ability to participate, but that adults with higher levels of education may be more supportive of young people's ability to contribute to their communities. Overall community support for youth projects depended on the nature of the project.

One youth participant from the Cambodian focus groups stated, "If we could change one thing, we [would] change [. . .] adults' mind[s] to accept our work. [We would encourage] other young people to join the activity so they understand what [we do in the] project. But [to encourage] other young people to [join] the project, we need more capacity building." When asked about cooperation between young people and adults in Cambodia, another focus group participant said, "Youth have theories; adults have experiences . . . Youth understand about the needs of youth, the methodologies that attract the participation of young people."

There are few media sources portraying young people in positive ways in Cambodia. Young people, particularly in rural areas, also have limited access to information and news sources. Two programs working to combat this situation are Youth Today and Equal Access Cambodia. The Youth Today program, run by Support Children and Young People (SCY) and supported by UNICEF, packages10-minute television segments written, edited and produced by young people on issues relating to their peers. Equal Access Cambodia, also supported by UNICEF among other organizations, airs a nationwide youth radio program focusing on youth civic participation, organizes youth listening and dialogue clubs, and trains youth community reporters.

Programming:  Civic engagement programs in Cambodia, through peer education and other forms of part-time volunteering, youth media, and advocacy and campaigning, among other modalities, target issues such as corruption, mine risk education, youth and gender-based violence, the environment, health, human rights, capacity building for youth associations, and youth participation generally. Many Cambodian NGOs are partnering with international organizations. Several programs are also working directly with community councils. In 2002, there were between 50 and 60 youth-initiated organizations in Cambodia.[36]

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**Youth Star Cambodia** is an example of a promising full-time national youth service program initiated and run by a civil society organization. Youth Star places university graduates in rural areas to work with community-based partners on local development issues for one year. Together, the volunteers and community partners conduct an initial mapping exercise to identify vulnerable members of the community, community assets and community priorities. They then formulate an action plan to address these priorities, focusing on the most vulnerable members of the community and mobilizing community assets. This methodology is designed to empower communities as well as to create lasting collaborative relationships. In general, volunteers dedicate 60 percent of their time to education and youth development and the other 40 percent to the priority issues they identify with the community, which can include employment generation or health, for example.

Youth Star Cambodia has an extensive recruitment and training process and placed 60 volunteers during its first year of operation (2006). It currently runs programs in three provinces and aims to expand to all other provinces in the country. The program cost per participant is USD$3,500 per year. Youth Star's major sources of funding (including in-kind donations) are the Cambodian government and international organizations. While smaller in scale, Fellowship for Youth in Community Development has a similar model to Youth Star's in that it also engages university students (16 per year) in one year of service to a rural community.

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**China**

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[36] Ibid., p. 6.

Government and policies:  China has the fastest-growing economy in the region. It also has the lowest level of voice and accountability of the countries included in this study, but an above average level of government effectiveness. The reforms of the 1990s have provided more support for civil society organizations, but independent umbrella organizations are still prohibited and NGOs must have an official sponsor to register. Many of the 350,000 registered NGOs in China are GONGOs.[37] The government has given some room to NGOs to deliver social services to vulnerable groups. China's National Rural Poverty Alleviation Program, for example, encourages and supports NGO involvement in implementing its strategies.

Through its China Charity Federation, the Ministry of Civil Affairs supports a volunteer program focusing on helping the elderly, community building, and strengthening the non-governmental sector. Also, during a national conference on community development organized by the Ministry of Civil Affairs in October 2007, a suggestion was made to improve and expand volunteering at the neighborhood level, which has helped raise the profile of volunteerism across China. There is no national youth service scheme in China, although the national youth policy supports volunteerism and ten provinces have implemented youth service programs. The Shanghai and Beijing Youth Development Plans support youth participation and establish community service requirements for secondary students.

Socio-economic context:  Rapid economic growth has led to high levels of social inequality in China—particularly between rural and urban areas—as well as significant environmental and health problems, which many of the youth programs identified in this study are trying to address. The high rate of unemployment among university graduates in China actually seems to be a positive factor for youth civic engagement programming because these programs are seen as ways to further train young people before entering the workforce and as a viable "holding" option for these young people to avoid flooding the urban labor market. The Chinese education system is also incorporating civic education as well as more innovative and children-centered teaching methods to promote a more competitive work force, although implementation is still limited.[38]

In general, according to the Civil Society Index's population survey, independent forms of civic engagement in China are still limited (outside of participation in mass organizations), with the exception of informal volunteering for local neighborhood and community activities.[39] Questionnaire respondents estimated the number of active volunteers in China to be between 10 and 20 million at any given time.

Given the size of the country and the youth population, there is much diversity in terms of the support for, and challenges to, youth civic engagement in the different regions in China.

Cultural context:  In China, there may be a positive association between volunteerism and nationalism. Lei Feng is a nationalist hero who is also lauded as having voluntarily supported the development of his community in a number of ways.[40] Events like the Olympics, which are a source of national pride, also mobilize many volunteers. The level or depth of youth participation in many of these activities may be superficial, however, having more to do with performance than with empowerment.[41]

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[37] Ford, Peter (December 6, 2007). "China Cracks down on NGOs." *Christian Science Monitor* (www.csmonitor.com).

[38] Inter-Agency Group on Children's Participation (2007). *Children as Active Citizens: Government commitments and society's obligations for children's civil rights and civic engagement in the East Asia and Pacific Region, A policy and programme guide*. Bangkok, Thailand, pp. 10, 16.

[39] Heinrich, V. Finn (2007). *CIVICUS Global Survey of the State of Civil Society, Volume 1: Country Profiles*. Bloomfield, CT, USA, p. 58.

[40] "The Culture of Service and Volunteering in Chinese Society Today" (country profile for ICP's *Service News Worldwide*).

[41] Youth empowerment can be defined as "the expansion of assets and capabilities of young people to participate in, negotiate with, influence, control and hold accountable the institutions that affect their lives." UNICEF Adolescent Development and Participation Unit, Programme Division (November 2006). *Adolescent Development in East Asia and the Pacific: Realizing Their Potential*. New York, p. 14.

Cultural factors that may inhibit youth civic engagement in China are the pressure on young people to succeed in material ways and to focus on their studies. Alternative forms of education are not valued by parents in general. In addition, Confucian ideology tends to support hierarchy and paternalism as well as an overarching emphasis on the will of the collective. Children and young people are taught to be obedient and subservient to elders.[42]

Programming:  Mass organizations and state umbrella organizations in China, such as the Youth League, mobilize large numbers of volunteers, but the issue of breadth versus depth (or level) of youth participation must be considered. While becoming more diversified, youth civic engagement activities in China tend to avoid addressing politically sensitive issues. For example, activities carried out under the China Young Volunteers Program organized by the Youth League include disaster assistance, environmental cleanup and healthcare delivery. As in Cambodia, there are several youth civic engagement programs in China that aim to address the disparities between the country's urban centers and remote rural areas. The young practitioners' micro-grant project supports mainly university graduates to participate in ten months of full-time service to rural communities through work with local NGOs. China's Go West program, which is government sponsored, is a similar model. While not exclusively targeting university graduates, the Chinese Young Volunteer Association, which is run through the Youth League and Communist Party, also focuses on the rural-urban gap. Although China Central Television supports two youth media programs, there is a general lack of youth media organizations in China.[43]

Volunteering, and particularly youth volunteering, has played an important role in **Hong Kong** in recent years, helping to address some of the changes and needs brought about by its return to Chinese political control in July 1997. For example, there is a civic education and service-learning program designed to promote mutual understanding between Hong Kong and mainland Chinese young people. Hong Kong has also had an impact on volunteering in Guangdong (the closest mainland Chinese province to Hong Kong), both sending volunteers and other resources to Guangdong and influencing the volunteer culture there. Guangdong is now the most active volunteer service region in mainland China.[44]


**Fiji**

General Context:  A parliamentary representative democracy since independence in 1970, Fiji has suffered several military coups and ethnic-related violence. Racial tensions exist between the majority indigenous population and Indo-Fijians, who are descendents of Indian contract laborers brought to the islands by the British in the nineteenth century (and who are denied land titles). Despite these significant challenges, given the indigenous culture's focus on community and associational life, Fiji is characterized by high levels of civic engagement. According to the Civil Society Index population survey, two-thirds of the population is involved in volunteer work, although marginalized groups (people living in rural areas, the poor and those with lower education levels) are highly under-represented in this category due to logistical and financial constraints.[45] Another source consulted during this study, however, had a more skeptical view about the levels of civic engagement in the country. Fiji

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[42] West, Andy, Chen Xue Mei, Zhou Ye, Zhang Chun Na, Chen Qiang (2007). "From Performance to Practice: Changing the Meaning of Child Participation in China." *Children, Youth and Environments* 17(1): 14-32. Retrieved June 2007 from http://www.colorado.edu/journals/cye, p. 19.

[43] Ibid., p. 24.

[44] Information provided by Dr. Yuanzhu Ding, Director of the Research Center for Public Service and Governance at Peking University, via email on December 9, 2007.

[45] The explanation given is that for logistical and financial reasons it is difficult to involve the rural communities in national programs. Heinrich, V. Finn (2007). *CIVICUS Global Survey of the State of Civil Society, Volume 1: Country Profiles*. Bloomfield, CT, USA, p. 126.

has above average levels of government effectiveness and voice and accountability as compared to other countries in East Asia and the Pacific.

Government policies and programs:  The official definition of young people in Fiji is 15 to 30, but according to one questionnaire respondent, the real perception of young people in Fiji is related to behavior. Fiji's National Youth Policy recognizes the need to support skill-building, including life skills, through a variety of formal and non-formal activities, as well as the need to pay particular attention to "at-risk" young people. This policy is embodied, for example, in the school-based "education for life" curriculum and in Fiji's National Service Corps, which is designed to be mobilized during emergencies or natural disasters and targets unemployed young people. Fiji's Youth, Employment Opportunities and Sports Ministry also funds "youth officers," who advise youth groups registered with the Ministry (about 200 annually) and a network of trainers on life skills. In addition, Fiji has a National Youth Advisory Board, which is comprised of ten young people who advise the Minister on youth issues; a Provincial Youth Forum to represent young people, and particularly indigenous young people, from the provinces; and a National Youth Parliament. The Fiji National Youth Council was dissolved in the early 1990s due to mismanagement, but the possibility of reestablishing it will be reviewed in 2008. The Ministry of Health has supported young peer educators focusing on adolescent reproductive health issues. In January 2008, the government will launch a National Youth Service Scheme (NYSS), which will be focused on skills for employability and will also provide capital for those young people who wish to start their own businesses.[46]

Several important suggestions were made by respondents in Fiji. The first is to create a non-formal education policy in Fiji, given the general lack of recognition of its value. The second is to support the development of an umbrella civil society group to coordinate youth efforts and to act as a watch-dog for government youth policies. The Ministry has agreed to create a directory of youth organizations in Fiji as a first step towards improved coordination of youth programming in the country. The third recommendation is to strengthen the National Youth Advisory Board, making it more representative of young people's interests and needs.


**Indonesia**

Government and policies:  After four decades of authoritarianism, Indonesia has been following a path to greater democratization and decentralization in recent years, which may be one of the reasons for its diverse civil society and the high levels of civic engagement among its population.[47] However, Indonesia still rates below other countries in the region in terms of voice and accountability and government effectiveness; it also has fairly high levels of perceived corruption.

Indonesia has a National Youth Policy, which supports civic engagement activities, although there is no national volunteer scheme. The National Youth Policy stipulates that university students must participate in volunteer activities and that students at technical high schools may participate in volunteer activities to complete their internship requirements. The national service-learning program for university students is called Kuliah Kerja Nyata and was instituted in 1967. Through the program, multidisciplinary teams of students and teachers undertake projects in rural communities across the country. While the program is mandatory for students, it is voluntary for teachers.[48]

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[46] This information was included in a *Fiji Times* article from November 3, 2007 (http://www.fijitimes.com/story.aspx?id=73523). There was no mention of how the NYSS would relate to the existing national service corps focusing on emergency and disaster relief.
[47] Heinrich, V. Finn (2007). *CIVICUS Global Survey of the State of Civil Society, Volume 1: Country Profiles*. Bloomfield, CT, USA, p. 202.
[48] Eberly, Donald and Reuven Gal (2006). *Service without Guns*. United States, p. 37.

In Indonesia, volunteering is increasingly defined as "skill-based volunteerism" and falls under the responsibility of the Sub-Directorate on the Development of Volunteer Work within the Ministry of Labor. Unfortunately, remote regions in Indonesia often have difficulty accessing the resources provided for civic engagement activities through the National Youth Policy because of a centralized bureaucracy and corruption. The government has recently begun a decentralization scheme that includes a particular focus on community—and specifically youth— participation, which may help address this problem. A contentious national law has recently been passed to tax corporations an additional five percent to support corporate social responsibility activities, including volunteer programs.

General context/Perceptions: One negative factor undermining youth civic engagement in the country are the violent conflicts and protests involving young people that have occurred, which affect the perception of young people and therefore the spaces afforded them for participation. This is particularly unfortunate given the important role young people, and particularly students, have played in bringing about important political changes in Indonesia in the past. According to one questionnaire respondent, it is increasingly difficult to distinguish between legitimate youth activists and groups of young men who are paid by different groups to cause civil unrest.

Another negative factor cited by questionnaire respondents is that both teachers and elders are perceived as "all knowing," and young people are therefore not expected to disagree with them. Additionally, particularly in villages, young men are seen as having more rights to participate than young women.

Not surprisingly, education and access to resources have a positive impact on youth civic engagement; wealthier regions with higher populations of educated young people and more developed program infrastructure have higher rates of civic engagement.

Religious differences between Muslim and Christian populations have been a significant source of tension in the country. The population, which is majority Muslim, has high levels of confidence in religious groups, suggesting that religious organizations may be particularly able to mobilize young people to participate in civic activities, although not enough data was collected to corroborate this assumption. Attention needs to be given to youth civic engagement activities sponsored by religious organizations to make sure religious tensions don't undermine their potential positive benefits.

Programming: Tsunami relief and peace building are two key issues being addressed through youth civic engagement programs in Indonesia. For example, a UNV program is mobilizing recent university graduates to work with the government ministry responsible for rehabilitation and reconstruction efforts. The program also provides life skills, employability and entrepreneurship training—coupled with micro-loans—to young people in affected areas to help generate employment options and the development of alternative livelihoods. According to the program's questionnaire response, fifty percent of the profits generated from these activities are invested back into the community. Peer education, youth media and community service programs supporting peace building efforts include Peace Generation Go and See Visits (CARDI), the Youth Civic Participation Initiative (CARDI and UNICEF), and the Peace Education Programme (UNICEF and Non-Violence International).[49]

The Water, Sanitation, and Hygiene (WASH) program is a service-learning program for sixth-graders in which students develop indicators to monitor the hygiene behaviors of their communities. Implemented through 200 health clubs, this program is an example of a replicable youth club model with extensive reach. With the support of UNICEF, the WASH program is already being implemented in various countries around the world.

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[49] UNICEF (2003). *Map of Programmes for Adolescent Participation during Conflict and Post-Conflict Situations*, pp. 44-49.

**Kiribati**

Government and policies:  Kiribati, which has been an independent, democratic nation since 1979, has the highest level of voice and accountability among the countries profiled in this study. However, its level of government effectiveness is below average, and there are few official mechanisms for youth participation. While there is a movement to renew it, the National Youth Policy expired in 2005, and the National Youth Council is defunct. The youth division of the Ministry of Education, Youth and Sport (MEYS), which was subsumed under the Ministry of Internal and Social Affairs in November 2007, has no budget and almost no political backing. It has sponsored several youth programs, however, including an Annual Youth Day, which consists of one week of activities in August for approximately 3,400 young people; a leadership training program targeted at outer-island young people, which benefited 13 master trainers in 2006; and a life skills program focusing on HIV/AIDS and involving more than 200 young people in 2006. The National Development Strategy 2004-2007 has supported youth education and employment, and the new National Sustainable Development Plan 2008-2011 is being drafted.

Socio-economic context:  Kiribati has a small population, with just over 100,000 people as of 2007, although there is high population density on the main island. Young people aged 15 to 24 account for one in three of the population aged 15 years and above.

Kiribati's education system has high drop out rates and provides few opportunities to learn life or livelihood skills. Only half of the population 15 years and older has completed secondary or higher education.[50] While there are limited job opportunities in the formal economy for young people, a large amount of work is available on a freelance and informal basis. This work, often paid at minimal rates, includes training in relation to life skills, adolescent sexual and reproductive health, and other health promotion activities such as supervising tuberculosis medication administration. Other volunteer work opportunities in the future will be financial literacy (with the support of the Bank of Kiribati), agricultural extension in relation to balanced diets, and small-scale commercial farming (through the Ministry of Agriculture).

In general, given the large youth population and Kiribati's weak economy and education system, young people are faced with an extreme lack of opportunity. This lack of opportunity includes limited professional and education options, as well as few opportunities for positive youth development in general. In terms of civic engagement, young people are more alienated from political participation than adults, as reflected in their voting patterns, which may be partially due to lack of information. The 2005 Census shows that one in four young people aged 10 to 24 years are youth association members. However, due to lack of resources and inclination, there appears to be little focus in these groups on service to the community.

Cultural context:  In Kiribati, there is a lack of parental support in general for young people and their wishes, including participation in civic engagement activities. Lack of parental support for extracurricular activities may be partly due to the fact that young people are seen as the "arms and legs of the family"—in other words, essential for its daily upkeep and functioning. Another respondent had a different perspective, suggesting that because young people have extreme difficulty earning an income and contributing to the upkeep of their households, they are seen as dependants in their households and act as such—"having a good time with no responsibility for their behavior." This contributes to a lack of social status

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[50] Kiribati 2005 Census. *Volume 2: Analytical Report*. Released January 2007.

in their households as well as in the wider community. Gender relations are unequal in Kiribati, and girls have even fewer opportunities for civic engagement than boys.

Programming:  Most volunteer activities are supported by faith-based organizations. Boy scouts and girl guides are also active in Kiribati. Other volunteer activities are "one-off" events, such as clean-up days sponsored by the Ministry of the Environment. Most activities appear to focus on health issues like HIV/AIDS and the environment. Opportunities for sustained youth civic engagement are lacking due in part to limited funding and physical space. Moreover, low levels of accountability among youth-led groups have made it difficult for them to achieve funding through international organizations such as UNICEF.

One interesting youth civic engagement model in Kiribati is the Red Cross program to train children and young people in first aid, life skills and disaster response. The program engages children and young people from 5 to 25 years old in activities appropriate for their development levels. Moreover, activities are implemented in schools, where teachers are also volunteers with the Red Cross. Finally, the youth volunteers are charged with training other members of the community in disaster response. The model seems well suited to Kiribati because it is low-cost and decentralized, uses the available infrastructure of schools, responds to critical community needs like life skills development and disaster response, and involves a relatively wide segment of the population. The issue of program decentralization is particularly important in Kiribati, since its islands are spread out over a vast geographical area.

Additionally, for the past two years UNICEF has supported the Adolescent Health and Development Program in conjunction with the Secretariat of the Pacific Community and UNFPA. One program component involves peer education on condom use for prevention of sexually transmitted infections and teenage pregnancy. UNICEF's country program for 2008-2012 will focus on child protection, HIV/AIDS prevention, education, health and sanitation, and policy advocacy, planning and evaluation (PAPE). The PAPE program, which will also be implemented in the Solomon Islands and Vanuatu, will provide support to government ministries to develop evidence-based, pro-child/youth/women policies, programs and budgets through participatory processes. The expired National Youth Policy will be reviewed as part of this program. One of the objectives of the expired National Youth Policy was to create a rehabilitation program for young offenders.[51] UNICEF may consider working with the government to include this program in the new National Youth Policy and making community service and life skills education part of the program's implementation strategy.


**Lao PDR**

Government and policies:  While the socialist government began to shift towards market reforms in the 1980s, there is still little room for civic engagement in Lao, and NGOs are not permitted. As shown in the comparative table, Lao has the lowest level of government effectiveness and the highest level of corruption of the 16 countries included in this study. It also has very low levels of voice and accountability.

UNV has played an important role in getting the government to recognize the importance of volunteerism in its policies, but few actions have been taken so far to implement these policies. UNV is also leading a program to increase youth participation in local community assessment and development through its project "UNV Support to Decentralized Governance for Poverty Alleviation." The government is currently drafting a National Youth Policy.

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[51] Carling, Mereia (2004). *Assessment of Protective Environments for Children: Fiji, Kiribati, Solomon Islands and Vanuatu.* UNICEF, p. 29.

Socio-economic context: The primary youth concerns in Lao are lack of education, vocational training and access to information. Lao schools have made progress towards including more extracurricular activities, but this is not true in rural areas.

Cultural context and perceptions: For Lao children, "personal comfort or personal opinions are always secondary to one's duty towards elders, and notably parents . . . children do not participate in the decision-making process for themselves or their household. They do not influence their environment, but rather are influenced by it."[52] Parents are generally reluctant to support volunteer work, particularly for girls if it involves travel. According to one questionnaire respondent, however, the media tend to offer positive portrayals of young people as future leaders.

Programming:  Because of the restrictions on civil society, some international organizations have become a kind of proxy for local NGOs.[53] International organizations often form partnerships for project implementation with the Lao Youth Union (LYU), a mass organization. LYU has two membership categories: Young Pioneers (7 to 14) and Youth (15 to 35). All children enrolled in school are automatically enrolled in the Young Pioneers. Based on various criteria, they can advance to become Youth members of the Youth Union. Membership in the Youth Union provides access to jobs, resources, credibility and information. There are therefore significant incentives—and implicit pressure—to join.

Despite all the aforementioned factors, one of the most innovative youth civic engagement programs was identified through the mapping in Lao: Huam Jai Asasamak (HJA) program. HJA operates under the umbrella of CUSO Laos, a Canadian volunteer organization, with the additional support of UNV. HJA provides opportunities for rural, minority young people to spend one year as volunteers working with local community organizations. The program is similar to some of the aforementioned programs in Cambodia and China focusing on training young people to work in rural community development; however, unlike these programs, the main participants in the HJA program are marginalized young people, many of whom are ethnic minorities and girls who have left the formal education system. HJA hopes to place young people from the same community being serviced as volunteers in this "internship" program. HJA is still in its start-up phase (as of mid-2007) and has a very limited number of participants. It will be interesting to monitor the program's development and potential for expansion and replicability.


**Malaysia**

Government and policies:  After gaining independence from the British in 1957, Malaysia became a federal, constitutional monarchy within the Commonwealth. As shown in the comparative table, Malaysia has relatively low levels of corruption and high levels of effective governance, but lower levels of voice and accountability. An example is the Universities and University Colleges Act of 1971, which restricts student associations and activities, particularly in relation to political activism.[54]

Malaysia's National Youth Policy dates from 1985. It was amended as a Youth Development Policy in 1992 and, after a participatory review process, converted into the Youth Societies and Youth Development Act in 1997. This Act is complemented by a Child Act and National Plan of Action for Children. The definition of young people in Malaysia is 15 to 40, and the

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[52] Save the Children Norway (2006). *Obedience or Right: A Million Dollar Question How to Balance Both? – A study on the socio-cultural context of child participation in three Asian countries – Cambodia, Laos and Nepal*.
[53] Grant Evans (2002). *A Short History of Laos - The Land In Between.* Crows Nest, New South Wales.
[54] UNESCAP (2000). *Youth in Malaysia: A Review of the Youth Situation and National Policies and Programmes*. New York, NY: United Nations, p. 67.

definition of children 0 to 17. There is a Youth Council in Malaysia with more than two million youth members as well as a National Youth Consultative Council for youth clubs with government and youth representation. Additionally, there are state youth councils and a Ministry of Youth and Sports in Malaysia. As of 1996, the Malaysian national development plans also include chapters on young people.[55]

Volunteerism is one of the strategies outlined in the Youth Societies and Youth Development Act, and the government is generally supportive of volunteerism. For example, it provides annual awards and tax incentives for donating to volunteer organizations. The government spends at least US$10 million each year on youth development activities related to volunteerism. Malaysia also has a mandatory three-month national service scheme based on random selection of approximately 100,000 young people annually. Its goals include reducing ethnic tensions by mixing young people of different ethnic groups; instilling a sense of patriotism among young Malaysians and obedience to the current government; developing life skills among young people and recognition of the importance of volunteerism and solidarity; and introducing a moderate form of Islam. Training camps supervised by the military that focus on nationalism, character building, and physical activities are then followed by community service activities. The program is part of the National Service Department of the Defense Ministry. The scheme has been criticized for not respecting ethnic differences and for disorganization, among other criticisms.[56]

Socio-economic context and perceptions:  Youth organizations are mainly divided along ethnic lines in Malaysia, where Malays form the majority of the population, with minority ethnic Chinese and Indian populations. In 2005, there were 8,000 youth associations registered in Malaysia, but only 26 percent of the total youth population was involved in these associations.[57] In 2006, the Malaysian Youth Index was created, which includes measures for participation in associations and political participation. This research is being carried out by the Malaysian Institute for Research in Youth Development (a government agency), which is also interested in carrying out impact studies of youth programs.

School is a main priority for young people because it helps facilitate access to jobs. Civic education is taught at the primary and secondary levels, which follow standard national curricula. A course focusing on nationalism and civic engagement is also obligatory for higher education students.

The respondents to the questionnaires had differing views of media representation and general perceptions of young people in Malaysia—the government respondent believed these representations and perceptions are positive, while the civil society respondent believed they are negative.

Programming:  UNICEF is supporting a number of interesting youth civic engagement programs in Malaysia, including programs supporting life skills development, violence prevention and health awareness. The office also supports a program in conjunction with the Youth and Sports Ministry to train 3,000 youth volunteers ages 18 to 25 annually in leadership skills and emergency preparedness. Another UNICEF-supported program relating to emergency preparedness and response is the children´s participation in post-tsunami psychosocial recovery, which held workshops for children to discuss how the tsunami affected their lives and facilitated the creation of youth action plans to support the continued

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[55] Ibid., p. 12.
[56] http://en.wikipedia.org/wiki/Malaysian_National_Service and Innovations in Civic Participation country profile for *Service News Worldwide*. Contact Robin Taylor (taylor@icicp.org) for a copy of the country profile.
[57] Innovations in Civic Participation country profile for *Service News Worldwide*. Contact Robin Taylor (taylor@icicp.org) for a copy.

participation of young people in community discussions and activities.[58] There are several youth media programs in Malaysia, including Youth Quake (part of the New Straits Times newspaper) and Speak Up.[59]

**Mongolia**

Government and policies:  Socialist rule in Mongolia ended in 1990, leading the country to democratic and open-market reforms. Of the countries included in this study, Mongolia ranks third highest in voice and accountability. However, the environment for NGOs in Mongolia is still relatively constrained due to government interference and restrictions.[60]

In 1998, the government recognized the need to develop youth "civil society skills, critical thinking skills, healthy lifestyle skills . . . and volunteer skills." More recently, the government, with the support of UNICEF, developed a National Policy on Child and Adolescent Participation, which is currently waiting endorsement by Parliament. Objectives of the policy include "the mainstreaming of child and youth participation in the areas of education, health and nutrition, HIV/AIDS, child protection, communication, emergencies, planning, and monitoring and evaluation."[61] Additionally, a national program on adolescent and youth development was endorsed by the government in 2006 and has a particular focus on volunteerism, although there are no clear guidelines yet on how volunteerism will be implemented and who will be responsible for implementation. A Primary and Secondary Education Standard promoting child- and youth-centered teaching methods and participation was adopted in 2003, and there is a Child Friendly School Policy. The Ministry of Education is also increasingly supportive of non-formal education and democratic governance mechanisms in schools such as school councils.[62]

Socio-economic context:  Females represent more students at all levels than males; however, their salaries and positions in the formal work force do not reflect these educational achievements. Females are particularly under-represented in government, and there are high levels of domestic violence.

Cultural context and perceptions:  Given socialism's support for community service, according to one questionnaire respondent, volunteering, including volunteering by children and young people, tends to be fairly widespread in Mongolia. Another respondent noted that given socialism's focus on the value of volunteerism to the community, there is limited general understanding of the potential impacts of volunteering on participants themselves. A "sociological survey on volunteerism" conducted in 2001 with 600 young people and adults in Ulaanbaatar, found that 28 percent of respondents could not say whether volunteer work is valuable.[63]

While youth civic engagement activities seem fairly common in Mongolia (in 2004, there were 413 registered children and youth organizations), youth participation in decision-making at home is restricted. In general, treatment of young people in Mongolia depends on the status of their parents and their place in society, according to the Mongolian Adolescent

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[58] For more information on child participation programs in Malaysia supported by UNICEF and the Department of Social Welfare, see Bala, Amy and Maniam Sinnasamy (2007). "Children as Active Participants in Society: the Malaysian Experience." Report commissioned by the UNICEF country office in Malaysia.

[59] UNESCAP (2000). *Youth in Malaysia: A Review of the Youth Situation and National Policies and Programmes*. New York, NY: United Nations, p. 74.

[60] Heinrich, V. Finn (2007). *CIVICUS Global Survey of the State of Civil Society, Volume 1: Country Profiles*. Bloomfield, CT, USA, p. 244.

[61] http://www.unicef.org/mongolia/activities_2591.html (accessed on December 18, 2007).

[62] Lambert, Lois (2007). "Releasing the True Potential: Adolescent Participation in Mongolia." *Children, Youth and Environments* 17(1): 62-87. Retrieved June 2007 from http://www.colorado.edu/journals/cye, p. 82.

[63] http://www.worldvolunteerweb.org/fileadmin/docs/old/pdf/2002/MNG021004_IYV_Volunteering_engl.pdf (accessed November 2007).

Needs Survey (2000). This survey also found that 50 percent of adolescents feel that they play a part in decision-making that affects their lives; 34 percent indicated that they make their own decisions with the help of adults; 14 percent share the responsibility equally with adults; and three percent make their own decisions without any input of adults.

There is limited media reporting on children and young people, but the perspectives of this reporting tend to be slightly more positive than negative, according to a questionnaire respondent.

Programming:  Based on the mapping results, Mongolian youth civic engagement activities seem to focus on youth participation and democracy-building, development of leadership, critical thinking and other life skills, and generating greater understanding between Mongolian young people and young people from other countries. One example of this type of programming is a debate program run by the Mongolian Education Alliance in partnership with schools throughout Mongolia. Another is One World Adolescent, a youth-initiated, youth-run organization with over 1,000 members (including a large number of rural young people), which runs national forums and conferences, as well as local projects through clubs, to promote youth development and participation. Street Law is a program run through the Mongolian Foundation for Open Society, the local partner of the Open Society Institute, which promotes civic education in schools and runs a local radio program to generate positive attitudes among young people towards the police, law and legal procedures.[64] There is also an international youth camp held in Mongolia on an annual basis, and branches of international organizations such as the Red Cross Youth, World Organization of Scout Movement and World Vision International are active in Mongolia. The activities of the former communist youth organization, the Mongolian Children's Organization, were significantly downsized during the transition to democracy; during the past two to three years, however, the organization has reinitiated activities at the grassroots level in some provinces.

A groundbreaking multi-sector project focusing on adolescent participation called "Improving the Outlook of Mongolian Adolescent Girls and Boys" was undertaken by UNICEF, along with a variety of international and national partners, from 2001-2003. Examples of the activities undertaken by young people during the project, which was implemented in 17 sites across the country, include actively improving communication with parents and peers, engaging in volunteer projects, participating in governance, organizing media campaigns, acting as peer educators in the areas of health and child rights, and establishing youth-led organizations and associations. Capacity-building workshops and distance-learning courses for adults and young people on youth participation and other related topics were also held, and the Mongolian Adolescent Needs Survey mentioned above was undertaken as part of this project. Another highly successful project component was the My Passport Campaign, which mobilized more than 63,000 adolescents across the country to design and carry out community service projects through informal interest groups. Many of these interest groups continue to operate, despite no longer receiving support. The many positive outcomes of the "Improving the Outlook of Mongolian Adolescent Girls and Boys" project include increased self-esteem, sense of responsibility, attitude towards learning, and culture of service among participants, as well as improved parent-child and student-teacher relationships. Several of the government policies relating to youth participation described above were also influenced by this project.[65]


**Papua New Guinea (PNG)**

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[64] http://www.streetlaw.org/mongolia.htm
[65] Information on the "Improving the Outlook of Mongolian Adolescent Girls and Boys" project is from Lambert, Lois (2007). "Releasing the True Potential: Adolescent Participation in Mongolia." *Children, Youth and Environments* 17(1): 62-87. Retrieved June 2007 from http://www.colorado.edu/journals/cye.

Government and policies:  PNG is a pluralist democracy modeled on the Westminster system; however, the party system is weak, and the government is fragile, corrupt and ineffective (see comparative table).  PNG ranks ninth among the countries included in this study in voice and accountability.

There is a National Youth Policy as well as a National Youth Commission, National Youth Council and provincial youth councils to implement the policy. However, lack of resources, under-staffing and weak government institutions have challenged its implementation. The official definition of young people in PNG is 12 to 35. There is also a national volunteer service program, which was established in 1991 to involve young people in nation-building through education, training and community service. It was initially run by an NGO, but the government has taken over the program, which is now run through the Ministry of Youth and Community Affairs. There are approximately 40 volunteers per year. These volunteers are university graduates who work in rural villages for one year in their areas of expertise. After completing their service, participants receive funds through the Youth Credit Scheme to start micro-enterprises.[66]

General context and perceptions:  Women and young people are marginalized in both government policies and in PNG society in general. In addition to this cultural challenge, the weak political, economic and education systems in PNG—coupled with high crime rates, particularly in urban areas—present significant challenges to greater youth participation and civic engagement.

Despite these challenges, one youth respondent summarized young people's perceptions of participation in PNG: "Ownership enables us to become active in our society and gives us a better understanding of what we can do to ensure political and social progress in our communities." The First PNG National Youth Summit held in 2006 generated a significant youth declaration on how young people can contribute to meeting the MDGs in PNG in partnership with national, regional and local government bodies and civil society actors. A second summit has been proposed for 2008.

Programming:  Yu Tok Radio is an example of youth media program that, with support from the World Bank, is engaging PNG young people in critical debates about issues affecting them and their communities. There is also an interesting corporate social responsibility program targeting indigenous communities in the country's petroleum development area (Gulf and Southern Highlands) focusing on health, alternative education for school leavers and youth livelihood development. The program has developed a wide network of partners, from the government to universities to church groups.


**Philippines**

The Philippines clearly stands out in the region as offering the most diverse and rich opportunities for youth civic engagement.

Government and policies:  Since the end of the Marcos regime in 1986, the country has returned to democracy. However, significant challenges have included coups, scandals, and a continuing insurgency in the southern part of the country, among others. In recent years, the government has become increasingly decentralized. The level of voice and accountability in the Philippines is the median for the countries included in this study, and government effectiveness is above the average for the region.

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[66] Information provided by Drew Havea from the Secretariat of the Pacific Community via email. Additional details from the Global Service Institute, Center for Social Development, Washington University in St. Louis.

The Philippine government has several policies that support youth civic engagement, including an article in the Constitution of 1987 and the Youth in Nation Building Act of 1995, as well as institutional mechanisms to implement these policies. The Youth in Nation Building Act, which defines young people as 15 to 30, has several important special provisions to support volunteering generally in the Philippines as well as international volunteering, volunteering in education (including higher education), and volunteering in government agencies and programs. These supports include national registration and networking of volunteer organizations, incorporating volunteering into school curricula, providing recognition and incentives to volunteers, visa waivers for foreign volunteers, and promoting research on best practices in volunteering.

The Philippine government agency that deals with youth welfare issues through service provision is the Department of Social Welfare and Development. Other important institutional support mechanisms to implement the aforementioned policies are the Youth Sectoral Council of the National Anti-Poverty Commission, National Youth Commission, National Youth Parliament, National Volunteer Service Coordinating Agency and the Sangguniang Kabataan (SK). The SK is the National Youth Council under the Office of the President, which provides various incentives and support mechanisms for decentralized youth participation. However, the SK, which is represented by youth leaders aged 15 to 21 who are elected by young people at the local community level, has been criticized for being adult-run (programs are designed by adults and implemented by young people) as well as corrupt and inefficient.[67] Although there is an official training program (ISKOLAR), young people need additional support to effectively carry out their roles in the SK. The program has also been criticized for not taking advantage of its extensive, decentralized network or its government mandate and support (10 percent of the community budget goes to the SK to manage); the SK has often supported sports programs for example, but not programs to promote real youth engagement and empowerment. A study conducted by the University of the Philippines and commissioned by UNICEF and the Department of the Interior and Local Government—"The impact of youth participation on the local government process: The Sangguniang Kabataan experience"—identifies the strengths of the SK as well as areas in which it needs to be improved.[68]

The National Youth Commission, together with all youth-serving agencies, also formulated the 2005-2010 Medium-Term Youth Development Plan (MTYDP), and young people formulate local development plans. "Participation" is one of the six issues addressed in the plan, along with young people who are at-risk or have special needs. The plan also stipulates that tri-annual reviews and evaluations of all youth-serving organizations in the country will be conducted.

The Philippines also has a National Service Training Program that includes both theoretical courses on citizenship and civil service as well as volunteer work. It is a requirement for all college students (in lieu of a repealed ROTC[69] requirement, although a small minority of university students sill opt to participate in the ROTC option).

Finally, the government has prioritized providing non-formal education, particularly for out of school young people. An article in the Constitution reflects this priority, and there is a Bureau of Non-Formal Education to implement programming in this area. Non-formal education

[67] Co, Edna A. "Youth Initiatives in the Service of the Nation. The Philippine Experience." National College of Public Administration and Governance, University of the Philippines Diliman, Quezon City, p. 8.
[68] http://newsinfo.inquirer.net/breakingnews/regions/view_article.php?article_id=100736, accessed November 17, 2007.
[69] The Reserve Officers' Training Corps (ROTC) program is a college-based, officer commissioning program, predominantly found in the United States. It is designed as a college elective that focuses on leadership development, problem solving, strategic planning, and professional ethics.

programs include civics training; the possibility of incorporating service-learning activities into these programs could also be explored.[70]

Despite these important government policies and implementation mechanisms supporting youth civic engagement in the Philippines, the proportion of the national budget allocated for these activities has been declining. This may be partly a result of government decentralization plans, which put more of the onus on young people to mobilize funds from local government agencies and the private sector.[71] There is also a lack of coordination at the local level among the National Youth Commission, government agencies, and NGOs.[72]

<u>Socio-economic context:</u>  The Philippines suffers from insecurity and violence as well as a weak economy. In terms of education, there is a gap between the skills learned in school and those required for employment. There is a high drop-out rate in the Philippines. Careers like Information Technology and nursing that will allow young people to work abroad are highly valued by young people. For nursing students in particular, relevant volunteer activities are often perceived as "on-the-job training." At sixteen percent, youth unemployment in the Philippines is the third highest in the region after the Solomon Islands and Indonesia. Young people often migrate from rural to urban areas in search of better employment opportunities, many others go abroad. Nineteen percent of young people aged 15 to 29 living in the capital region are migrants.[73]

<u>Cultural context and perceptions:</u>  The focus group conducted in the Philippines indicated strong collaborative relationships between young people and adults and a fairly high level of youth participation in activities, although opportunities are more restricted for girls. In some cases, girls who do participate in activities are expected to carry out tasks associated with their gender, such as preparing snacks, taking notes, cleaning up, or performing.[74] Catholicism (the majority religion in the Philippines), parental role models and the cultural value of helping others all contribute to youth participation in the Philippines. In general, adults view young people in a positive light (young people are seen as the "Hope of the Fatherland"); however, there are still some adults who view young people as "carefree and directionless" or more individualistic than previous generations. Some adults also do not understand the value of youth participation, and other adults view children as "incapable of thinking for themselves or making independent decisions."[75] Young volunteers tend to be generally respected in society, and the government in general sees young people as "an important part of the citizenry."[76] The media portrays mixed views of young people, often as too absorbed in their own issues to care about issues of national importance, for example. Youth materialism and individualism are seen as being partially fueled by media campaigns.

Some of the challenges to youth civic engagement noted in the focus group include balancing studies and other activities, balancing responsibilities at home and volunteer work (including participation in multiple organizations), lack of parental support (often young people need parental permission to participate in activities), the financial costs of participating in volunteer activities, and the distance of activities from home. The 2004 National Youth Assessment enumerated the following factors hindering youth participation in the Philippines, which are similar to some of the issues raised in the focus group:

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[70] ESCAP (2000). *Youth in the Philippines: A Review of the Youth Situation and National Policies and Programmes*. New York, NY: United Nations, p. 31.
[71] Co, Edna A. "Youth Initiatives in the Service of the Nation. The Philippine Experience." National College of Public Administration and Governance, University of the Philippines Diliman, Quezon City, p. 7.
[72] ESCAP (2000). *Youth in the Philippines: A Review of the Youth Situation and National Policies and Programmes*. New York, NY: United Nations, p. 126.
[73] Gultiano, Socorro (2004). "Age-Structure and Urban Migration of Youth in the Philippines." Paper presented at CICRED Seminar, Paris, February 23-26, 2004.
[74] Protacio-de Castro, Elizabeth, Agnes Zenaida V. Camacho, Faye A.G. Balanon, Michelle G. Ong and Jay A. Yacat (2007). *Walking the Road Together: Issues and Challenges in Facilitating Children's Participation in the Philippines*, p. 113.
[75] Ibid.*,* p. 106.
[76] Ibid., p. 106.

- Insufficient funds or budgets for youth activities;
- Not a priority or no interest from the young people;
- Young people's involvement in vices and drugs;
- Lack of motivation and interest on the part of young people;
- Uncooperative parents; and
- Lack of information about program options for young people.

Programming:  In the Philippines, there seem to be more programs targeting out of school young people than in other countries, including alternative education programs, which may be partly a reflection of government policy in this area. Children's associations are numerous and have been mobilized particularly around child labor, trafficking and sexual exploitation. Interestingly, the majority of NGOs in the Philippines are run by young people.[77] The Federation of PAGASA (Hope) Youth Associations is a decentralized, local movement that has generated youth leaders who provide social services to their peers.[78] Service-learning, corporate social responsibility and social entrepreneur programs are all fairly common in the Philippines. Youth media programs in the Philippines include News Watch Junior Addition, Sine Eskuwela and Batibot.[79] UNICEF supported a voter education program for young people providing information about the latest SK elections.[80] Universities in the Philippines also play an important role in promoting youth civic engagement among university students, other youth sectors, and society at large.

The University of the Philippines has an extensive volunteer program called the *Pahinungod*. It encompasses 52 programs, 10 of which are implemented in all campuses of the University and 42 of which are developed by the individual campuses according to resources and local community needs. The university-wide programs include a teacher corps, which deploys students to serve in underprivileged public schools; a long-term volunteer program for university students; non-profit sector research; a local history project; service-learning options; and a journal with articles and research on volunteerism, among other programs. All *Pahinungod* programs are completely voluntary, about which the university feels strongly. On-campus volunteer programs are also organized.[81] The Notre Dame of Marbel University also has a strong volunteer and civic engagement program, which engages almost 60 percent of the student body.

## Singapore

Government and policies:  Singapore, a parliamentary democracy, has the highest level of government effectiveness and the lowest level of perceived corruption among the countries included in this study. It ranks eleventh, however, in voice and accountability.

Singapore has a National Youth Policy that defines young people as between 15 and 30. The government has made youth civic engagement a higher priority since 2004, creating a National Youth Council, including a youth division in the Ministry for Community Development, Youth and Sports, and initiating a mandatory Community Involvement Program in schools (a certificate of participation is also necessary for university entrance). The Youth Council provides seed money to start service-learning and social-entrepreneur projects. It also supports a youth leadership and mentor program, a national youth forum,

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[77] Co, Edna A. "Youth Initiatives in the Service of the Nation. The Philippine Experience." National College of Public Administration and Governance, University of the Philippines Diliman, Quezon City, p. 3.
[78] ESCAP (2000). *Youth in the Philippines: A Review of the Youth Situation and National Policies and Programmes*. New York, NY: United Nations, p. 115.
[79] Ibid., p. 117.
[80] http://newsinfo.inquirer.net/breakingnews/regions/view_article.php?article_id=100737 (accessed Nov. 17, 2007).
[81] Ibid.

and an international service-learning program called the Youth Expedition Project that supports young Singaporeans volunteering overseas and aims to create "world-ready youth." According to *Youth, Democratic Governance and the MDGs Report in Asia and the Pacific*, the Singaporean Youth Council creates a beneficiary relationship with young people, in which young people benefit from programs but do not directly participate in government.[82]

Socio-economic and cultural contexts:  The focus of the government's youth civic engagement programming on the formal education system, leadership, and opportunities abroad is likely related to Singapore's relatively high level of development.

More females than males participate in volunteer activities in Singapore. According to one questionnaire respondent, more Chinese volunteer in Singapore than other ethnic groups due to their socio-cultural-religious belief in benevolence. Lack of time, money, interest, and information about community needs and volunteer opportunities are reasons many young people express for not volunteering.

Programming:  There are many service-learning programs in Singapore, and there is an umbrella organization for these projects called the Service-Learning Club. The Service-Learning Club offers an interesting model of gradually increasing responsibilities and higher-level training based on the amount of time a member participates in the Club. More volunteer opportunities outside and beyond the formal education system should be created in Singapore.


**Solomon Islands**

Government and policies:  Since gaining independence in 1978, the government of the Solomon Islands has been highly unstable and unable to provide many basic services to its population. The country suffered significant internal conflict between 1998 and 2003 that had a particularly negative effect on a growing population of young people. While the effectiveness of the government is lower than the average for the countries included in this study, voice and accountability is relatively high.

A National Youth Policy, defining young people as between 14 and 29, was created, but has expired. The Youth Division of the Ministry of Women, Youth, and Children's Affairs is currently (as of December 2007) working on a concept note to review and redevelop the policy. The Youth Division and the Prime Minister's office, with the support of organizations like UNDP, CYP, SPC and UNICEF, are also in the initial stages of planning a Youth Parliament. The Grand Coalition for Change Government had a policy commitment for May 2006 to develop a National Youth Service, but no action has been taken to date (as of late 2007).

Socio-economic context:  In the Solomon Islands, a social support system among kin called "wantok" is prevalent, which may help promote relationships of trust and social capital among local communities. The education system (both formal and informal) is weak, and there are limited employment opportunities. This is especially true for young women in the country. Young people aged 10 to 24 years make up 36 percent of the total population—the second highest percentage (defined as such) in the region after Cambodia.[83]

Cultural context and perceptions:  While the media is becoming more balanced in its portrayal of young people in the Solomon Islands, they are still widely perceived as "trouble."

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[82] Davila-Ortega, Luis and Emily Freeburg (2006). *Youth, Democratic Governance, and the MDGs Report in Asia and the Pacific*. Presented to UNDP Regional Center in Bangkok. Global Youth Action Network (GYAN), p. 7.
[83] Source: UN Populations Estimates 2004 and Secretariat of Pacific Community (SPC).

Some of the reasons for this perception are related to intergenerational change, the clash of traditional (subsistence) and modern (cash) economy lifestyles, and drug and alcohol use among young people. Other reasons may include youth participation in the "April Riots" that ensued during a political crisis in 2006, as well as the belief that young people are often manipulated by politicians, who offer them bribes to carry out illegal activities, according to a questionnaire respondent.

According to a 2005 UNICEF post-conflict youth needs assessment, young people are not involved in decision-making at the community level, and there is poor youth mobilization and advocacy at national and provincial levels. In the rural areas visited, young people's call for more participation rarely went beyond the village level. This is probably due to the complete absence of formal government beyond town boundaries, which makes it hard for young people to imagine what youth participation at provincial or national levels would look like. Young people in urban centers, however, often openly criticize the government's unwillingness to listen to young people and to involve them in decision-making. Young people also face lack of support by parents, as well as some community and religious leaders. On the other hand, young people also admitted that lack of participation is partly due to a lack of commitment on the part of the young people themselves.

Interviews with youth and community leaders and elders revealed that young people and adults differ in their understanding of "youth participation." For adults, participation of young people was confined to the environment of the school and the church and basically meant involving young people in sports, fundraising, and the performance of liturgical music. These activities are mostly initiated and led by adults. For young people, by contrast, meaningful participation in the community meant having a voice and a vote in the community on issues that affect them.

Programming:  There are several relevant peer education programs in the Solomon Islands. First, the Youth Outreach Project run by Save the Children Australia uses a cascading peer education approach to encourage greater participation in community and civic affairs among the most marginalized young people in villages throughout the Solomon Islands. At the national level, the project focuses on coordination of youth organizations, advocacy and policy analysis. Second, the Adolescent Health and Development (AHD) team in the Ministry of Health and Medical Services manages a peer education program on reproductive health and life skills. The AHD team coordinates a network of NGOs and faith-based organizations to implement the project and receives support from SPC, UNFPA and UNICEF. Faith-based organizations in general are quite active in supporting youth projects in the Solomon Islands. The Solomon Islands police force has also involved unemployed young people in community policing projects in Honiara to develop their life skills.[84]


**Thailand**

Government and policies:  Thailand, a constitutional monarchy, suffered political turmoil and a bloodless military coup in 2006, with subsequent changes to the constitution. Following national elections in December 2007, democratic rule was restored in January 2008. Among the countries included in this study, Thailand ranks above average both in terms of voice and accountability and effective governance.

Although repeatedly modified by incoming administrations, Thailand has a National Youth Policy, which includes support for volunteerism as well as capacity-building programs and seed funding for young people (defined as 0 to 25). Thailand also has a Child and Youth

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[84] Carling, Mereia (2004). *Assessment of Protective Environments for Children: Fiji, Kiribati, Solomon Islands and Vanuatu.* UNICEF, p. 63.

Development Plan, National Council for Child and Youth Development, National Youth Bureau under the Office of the Prime Minister, and National Youth Commission.[85] The Social Development and Human Security Ministry has a policy to set up a youth council in every province. However, implementation is still in its early stages, with youth teams being formed.

General context and perceptions:  Education reform in Thailand has included developing and implementing a child-centered approach and supporting youth participation and learning-by-doing methodology, as evidenced by the fact that children are required to create projects for every subject.

Hindrances to youth civic engagement include adult expectations (focus on studies and career) and time management (balancing studies, work and civic engagement activities). According to questionnaire respondents, the portrayal of young people in the media is often negative, and adults have mixed views of young people. Religion and family can be positive supports for youth participation.

Programming:  There are more than 10,000 children and youth groups in Thailand with approximately 4.5 million members. Most of these groups are adult-run, and many are based in rural areas; in urban areas, youth groups tend to be formed by university students.[86] Youth civic engagement programs in Thailand are addressing a variety of issues from child exploitation to Avian Influenza and other health issues. Ashoka runs short-term social entrepreneur projects for inexperienced young people as well as longer-term projects with more funding for more experienced young people. However, according to Ashoka, mid-level social entrepreneur support is missing in Thailand to transition beginners to more advanced social entrepreneur initiatives. There is limited youth media programming in Thailand.[87]


**Timor-Leste**

Government and policies:  Timor-Leste gained independence in 2002 (previously it was a Portuguese colony and between 1975 and 2001 under Indonesian occupation) and is experiencing many of the challenges of a newly emerging democracy. Its government is perceived to be relatively ineffective (ranking well below the average for the countries included in this study in terms of effective governance), and a significant percentage of the population lives below the national poverty line. A political conflict in 2006 led to widespread violence in Dili. However, as compared to other countries in the region, there are relatively higher levels of voice and accountability in Timor-Leste.

While progress on passing the National Youth Policy was stalled during the 2006 crisis, the government recently approved the policy, which defines young people as being from 16 to 30 and directly supports youth civic engagement. The policy seeks to apply a cross-sector approach, encouraging ministries to work together to plan youth community service programs in areas such as agriculture, health, education and industry. A Youth Fund that pools resources from all ministries to support youth initiatives is also part of the policy. Six strategies for policy implementation are: mobilizing young people to serve in their communities; establishing linkages between education and future employment; improving literacy through non-formal education; supporting young people who are disabled; promoting civic education and participation; and providing work opportunities and encouraging entrepreneurship.

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[85] Silvia Golombek, ed. *What Works in Youth Participation: Case Studies from Around the World.* International Youth Foundation. Baltimore, MD, p. 23.
[86] ESCAP (2000). *Youth in Thailand: A Review of the Youth Situation and National Policies and Programmes*. New York, NY: United Nations, p. 100. For a comprehensive list of youth groups in Thailand and their focus areas, see pages 110-13 of this report.
[87] Ibid., p. 109.

Socio-economic context:  Timor-Leste has a youthful population: 53 percent of the population is under 17 years of age, and 34 percent are aged between 12 and 29. Many young people lack education, information, skills, and opportunities. Access to basic education is improving, but the drop-out rate for secondary and tertiary institutions is high. Youth unemployment is high, and opportunities for migration to other countries are limited.

Cultural context and perceptions:  According to a national survey, young people have limited opportunities to participate in volunteer activities (especially girls), despite having a strong sense of civic responsibility (particularly support for the community and the church). Interestingly, a key impetus for creating the national youth policy was a study that showed some of the positive attributes and contributions of young people to society. The media, however, tends to portray young people in a negative way.

Programming:  Perhaps because democracy is still new to Timor-Leste, several youth civic engagement programs focus on civic education, including a small grants program managed by UNV-UNDP, an essay contest on the Timorese constitution and a national student parliament supported by UNICEF. Save the Children, the International Rescue Committee and the Christian Children's Fund are also supporting community-based youth resource centers, which among other programs, offer activities developed and run by youth volunteers.[88]

As of 2008, the United States Agency for International Development is funding a program to establish a national youth service corps. The program will support young people to engage in community service activities linked to ongoing employment. It plans to engage 2,500 young people in rural areas over the next three years and will cost ÜSD$5 million. It has a high cost per participant, but it is expected that as Timorese gain the necessary skills to run the program, the replacement of international technical staff initially needed to set up the program will result in a much lower cost structure.  It is also hoped that the government will continue to fund the program once its viability has been demonstrated.


**Vanuatu**

Government and policies:  Since gaining independence in 1980, Vanuatu has been a constitutional democracy. Frequent changes in government and political alliances make it difficult to formulate longer-term policies. Government effectiveness is average for the East Asia-Pacific region. The population suffers from a lack of basic services (particularly rural education) to enable participation. NGOs, including faith-based organizations, provide many of these critical services at the village level. Vanuatu ranks second among the countries included in this study in voice and accountability.

In 2003, a Department of Youth Development and Training was established. The National Youth Council in Vanuatu was dissolved, but there is hope that it will be re-established as one of the outcomes of the first Vanuatu National Youth Forum, which took place in November 2007. If the Council is re-established, the creation of a National Youth Policy will be one of its priorities. The creation of a National Youth Policy is also one of the objectives of the National Development Plan.

Socio-economic context:  Social and economic development in Vanuatu is constrained by many factors, including the geographic isolation of its 83 islands; frequent natural disasters such as cyclones, tsunamis, earthquakes and volcanic eruptions; limited markets; inadequate infrastructure; and capacity constraints. Globalization, economic modernization,

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[88] UNICEF (2003). *Map of Programmes for Adolescent Participation during Conflict and Post-Conflict Situations*, p. 109.

and new lifestyle aspirations have created problems of cash poverty, lack of opportunities, social isolation and inequality. Compounding these problems are unfavorable policies and regulatory environments for trade and private-sector development. The economic outlook of Vanuatu has been relatively more positive in recent years, however, with 7.2 percent growth for 2006 and a stable currency.[89]

In response to decreasing literacy rates (34 percent of young people ages 15 to 24 are literate[90]) and high drop-out rates (only 72 percent of primary school entrants reach grade 5[91], and most children do not go on to secondary school[92]), the government has recently made great strides in improving access to education, including establishing a Vanuatu Education Sector Strategy. Formal and non-formal technical and life-skills education and training for early-school leavers are provided by a variety of government and non-governmental institutions.[93] Health systems in Vanuatu are strong, but more needs to be done to address increasing STI rates, especially among young people.  Several NGOs have established youth centers on the outer islands, but these centers only cater to young people in the most populated areas (80 percent of Vanuatu's population lives in rural areas[94]).

Seventy-five percent of the Vanuatu population is indigenous,[95] and there are over 100 local languages.[96]

Cultural context and perceptions:  In general, young people are perceived as a vulnerable group due to their lack of access to up-to-date and accurate information, quality education, and appropriate skills training. Traditional Ni-Vanuatu culture (embodied in the set of principles and practices known as "Kastom") does not support the participation of young people in community decisions, where Chiefs are dominant. Young females in particular lack opportunities to participate in the community and are especially vulnerable to neglect, abuse and violence. According to Kastom, men are inherently superior to women, and young people remain under the authority of their parents until marriage.[97]

The population of Vanuatu is highly religious, with Christianity being the most prevalent faith.[98] Religious leaders play an important role in child and youth development and tend to support volunteerism. For example, the Bishop of Vanuatu challenged young people to participate in volunteerism and to forego personal gains, explaining that the forefathers of the church used volunteerism to enable effective church ministry. There is some in-fighting among the different religious authorities in Vanuatu.

Programming:  As revealed through the mapping exercise, education (both formal and non-formal), the environment, and youth participation are key issues being addressed by youth civic engagement programs (particularly peer education) in Vanuatu. For example, Live and Learn's "Building a Sustainable Future" program has supported the creation of youth groups targeting issues such as water quality and waste management. Wan Smol Bag and Youth Challenge Australia are two programs combining life skills education with involvement in community service projects. Youth Challenge projects involve both national and international volunteers ages 18 to 30 and focus on health education and delivery as well as the

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[89] *PACNEWS First Edition*. Article from December 11, 2007.
[90] Government of Vanuatu with the Assistance of UNICEF (2005). *Vanuatu: A Situation Analysis of Children, Women & Youth*, p. 28.
[91] *Vanuatu National Children's Policy 2007-2011*, citing *State of the World's Children 2006*, p. 11.
[92] Government of Vanuatu with the Assistance of UNICEF (2005). *Vanuatu: A Situation Analysis of Children, Women & Youth*, p. iv.
[93] Ibid., p. 32.
[94] Ibid., p. 3.
[95] *Vanuatu National Children's Policy 2007-2011*, citing the 1999 Vanuatu census figures, p. 9.
[96] Government of Vanuatu with the Assistance of UNICEF (2005). *Vanuatu: A Situation Analysis of Children, Women & Youth*, p. iv.
[97] Ibid., p. 9.
[98] Ibid., p. 9.

environment. Volunteers also run Youth Skills Summits, which bring together young people in remote communities for a week-long conference to explore topics such as HIV/AIDS, adolescent reproductive health, careers and social relationships. The topics are identified by young people and community leaders prior to the start of the Summits.[99]

Several potential areas for greater youth civic engagement in Vanuatu include disaster preparedness and response, rural health education and service delivery (including anti-malaria campaigns), food security promotion, marine resources protection, and literacy training. Incorporating youth civic engagement into disaster preparedness and response strategies should be a high priority, given that Vanuatu has been rated the most disaster-prone country in the Pacific. The Vanuatu Red Cross Society has strong youth volunteer networks within both urban and rural areas of Vanuatu, but their programs have been downsized over the past few years, now focusing mainly on Port Vila. World Vision is working with adult community leaders on disaster preparedness, but could perhaps do more to incorporate young people into the process. Lessons may be learned in this programming area from the Fiji National Youth Service Corps, which focuses on emergencies and natural disasters.

There is an informal Youth Interagency Group in Vanuatu made up of government institutions and local offices of international organizations working on youth development. They have been active in organizing events for World AIDS Day and local festivals focusing on youth and have established an email network for information-sharing and assistance.


**Vietnam**

Government and policies:  Vietnam is a socialist, one-party state with low levels of voice and accountability and a restrictive policy environment for civil society organizations.[100] It has a National Youth Policy, which defines young people as 15 to 35, and recently passed a law recognizing and supporting youth volunteering. There is also a National Committee on Youth of Vietnam, an inter-ministerial agency that shapes policies on youth-related matters, monitors policy implementation and executes cross-sector youth programs. The Committee is led by the Ho Chi Minh Communist Youth Union, which also develops and promulgates a youth Action Plan every five years at its National Congress. The plan includes a component on youth volunteering to implement key national programs.[101] Conscientious objectors in Vietnam have the option to participate in non-military civil service.

Socio-economic context:  Vietnam defines its economy as a socialist-oriented market economy, and the 2001 constitution gave more rights to the private sector. A majority of the Vietnamese population lives in rural areas.

Rates of participation in civil society organizations are relatively high, but much of this participation consists of membership in mass organizations, since there are restrictions on the establishment of true NGOs.[102]

Cultural context and perceptions:  During the focus group held in Vietnam, one participant stated, "Young people of my age are not aware of the value of volunteer work. They told me to care for myself before car[ing] for others." Another young person felt that friends were

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[99] Curtain, Richard (2007). *Promoting Young People's Livelihoods in Vanuatu: using what you've got to get what you need*. Report commissioned by UNICEF EAPRO.
[100] Heinrich, V. Finn (2007). *CIVICUS Global Survey of the State of Civil Society, Volume 1: Country Profiles*. Bloomfield, CT, USA, p. 440.
[101] ESCAP (2000). *Youth in Viet Nam: A Review of the Youth Situation and National Policies and Programmes*. New York, NY: United Nations, p. 7.
[102] Ibid., p. 438.

supportive, however, claiming "some even think you are an angel." Parents and teachers were described as being supportive of volunteer activities as long as they don't affect studies and, in some cases, as long as they can see the benefit for the family and home. Government officials were described as being supportive. While children and young people are consulted, adults are the main decision-makers in youth civic engagement programming, with the possible exception of volunteer clubs. Despite some hindrances to participation, girls are more active than boys in civic activities since, according to one focus group participant, "women are more patient and more flexible, while men pay a lot of attention to stud[ies] and career." Hindrances to participating in civic engagement activities include the need to focus on studies or making money.

Programming:  Most youth civic engagement in Vietnam is supported by State and Party institutions and emphasizes civic duties and the delivery of social programs, rather than addressing sensitive social or political issues. The Vietnam Youth Union, a mass organization, is working with international and local stakeholders on several youth civic engagement projects, including an HIV/AIDS awareness and prevention campaign and a project with UNV and UNESCO to address environmental degradation in Ha Long Bay.[103] An earlier project with UNV and UNESCO promoted youth volunteering for the preservation of cultural heritage sites. One of the strengths of the Union is its extensive local-level networks. Several other organizations associated with the Communist party also coordinate youth activities and voluntary work in the country. An important example is the Ho Chi Minh Young Pioneers' Brigade with 12 million youth members (15 to 30 years old) and 7 million child members nationwide.[104] In addition to promoting nationalism and contributing to Vietnam's defense, the movement organizes civic engagement activities including clothing and book drives and building homes for disadvantaged children.[105] Some of the other kinds of civic engagement activities described in the Vietnam focus group include: teaching English to those with disabilities, organizing community health programs, raising funds for disaster relief, and participating in international work camps, for example. There are also several youth media programs run by the Youth Union as well as a Junior Reporters Club supported by UNICEF.

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[103] Davila-Ortega, Luis and Emily Freeburg (2006). *Youth, Democratic Governance, and the MDGs Report in Asia and the Pacific*. Presented to UNDP Regional Center in Bangkok. Global Youth Action Network (GYAN), p. 20.
[104] A pioneer movement is an organization for children and young people operated by a communist party. The other active pioneer movements in the region are in China and Lao PDR. The Young Pioneers of China has a similar structure to the movement in Vietnam and approximately 130 million members. See http://en.wikipedia.org/wiki/Young_Pioneers for more information on pioneer movements around the world.
[105] http://vietnamnews.vnanet.vn/showarticle.php?num=01POL130506

**8. Conclusions**

As shown throughout this report, a wide variety of youth civic engagement programs are operating throughout the region, each with different strengths and weaknesses. The enabling environments for youth civic engagement also vary greatly, depending on government characteristics and policies as well as socio-economic and cultural factors. While interventions to strengthen youth civic engagement in each country could have significant impacts, UNICEF and other stakeholders must prioritize interventions, given limited resources.

Priority should be given to those countries that offer the most "favorable" environments for intervention. "Favorable" may be defined as countries with high need (high risk of civil conflict, few opportunities for young people to engage, low bridging and linking social capital, minimal youth capacities for engagement, etc.) or countries where conditions are most likely to support successful outcomes. In some cases, countries with high need also have less favorable conditions for successful outcomes. This report recommends that UNICEF and other stakeholders prioritize countries that present both high need and relatively favorable conditions for successful outcomes. Specifically, we recommend focusing on the Pacific Island Countries, Timor-Leste, Mongolia and Cambodia.

These countries, which have weak or democratizing governments, offer some democratic space in which to conduct youth civic engagement programming. In the Pacific Island countries and Timor-Leste, there is also an urgent need to create additional opportunities for young people to engage in productive activities that support personal and community development. There are also high levels of bonding social capital due to the strength of traditional communities, but lower levels of bridging and linking social capital. In Mongolia and Cambodia, there are also lower levels of bridging and linking social capital. In Cambodia, this may be partially an effect of the Khmer Rouge period as well as the strength of pagoda associations, which create bonding social capital. In Mongolia, there are lower levels of bridging and linking social capital because civil society is recently establishing itself after the transition to democracy.

In each of these countries, UNICEF and other stakeholders also need to prioritize areas for intervention, which include the enabling environment, youth capacities for engagement, and opportunities for engagement. In Cambodia, for example, a key first step may be to help draft a national youth policy. In several of the Pacific Island Countries, national youth councils need to be established or strengthened, and national youth policies need to be established, renewed or reviewed. Young people and adult government representatives also need to be supported to engage in effective dialogue. By supporting mechanisms for youth participation in governance, young people's linking social capital may also be strengthened.

In the Pacific Island Countries and Timor-Leste, it is also crucial to focus on developing life and livelihood skills among young people. Three relatively low-cost and large-scale types of civic engagement that can support the development of these skills among young people are national community service, peer education and service-learning. These programs can also address critical community needs such as rural health education and service delivery, emergency preparedness and response, literacy training, and environmental protection and clean-up. They also offer opportunities for young people from different backgrounds to collaborate on projects, potentially creating bridging social capital. In Mongolia, Cambodia and Timor-Leste (recently emerging democracies), offering young people opportunities to learn about democracy and participation by practicing it through civic engagement (such as service-learning) is also crucial.

Countries such as China, Lao PDR and Vietnam present less favorable environments for interventions because there is less democratic space to support independent youth civic

engagement. Other countries, such as the Philippines, may have favorable conditions for supporting youth civic engagement, but less need, given that there are already many program options available to young people. This is not to say that there are not many ways youth civic engagement could be supported in each of these countries. For example, in the Philippines, the SK could be strengthened and research on youth civic engagement could be conducted in collaboration with universities. Given limited resources, however, a limited number of countries needs to be prioritized, as well as the specific focus of interventions within each country.

In the following section, a number of recommendations for UNICEF and other stakeholders to further support youth civic engagement in the region are presented. These recommendations apply to all countries included in this study, but again, we specifically recommend prioritizing Cambodia, Mongolia, Timor-Leste and the Pacific Island Countries.

## 9. Recommendations

Following is a list of recommendations for UNICEF and other stakeholders to further support youth civic engagement in East Asia and the Pacific. These recommendations consider the enabling environments for youth civic engagement as well as the capacities and opportunities for young people to participate in such activities.

### A. Build knowledge and change perceptions about youth civic engagement
1. Support and disseminate research on the impact of youth civic engagement
2. Conduct country-level mapping exercises
3. Develop case studies of different types of youth civic engagement

### B. Strengthen capacities and opportunities for youth civic engagement
4. Incorporate mechanisms for youth civic engagement into government policies and programs
5. Build the capacity of young people and adults to engage in effective dialogue and partnerships around youth civic engagement
6. Promote service-learning in schools
7. Support peer education
8. Strengthen youth civic engagement programming among institutions of higher education
9. Support a small grants program for youth initiatives
10. Consider supporting a regional volunteer scheme

### A. Build knowledge and change perceptions about youth civic engagement

**Recommendation 1: Support and disseminate research on the impact of youth civic engagement**

A key step towards achieving change in perceptions about youth civic engagement is to generate more information on a community, national and regional basis about the individual and collective impacts of youth civic engagement. The positive impact of service-learning in particular on young people's future civic engagement and learning outcomes has been demonstrated,[106] but more rigorous impact research in developing countries on a broader range of youth civic engagement activities is greatly needed. This impact research can involve young people themselves, thereby including them in the process and developing their research skills.

UNICEF headquarters—in partnership with organizations like the World Bank and Innovations in Civic Participation, which are planning an expert meeting on this topic in 2008—could support the development of a global agenda for conducting comparative, rigorous impact research on a variety of youth civic engagement activities. UNICEF EAPRO could help implement this research agenda in East Asia and the Pacific. While developing an international framework for this research is helpful for comparative purposes, increasing

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[106] For more information on the impact of service-learning, please see: (1) A. Furco & S. H. Billig, eds. (2002). *Service-Learning: The essence of the pedagogy*. Greenwich, CT: Information Age Publishing; (2) Astin, A.W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). *How service-learning affects students*. Los Angeles: University of California, Los Angeles, Higher Education Research Institute; (3) Billig, S. H. (2000). Research on K-12 school-based service-learning: The evidence builds. *Phi Delta Kappan,* 81(9), 658-664; (4) Martin, S., Neal, M., Kielsmeier, J.C., and Crossley, A.C. (2006). "The Impact of Service-Learning on Transitions to Adulthood." *Growing to Greatness 2006.* St. Paul: NYLC; and (5) Tapia, Maria Nieves (2004). "Civic Service in South America." *Nonprofit and Voluntary Sector Quarterly*. 33(4) supplement, 148-166. ARNOVA. London: Sage Publications. For more information on the impact of volunteering in general, please see: (1) Jastrzab, JoAnn, John Bloomquist, Julie Masker and Larry Orr (1997). *Youth Corps: Promising Strategies for Young People and Their Communities*. Cambridge, MA: Abt Associates Inc.; (2) McDowell, Charlotte (June 2007). "Youth as Assets for Development." *Development Outreach* magazine. *Youth and Development: Investing in the Next Generation*. Washington, DC: World Bank Institute; and (3) Johnson, Lisa, Amanda Moore McBride, and Rene Olate (2006). "Youth Service in Latin America and the Caribbean: Doubling the Returns for Social Development." *Service Enquiry: Civic Service and Volunteering in Latin America*. Second edition. Johannesburg: Global Service Institute and Volunteer and Service Enquiry Southern Africa.

knowledge about the definitions, structures, parameters, and impact of youth civic engagement in the Asia-Pacific region specifically is essential. The University of the Philippines (through its National College of Public Administration and Governance) should be considered a potential partner in this endeavor, given its interest in developing a similar research agenda. Another potential local partner in East Asia is the Malaysian Institute for Research in Youth Development, which is also interested in the topic. In the Pacific, this research agenda may be integrated into UNICEF's Policy, Advocacy, Planning and Evaluation Programme (PAPE), as part of its strategy to achieve quality disaggregated data by researching, monitoring and evaluating child- and youth-related programs through participatory processes and population-based surveys.

The results of this impact research should be disseminated among governments, international organizations and civil society as well as on a broader basis to reach parents, educators, decision-makers in the private and public sectors, and young people themselves. Dissemination efforts will need to be tailored to particular communities and audiences and should include more engaging subject matter (stories, interviews, etc.) in addition to the results of the impact research. Myths about youth civic participation can also be dispelled through these campaigns. Youth media can support these dissemination efforts.

**Recommendation 2:** **Conduct country-level mapping exercises**

Building on this regional mapping exercise, conduct country-level mapping exercises, consulting a wide variety of government and non-governmental stakeholders as well as adults and youth. Prior to beginning the mapping, it will be particularly important to define, in collaboration with other stakeholders, what is understood by "youth civic engagement" in each country so that all relevant information is captured through the national exercises. The goals of the national mapping exercises are twofold:

• To identify and rank which factors are most and least conducive to supporting youth civic engagement in each country. The capacity of young people to participate in civic engagement activities as well as the depth and range of opportunities for their participation can also be ranked. This ranking should be based on a common typology created by UNICEF EAPRO using information obtained through this regional study. Elements of the checklist for children's citizenship being developed by UNICEF EAPRO should also be incorporated into the typology. This information will allow UNICEF EAPRO to prioritize areas for intervention in each country (enabling environment, youth capacities for engagement, or opportunities for engagement) and to create country action plans.

To create more comprehensive databases of youth civic engagement programming in each country, including additional information about key stakeholders, including what their motivations are for supporting youth civic engagement and how they support it. This information will help inform young people and other stakeholders (including UNICEF) about the opportunities currently available for youth civic engagement in each country as well as opportunities for collaboration among organizations and deficiencies in programming options. The databases will also help establish benchmarks for progress in developing youth civic engagement programming in each country. The existence of these databases should be widely publicized through local media and other government and non-governmental organizations.

As part of these national mapping exercises, UNICEF country offices may consider partnering with local organizations in each country to conduct youth surveys or youth indexes focusing particularly on the topic of civic engagement to find out what young people's motivations are for participating, what kinds of programs most interest them, what

they perceive to be the benefits of participation, what hinders their participation, and what could be done to support their participation to a greater extent. Each survey or index should include a strong focus on marginalized young people. These surveys will complement the mapping exercises and serve as a tool for discussions on the topic, particularly with governments.

**Recommendation 3:  Develop case studies of different types of civic engagement**

Building on the youth civic engagement typology included in this study, develop a portfolio of detailed case studies of different kinds of civic engagement in the region, highlighting the pros and cons of each approach and their appropriateness for different contexts, goals, implementing agencies and participant groups. For example, youth clubs may be particularly cost-effective and useful for engaging young people in remote areas, while social entrepreneur programs may be high impact but expensive and available to a more limited group of young people. These case studies should be widely distributed and publicized and could also be presented for discussion at national or region forums. In effect, the case studies can be considered a menu of options for youth civic engagement programming for governments, civil society organizations, international organizations and young people themselves.

## B.  Strengthen capacities and opportunities for youth civic engagement

UNICEF and other stakeholders should view opportunities for increasing meaningful, positive and inclusive youth civic engagement on a continuum from participation of children in small-scale service-learning activities to large-scale, full-time, post-university national service or social entrepreneur programs, for example. One-off activities should not be discounted, as they may lead to more sustained participation of young people. As one youth respondent from Cambodia suggested, "Youth camps, youth conferences, workshops, [and] training courses are [ . . .] good tools to get [youth] involved." A deficiency that this study highlighted is that opportunities for civic engagement need to be provided to a wider variety of young people, including younger children, girls, young people living outside metropolitan areas, and out-of-school young people, for example. UNICEF and other stakeholders should therefore focus their efforts on these disadvantaged or marginalized young people, who otherwise would have limited opportunities to "practice" civic engagement. Specific recommendations for UNICEF and other stakeholders to help create a continuum of youth civic engagement opportunities for a wide variety of young people and to support them to participate effectively in such activities include:

**Recommendation 4: Incorporate mechanisms for youth civic engagement into government policies and programs**

Work with government authorities to include specific mechanisms for youth civic engagement in national youth policies and programs, along with implementing plans and provisions for regular reviews. As shown in the government policy summary table, there is a wide range in the levels of development of youth-related policies in the region. A necessary first step, therefore, to implementing this recommendation is to support the development of youth policies in the countries where no active youth policy exists (Cambodia, Kiribati, Lao PDR, Solomon Islands and Vanuatu). Support for youth civic engagement can be incorporated into the design of these policies. In countries where there are active youth policies but no specific support for civic engagement (Fiji, Malaysia, Papua New Guinea, Singapore and Vietnam), this element should be incorporated during policy reviews. The cases of Mongolia and the Philippines, which have developed stand-alone policies on youth participation, should be carefully considered to draw lessons learned.

Additionally, support may be needed for governments to translate these policies into programs and activities. Important support for the implementation of these policies are youth bodies (councils, commissions, etc.). Several youth bodies in the region already seem to be effectively supporting youth civic engagement, including providing seed funding for youth-initiated community projects. However, particularly in the Pacific, youth bodies need to be established or strengthened, made more accountable, transparent and representative. These policies, implementation mechanisms and programs should clearly distinguish between children (0 to 17) and young adults (18 to 24).

Ultimately, the goal should be to include mechanisms for youth civic engagement in a variety of national policies and programs (including national poverty reduction strategies), not just those focusing on young people. It is also essential that the highest levels of government understand the importance and potential of youth civic engagement. Examples of areas in which youth civic engagement can be incorporated into policies for meeting national development goals include health education and service delivery (service-learning, peer education, national service corps), disaster preparedness and response (youth media, national service corps), environmental protection and responding to climate change (social entrepreneurship, service-learning, regional service corps), peace-building and post-conflict recovery (national service corps, peer education), and rehabilitation of young offenders (part-time community service).[107] By providing opportunities for regular policy and program reviews, youth civic engagement programming can be adjusted to meet changing national development priorities.

While the ultimate responsibility for developing and implementing these mechanisms lies with national youth ministries (where they exist), UN agencies should consider supporting dialogue on the topic among different line ministries and civil society organizations. UNICEF may also consider organizing a regional conference on the topic to share experiences and good practices.[108] To support the inclusion of disadvantaged or marginalized young people in these discussions and the representation of their interests in the development of specific mechanisms for youth civic engagement, local consultation processes involving these young people should feed into the national consultative processes. In general, government decentralization may increase options for local youth participation.

In addition to governments and civil society organizations in each country, important partners for UNICEF to implement this recommendation include the Secretariat of the Pacific Community, Association of Southeast Asian Nations, Commonwealth Youth Programme, Asian and Pacific Youth Councils, World Bank, and Save the Children Australia, among others. In the Pacific, UNICEF should consider incorporating this recommendation into its PAPE Programme strategy of developing or strengthening existing pro-child, -youth and -women development policy formulation processes, tools and options.

**Recommendation 5: Build the capacity of young people and adults to engage in effective dialogue and partnerships around youth civic engagement**

Build the capacity of both young people and adults to engage in effective dialogue with the government and to participate in advocacy campaigns to support the development and passage of policies on youth civic engagement. Moreover, several respondents to the questionnaires indicated that young people were not sufficiently prepared to participate in

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[107] While more evidence, particularly in non-OECD countries, is needed, youth civic engagement may reduce risk behaviors of program participants. For example, an impact assessment of the Youth Corps in the United States found that participation in the program reduced arrest rates by one-third. For more information please see: Jastrzab, JoAnn, John Bloomquist, Julie Masker and Larry Orr (1997). *Youth Corps: Promising Strategies for Young People and Their Communities*. Cambridge, MA: Abt Associates Inc., p. 17.
[108] Follow-up sub-regional meetings to the World Conference of Ministers Responsible for Youth held in Lisbon in August of 1998 have only convened ministers and senior officials from the youth sector itself.

youth councils or as youth representatives to other government bodies. Additionally, adults need to be counseled in how to effectively support youth participation. Implementing this recommendation will need to be considered carefully on an individual country basis given its politically sensitive nature. In general, UNICEF may organize capacity-building workshops at both the local and national levels and support effective youth advocacy and campaigning, media, governance, and leadership programs. Again, in the Pacific, this recommendation may be implemented partially through the PAPE Programme, as part of its capacity-building activities to enhance children and young people's involvement in policy development. The distance-learning courses and capacity-building workshops implemented through the "Improving the Outlook of Mongolian Adolescent Girls and Boys" project should be reviewed as potentially replicable models.

## Recommendation 6: Promote service-learning in schools

A key arena in which young people can be supported to develop skills for continued civic engagement is in school. Referring to home and school, the International Youth Foundation states: "As the primary arenas where the socialization process takes place, these are places where young people can first internalize the values of democratic participation, individual responsibility for the public good, and civic engagement."[109] As part of its support for life skills-based education and education for citizenship, UNICEF should explore promoting service-learning in schools, helping students to develop life and citizenship skills by practicing them, not just learning about them.

Service-learning can be promoted by working with the Ministry of Education in each country to recognize the importance of service-learning in developing life, citizenship and other practical skills as well as to incorporate service-learning and youth civic engagement into education policies. In addition to education ministries and schools, other potential partners in this endeavor include the Peace Corps, which is interested in supporting service-learning in the countries where is operates; Save the Children US, which is also interested in promoting service-learning; the Open Society Institute, which supports civic education in democratizing countries; and UNESCO.

## Recommendation 7: Support peer education

Peer education may be an effective approach for engaging marginalized young people who may not be in school or who live in remote areas. This programming option should be considered particularly in countries like Papua New Guinea and the Solomon Islands, where primary, secondary and tertiary enrollment levels are exceptionally low, and countries like Kiribati, where decentralized approaches to youth civic engagement are needed given vast geographical distances. Peer education is already fairly widespread in the PICs, but could perhaps move beyond the common focus of promoting health awareness to tackling other issues such as literacy, violence prevention, participation in civic affairs and emergency preparedness, for example. The Youth Outreach Project run by Save the Children Australia, which uses a cascading peer education approach to encourage greater participation in community and civic affairs among the most marginalized young people in villages throughout the Solomon Islands, should be considered as a potentially replicable model in other PICs. Peer education may be implemented by individual young people, informal youth groups, youth clubs, local NGOs, faith-based and community organizations, international organizations, and governments. Specific potential partners in this area include national governments (youth ministries as well as line ministries such as health and education),

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[109] Silvia Golombek, ed. *What Works in Youth Participation: Case Studies from Around the World.* Baltimore, MD: International Youth Foundation, p. 68.

municipalities, and international organizations like the World Bank, SPC, Save the Children Australia, and UNFPA.

**Recommendation 8: Strengthen youth civic engagement programming among institutions of higher education**

Higher education institutions should be supported to develop service-learning frameworks and research activities around the topic of youth civic engagement. Universities, community colleges and professional institutes may also be supported to offer training programs for community youth workers and youth program managers in how to encourage young people's civic engagement most effectively. The Commonwealth Youth Programme Diploma in Youth Development Work should be explored as a potentially replicable model. In addition to higher education institutions themselves, potential partners for implementing this recommendation include national ministries of education, UNESCO, UNV/UNDP and the Talloires Network.[110]

**Recommendation 9: Support a small grants program for youth initiatives**

Consider a small grants program for youth initiatives related to civic participation, given that this regional study identified relatively few youth-initiated and -led programs in the region. Moreover, for those youth organizations that do exist, accessing funding for more sustained activities is a constant challenge.

**Recommendation 10: Consider supporting a regional volunteer scheme**

Consider supporting a regional volunteer scheme, such as the Pacific Youth Volunteer Scheme, which is currently being finalized and looking for funding. In addition to meeting national and regional development needs, such a scheme would help create a sense of regional identity among young people, greater awareness of other countries and cultures, and sharing of good practices in youth volunteering and participation. Potential program areas might include disaster preparedness and response, environmental protection and responding to climate change, rural education and health service delivery, and peer-education focusing on life skills.

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[110] The Talloires Network is an international network of institutions of higher education dedicated to promoting social responsibility and civic engagement on their campuses. Regional sub-networks are currently being formed. For more information, please see www.icicp.org.

**APPENDIX A: List of general recommendations for effective youth civic engagement program and policy design**


*__Elements of effective youth civic engagement policy design:__*
- Is an *approved and documented* legislation, strategy, law, regulation, etc.
- Has been formulated with *significant input* from a wide range of government and civil society actors, particularly young people themselves.
- Clearly *defines* the *purpose and role* of young people's participation.
- *Provides opportunities* for young people to participate in programs under guidelines set forth by the policy.
- Can be embedded in *civil society* and fall under the auspices of non-governmental, religious and educational organizations, or be tied to *government*.
- Encourages *inter-ministerial coordination* and *cross-sector programming*.
- Facilitates *decentralized needs assessments and service delivery*.
- Is *implemented* through new or already existing programs.
- Is tied to sufficient *funding sources to implement* the programs.


*__Elements of effective youth civic engagement programming:__*
- Linked to *national* and *community* development *goals and critical needs*.
- *Youth and community involvement* in design, delivery and assessment.
- Implementation through effective *partnerships.*
- Sites for program implementation selected based on *high needs* and *high potential*.
- *Appropriate recruitment and selection strategies* for target population.
- Appropriate *incentives* to support participation.
- *Participatory training* for successful program completion, as well as for identification and realization of *future opportunities*.
- *Structured learning*, including periods of *reflection,* to develop skills, knowledge and attitudes.
- Encourages *teamwork* and provides opportunities for *leadership.*
- Tied to *public awareness campaigns.*

**APPENDIX B: Resources**

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**Forthcoming studies and papers**

Youth for a Sustainable Future Pacifika: Study for the World Bank on youth participation in development in the Pacific. They also have an extensive on-line youth activist network for the Pacific. Contact Shasheen Jayaweera at shishj85@hotmail.com for more information.

Mapping the Youth Challenge in the Pacific study/Pacific Youth Mapping Exercise (PYME). Contact Jacqueline Nguyen for more information at jacquelinen@spc.int.

Study being commissioned in Cambodia by UNDP/UNV (contact Mark Lawler at mark.lawler@undp.org) to be carried out by Youth Star Cambodia. The study will focus on the potential of young people to contribute to national development in Cambodia through volunteering.

Niklas Narayan Ageros, MA student and former UNICEF project leader, is finishing his thesis on youth participation in Lao PDR. Contact him at hds0601@iss.nl for more information.

**APPENDIX C: Typology**

**THIS GUIDE SERVES TO DELINIATE THE AREAS OF INFORMATION THAT WILL BE GATHERED FROM THE QUESTIONNAIRES AND FOCUS GROUPS, AND DESCRIBES THE DATA THAT WILL BE PUT IN THE DATABASE.**

<table>
<tr><td colspan="2" align="center">SECTION 1: CONTEXT FOR YOUTH CIVIC ENGAGEMENT</td></tr>
<tr><td colspan="2">***NOTE****:  Major national contextual factors will be described in this section. Not all fields in this section are intended to be filled out --- any relevant information should be entered in the appropriate field, when applicable.</td></tr>
<tr><td>Young people's Perceptions</td><td>General views young people hold in terms of the opportunities and barriers they face.</td></tr>
<tr><td>Perceptions of Young people</td><td>General perception of young people in the country. For example, what is the dominant portrayal of young people in the media?</td></tr>
<tr><td>Conflict / post-conflict setting</td><td>Years since major conflict, type of conflict, what proportion of the population  was involved</td></tr>
<tr><td>Cultural Context</td><td>Family dynamics and structure, gender relations, traditions of mutual aid / community responsibilities</td></tr>
<tr><td>Political System and Conditions</td><td>Include information about strong or weak institutions of governance, political system (authoritarian, democracy, parliamentary, presidential, monarchical, etc.), level of authoritarianism / strength of democracy.</td></tr>
<tr><td>Economic System and Conditions</td><td>General economic trends: employment, degree of labor market flexibility, wealth distribution, impoverished populations, development levels.</td></tr>
<tr><td>Educational System Structure and Characteristics</td><td>Level / age of compulsory education, university entrance system / requirements, pedagogical style, presence of private schooling system, dropout / repetition rates</td></tr>
<tr><td>Ethnic / racial dynamics</td><td></td></tr>
<tr><td>Socio-demographic profile</td><td>Size of youth bulge aged 15 to 24 years, measured as proportion of adult population (age 15 and above)</td></tr>
<tr><td>Religion</td><td>Prevalence, key beliefs for social responsibility, connections to government</td></tr>
<tr><td colspan="2" align="center">SECTION 2: NATIONAL POLICY / LEGISLATIVE FRAMEWORK</td></tr>
<tr><td colspan="2">***NOTE****:  Relevant policies and legislative frameworks for youth civic engagement in the country will be described in this section. Not all fields in this section must be filled out --- any relevant information should be entered in the appropriate field, where applicable.</td></tr>
<tr><td>Military service requirements</td><td>Compulsory military service, systems of service for conscientious objectors, presence / absence of a draft.</td></tr>
<tr><td>National service laws</td><td>Compulsory civilian national service frameworks</td></tr>
<tr><td>Non-profit regulatory frameworks</td><td>Does the Government encourage the registration of non-profit organizations, recognition of their independence from the public and private sectors, offer state support of activities, and provide mechanisms for dialogue with the state, for example?</td></tr>
<tr><td>Rights and Freedoms</td><td>Right to free assembly and peaceful association; to participate actively in society; to freedom of thought, religion; to promote human rights and freedoms; to form political associations and advocacy for legislative change; to free speech</td></tr>
<tr><td>Development Policies</td><td>Poverty Reduction Strategy Papers, national economic and social development plans, employment policies.</td></tr>
</table>

| | |
|---|---|
| **Youth Policy** | Overarching youth policies that incentivize, support, or penalize young people's activities and behaviors |
| **Labor law** | Application of protections to individuals other than paid employees: on compensation related to voluntary activities, right to healthy and safe work environment, liability protections for damages or injuries caused by volunteers, exclusion from minimum wage provisions |
| **Tax Laws** | Inclusion of reimbursement of expenses as personal income, incentives for donating to volunteer organizations |
| **Immigration Law** | Applicability of entry and residence permits / visas to individuals working voluntarily |
| **Other Policy Frameworks** | Other policies / laws that do not fall into the categories listed above. |

| SECTION 3: PROGRAM INFORMATION |
|---|

| Part 1: Program Information |
|---|

| | |
|---|---|
| **Program Information** | Program Name, contact information, website |
| **Type of civic engagement** | This field describes the program's type of civic engagement. Choose as many of these types of civic engagement that apply to the program. **Service to others:** <br> • **Formal/long term service:** 20 hours/week of service for 3 months or longer <br> • **Part-time volunteering:** anything less than formal / long term service but more than 2 hours per week for two months <br> • **Occasional volunteering:** anything less than the above. <br> • **Service-learning:** Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Young people apply academic skills to solving real-world issues, linking established learning objectives with community needs. This can be either school-based or non-school based. <br> • **International volunteering:** volunteers offer services to communities in countries other than their own <br> **Mutual Aid:** providing assistance and support to others within the same community or social group <br> **Governance:** representation on government consultation bodies, involvement in local development projects <br> **Advocacy/Campaigning**: raising public consciousness, working to change legislation <br> **Youth Media:** video, radio, film, newspaper, or other form of media production by young people; audience may be other young people or adults <br> **Social Entrepreneurship:** creating new and innovative solutions to pressing social problems by designing products or offering services <br> **Leadership Training and Practice:** mechanisms for learning and exercising leadership skills, including workshops and conferences, for example, as well as participation in volunteer activities <br> **Other – describe** |
| **Brief description of program activities** | |
| **Area of civic engagement** | Select the main area of focus of the program activities for the community. <br> • Eradicate extreme poverty and hunger <br> • Achieving universal primary education <br> • Promoting gender equality and empowering women <br> • Reducing child mortality |

| | |
|---|---|
| | <ul><li>Improving maternal health</li><li>Combating HIV/AIDS, malaria, and other diseases</li><li>Ensuring environmental sustainability</li><li>Developing a global partnership (network) for development</li><li>Emergency response and preparedness</li><li>Infrastructure and construction: Building schools, bridges, housing, sewer systems, electrical poles or any other kind of physical infrastructure.</li><li>Peace building / promoting conflict resolution / preventing conflict</li><li>Public Safety: neighborhood watch, etc</li><li>Matching participants to programs: A program through which domestic and international volunteers can find volunteer activities to fit with their interests and experience.</li><li>Social services: prevention / care for rape, abuse, street children, elderly and disabled populations, etc</li><li>Other—please describe</li></ul> |
| **Goals for youth participants** | <ul><li>Life skills development: creative thinking, critical thinking, decision-making / problem solving, self-confidence, communication and interpersonal skills, conflict management, cooperation / teamwork, managing one's emotions, contribution (civic values), empathetic skills, respect, responsibility.</li><li>Citizenship/social responsibility: Voting, environmental activism, human rights.</li><li>Employability: Programs/policies for improving young people's employment, entrepreneurial, and personal skills as a way to build capacity for, and engagement in, productive work.</li><li>Strengthening social capital: programs that aim to increase racial or socioeconomic cohesiveness. For example, a summer camp program that mixes young people of all income levels.</li><li>Prevention of risky behaviors</li><li>Rehabilitation/second chance and reintegration of at-risk youth or young people w/ a criminal record.</li><li>Other</li></ul> |
| **Additional Program Goals or Objectives** | |
| **Organization type** | What is the organization running the program/policy? Multiple organizations may be listed here.<br>☐Local or national government agency<br>☐International non-governmental organization (NGO)<br>☐Faith-based NGO<br>☐Non faith-based NGO<br>☐Community-based informal organization<br>☐Business or corporation<br>☐School or higher education institution<br>☐Organized youth association / club<br>☐Non-formal youth group/movement<br>☐Youth council / parliament<br>☐Individual young person / people<br>☐Political party<br>☐Labor union<br>☐International network<br>☐Student union<br>☐Other (If "other," please describe) |
| **Target population of participants** | Describe the target population for the program:<ul><li>Age (percentage of program participants who are between 10-14, 15-19, and 20-24 years of age)</li><li>Gender proportions for each of these age groups, if known</li><li>Socioeconomic background (class, ethnicity/race, religion, etc.)</li></ul> |

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|---|---|
| | <ul><li>Education level (completed basic education, completed middle school, completed high school, pursuing/graduated from higher education)</li><li>Rural/urban</li></ul> |
| **Number and age ranges of program staff** | |
| **Incentives to participate** | Description of incentives:<ul><li>**Educational award:** These awards can be monetary or non-monetary. Non-monetary awards can include scholarships.</li><li>**Stipend**</li><li>**Certifications:** These are professional certifications such as plumbing, computers.</li><li>**Award or other recognition**</li><li>**Training**</li><li>**Compensation:** food, travel expenses, other</li><li>**Microfinance:** Volunteers/participants receive financial assistance to start their own business or service program during or upon completion of program.</li><li>**Direct/Preferential job placement:** Volunteers/participants that complete the program receive jobs or preferential status for jobs.</li><li>**Other**</li></ul> |
| **Duration of participation** | Average time young people participate in program per week, average number of months / years young people participate |
| **Year program started** | |
| **Geographic location** | |
| **Number of participants in 2006** | |
| **Number of participants since inception** | |
| **Program budget and funding sources** | <ul><li>Current annual program budget in USD (for the program described, not organization)</li><li>Program cost per participant</li><li>Major funding sources (government, participation fees, other organizations)</li></ul> |

| | |
|---|---|
| **Roles and participation of young people in program and organization** | For each of the roles young people may play in the organization or program, the most common level of youth participation is identified.<br><br>**Roles:**<br>0Volunteer<br>0Member<br>0Advisory board member<br>0Manager / leader<br>0Program designer<br>0Program implementer<br>0Researcher<br>0Monitor / Evaluator<br>0Peer educator / counselor<br>0Mentor<br>0Policy analyst and developer<br>0Conference participant<br>0Media designer:<br>0Other- please describe:<br><br>**Levels of participation for young people:**<br>0Young people do or say what adults suggest, or are asked what they think without knowing how their responses are used<br>0Young people take part in events but do not understand the issues<br>0Young people are asked to say what they think but have little choice on how to express it<br>0Young people are listened to when they speak up and contribute ideas<br>0Young people are encouraged to share their views<br>0Young people's views are taken into account<br>0Young people are involved in decision-making processes<br>0Young people share power and responsibility for decision-making<br>0Young people lead the organization and have full power and responsibility<br><br>Description of organizational processes or policies that ensure level of participation, as well as any variance in level of participation based on age or gender. |
| **Part 2: Program Impacts and Evaluation** ||
| **Program Evaluations** | Description of program evaluations, monitoring mechanisms, reports. |
| **Primary program impacts** | |
| **Program design strengths** | |
| **Program design challenges** | |
| **Additional information** | |

**APPENDIX D: Program Questionnaire**

> ## YOUTH CIVIC ENGAGEMENT QUESTIONNAIRE: PROGRAM INFORMATION

*This questionnaire is part of Innovations in Civic Participation's regional mapping initiative of youth civic engagement in East Asia and the Pacific. The purpose of the information is to help UNICEF work out ways it can better support young people in their efforts to participate more fully in their societies.*

*The perspectives of individuals responding to this questionnaire will be incorporated into the final report, which will be presented to the UNICEF regional offices in the third quarter of 2007. Please pass this questionnaire along to other program managers who may be interested.*

*For further information regarding this study, please contact Innovations in Civic Participation at info@icicp.org or at the address listed above.*

**PROGRAM NAME:**
**ORGANIZATION NAME (IF DIFFERENT FROM PROGRAM):**
**COUNTRY:**
**ADDRESS:**
**TELEPHONE:**
**EMAIL:**
**WEBSITE:**

Please Note: For the purpose of this study, "young people" are considered to be between **10 and 24 years of age**, including university students.

*Please indicate here if you would like to receive a copy of the summary of the results: __*

Please provide the following information about yourself in case we need to contact you for any clarifications.
    Name:
    Title:
    Organization:
    Country:
    Email:
    Telephone:
    Relationship to profiled program:

    Please indicate if you would like to remain anonymous in the final report: _____

**Part 1: Program Information**

1.  TYPE OF PROGRAM (PLEASE CHECK ALL OPTIONS THAT APPLY—DOUBLE CLICK AND SELECT "DEFAULT VALUE: CHECKED" TO CHECK THE BOX):

    ☑ **Service to others:** main goal of the activity is service to a community, including working with an individual or group of individuals within a particular community (please specify all that apply):

       ☑ **Formal/long term volunteer service:** at least 20 hours each week of service for 3 months or longer.

       ☐ **Part-time volunteer service:** anything less than formal / long term volunteer service, but more than 2 hours each week for two months.

       ☐ **Occasional volunteer service:** anything less than the above.

       ☐ **Service-learning:** goals include service to the community as well as achieving specific educational objectives. Can be school-based or non-school based.

       ☐ **International volunteer service:** volunteers offer services to communities in countries other than their own.

    ☐ **Mutual Aid:** providing assistance and support to others within the same community or social group — the distinction between the beneficiary and the volunteer may be less clear.

    ☐ **Governance:** representation or consultation on local or national government bodies, or other community or local councils or bodies which may not be government supported.

    ☐ **Advocacy/Campaigning**: groups working to raise public consciousness, working to change legislation or public policy.

    ☐ **Youth Media**

    ☐ **Social Entrepreneurship** – creating new solutions to social problems, making products or providing services where the profits are not for the benefit of an individual or family

    ☐ **Leadership Training and Practice**

    ☐ **Other – please describe:**

2.  BRIEF DESCRIPTION OF PROGRAM ACTIVITIES: (please limit to 100 words or less)

3.  AREAS OF CIVIC ENGAGEMENT / SERVICE TO THE COMMUNITY (check all that apply):

    ☐ Fighting extreme poverty and hunger
    ☐ Achieving universal primary education
    ☐ Promoting gender equality and empowering women
    ☐ Reducing child mortality
    ☐ Improving maternal health
    ☐ Combating HIV/AIDS, malaria, and other diseases
    ☐ Ensuring environmental sustainability
    ☐ Developing a global partnership / network for development
    ☐ Emergency response and preparedness
    ☐ Peace building / promoting conflict resolution / preventing conflict
    ☐ Ensuring public safety
    ☐ Infrastructure**:** building schools, bridges, housing, sewer systems, electrical poles or any other kind of physical infrastructure.
    ☐ Matching participants to programs: a program through which domestic and/or international volunteers can find volunteer activities in which to participate.
    ☐ Social services: prevention / care for abused people, street children, elderly, disabled populations, etc.
    ☐ Other—please describe:

4.  GOALS FOR YOUTH PARTICIPANTS (list all relevant goals in order of importance, 1 being the most important):

    ___ **Life skills development:** Creative thinking, critical thinking, decision-making / problem solving, self-confidence, communication and interpersonal skills, conflict management, cooperation / teamwork, managing one's emotions, contribution (civic values), empathetic skills, respect, responsibility.

    ___ **Citizenship/social responsibility:** Voting, activism, knowledge of human rights.

    ___ **Employability:** Improving young people's employment, entrepreneurial, and personal skills as a way to build capacity for productive work.

    ___ **Strengthening social capital:** Increasing racial or socioeconomic cohesiveness; for example, a summer camp program that mixes young people of all income levels.

___ **Prevention of risky behaviors**
___ **Rehabilitation:** Second-chance and reintegration of at-risk youth or young people with criminal records.
___ **Other-** please describe:

5. ADDITIONAL PROGRAM GOALS OR OBJECTIVES:
    1)
    2)
    3)

6. KIND OF ORGANIZATION OR GROUP LEADING THE PROGRAM (check all that apply):
☐Local or national government agency
☐International non-governmental organization (NGO)
☐Faith-based NGO
☐Non faith-based NGO
☐Community-based informal organization
☐Business or corporation
☐School or higher education institution
☐Organized youth association
☐Non-formal youth group / movement
☐Youth council / parliament
☐Individual young person / people
☐Political party
☐Labor union
☐International network
☐Student union
☐Other (If "other," please describe)

Please describe any additional relevant information about the organization, including relationships with partners / other stakeholders or organizations:

7. PARTICIPANT POPULATION:
    Please describe the age, gender, socioeconomic background, educational level of participants, and whether they come from rural or urban areas. Please add any additional relevant information.
    • Age (percentage of program participants who are between 10-14, 15-19, and 20-24 years of age)
    • Gender proportions for each of these age groups, if known
    • Socioeconomic background (class, ethnicity/race, religion, etc.)
    • Education level (completed basic education, completed middle school, completed high school, pursuing/graduate of higher education)
    • Rural/urban

8. NUMBER AND AGE RANGES OF PROGRAM STAFF, IF APPLICABLE:

9. INCENTIVES TO PARTICIPATE:
    Please describe any incentives for participation or compensation that participating young people receive. This may include: educational awards or scholarships, stipends, professional certifications, awards or other forms of recognition, microfinance for developing projects or businesses after completing participation, and direct or preferential job placements, among others.

10. DURATION OF PARTICIPATION:
    Average time young people participate in the program per week:
    Average number of months or years young people participate in the program:
    Does this vary based on age or gender of participants? If so, please explain.

**11. ADDITIONAL PROGRAM INFORMATION**
- Year the program started:
- Geographic area(s) where program operates:
- Total number of participants last year (2006) (please estimate, if necessary):
- Total number of participants since inception of the program, if known:

**12. BUDGET AND FUNDING SOURCES**
- Current annual program budget in USD, if applicable (please list the budget for the program being described, not for the organization running the program):
- Program cost per participant, if applicable:
- Major funding sources (including government, participation fees, other organizations):

**13. ROLES AND PARTICIPATION OF YOUNG PEOPLE IN PROGRAM AND ORGANIZATION**

13a. In the table on the following page, please mark with an "X" the most common level of participation for each applicable role that young people play within the program and/or organization. Please do not mark anything in rows for roles which young people do not play in the organization

13b. Please describe any organizational processes or policies that ensure this level of participation:

13c. Does the level of participation for each role vary based on age or gender of participants? If so, please explain:

| | Young people do or say what adults suggest, or are asked what they think without knowing how their responses are used | Young people take part in events but do not understand the issues | Young people are asked to say what they think, but have little choice on how to express it | Young people are listened to when they speak up and contribute ideas | Young people are encouraged to share their views | Young people's views are taken into account | Young people are involved in the decision-making process | Young people share power and responsibility for decision-making with adults | Young people lead the organization and have full responsibility and power |
|---|---|---|---|---|---|---|---|---|---|
| Volunteer | | | | | | | | | |
| Member | | | | | | | | | |
| Advisory Board member | | | | | | | | | |
| Manager / leader | | | | | | | | | |
| Program designer | | | | | | | | | |
| Program implementer | | | | | | | | | |
| Researcher | | | | | | | | | |
| Monitor / Evaluator | | | | | | | | | |
| Peer educator / counselor | | | | | | | | | |
| Mentor | | | | | | | | | |
| Policy analyst and developer | | | | | | | | | |
| Conference participant | | | | | | | | | |
| Media designer | | | | | | | | | |
| Other | | | | | | | | | |

**Part 2: Program Impacts and Evaluation**

**1.   PROGRAM EVALUATIONS OR REPORTS**
If an evaluation of the program has been completed, can you send us a copy by email or please describe here its main results?  Are there any other relevant reports or monitoring mechanisms to which you can refer?

**2.   PRIMARY IMPACTS**
Please describe the greatest impacts of the program to date:
    1)
    2)
    3)

**3.   PROGRAM DESIGN STRENGTHS**
    Describe the strongest features of the program.

**4.   PROGRAM DESIGN CHALLENGES**
    Describe the greatest challenges that have faced the program, both in the present and in the past.

**5.   ADDITIONAL INFORMATION**
Please feel free to add any additional information that may be relevant, such as training, future projects, or outreach campaigns.  If this information is on a document that can be sent by email, please return that document with this questionnaire.

**APPENDIX E: National Context Questionnaire**

| |
|---|
| **YOUTH CIVIC ENGAGEMENT QUESTIONNAIRE: COUNTRY CONTEXT AND LEGISLATIVE FRAMEWORK** |

*Innovations in Civic Participation (ICP) is a Washington-based non-governmental organization that specializes in supporting young people to achieve more effective forms of civic engagement (see www.icicp.org ).*

*UNICEF's East Asia and Pacific Regional Office has commissioned ICP to map the types of youth civic engagement in the region. The purpose of the information is to help UNICEF identify ways it can better support young people in their efforts to participate more fully in their societies. Please note that for the purposes of this study, "young people" refers to people between the ages of 10 and 24.*

*The information you provide will be discussed in summary form only. No specific information will be published without first seeking your approval and confirmation that the information is correct.*

*We will be happy to send you a summary of the key results of the survey if you are interested. Please pass this questionnaire along to other organizations that may have pertinent information or perspectives.*

*For further information, please contact Innovations in Civic Participation at info@icicp.org or at the address listed above.*

Please provide the following information about yourself in case we need to contact you for clarification.

> Name:
> Title:
> Organization:
> Country:
> Email:
> Telephone:

1. **PLEASE DESCRIBE ANY NATIONAL CONTEXTUAL FACTORS THAT YOU BELIEVE SHAPE THE PRACTICE OF YOUTH CIVIC ENGAGEMENT.**

This **MAY** include, but is not limited to:

- **Young people's perceptions:** What general views do young people hold in your country? Can you refer to any recent survey results or focus group discussions about young people's perceptions of their situation in terms of the opportunities and barriers they face?

- **Perceptions of young people:** What general views do adults hold of young people in your country? What are the most common media representations of young people?

- **Conflict:** Has there been any recent violence or political conflict involving young people? If so, what form did it take, how many people were involved, and when did it take place?

- **Cultural factors:** Please outline any cultural factors that you think may affect young people's participation as volunteers. This may include family structures, gender relations, cultural traditions, ethnic/racial relations, and religion, among other factors.

- **Other factors:** What other factors do you think are important in helping to explain the type and extent of young people's participation in civic engagement programs? This may include factors relating to:

    1. the political system and conditions (governance institution strength, level of democracy, legal and judicial systems)

2. the economic system and conditions (employment, development)
3. the educational system and characteristics (university entrance requirements, curriculum and school cultures, prevalence of private schooling, dropout rates).

**Please refer to any reports that may be relevant.**

2. PLEASE DESCRIBE ANY RELEVANT LEGISLATIVE AND/ OR POLICY FRAMEWORKS THAT RELATE TO YOUTH CIVIC ENGAGEMENT IN THE COUNTRY.

These **MAY** include, but are not limited to:

a. **Military service requirements**
   i. Does your country have mandatory military service?
   ii. If so, does it have a system of service for conscientious objectors?

b. **National civilian service**
   i. Does your country have compulsory or voluntary civilian national service for young people?

c. **Regulatory framework for non-governmental organizations (NGOs)**
   i. Does the Government have a system for registering NGOs?
   ii. Is there recognition of NGO independence from government?
   iii. Is there support by the government for NGO activities? What form does this support take?
   iv. Are there mechanisms for dialogue with the Government?

d. **Rights and Freedoms**
   i. Please describe relevant information on the right to free assembly; to participate in society; to freedom of thought, religion; to form political associations and advocacy for legislative change; to free speech, along with anything else you feel is relevant.

e. **Development Policies**
   i. Does your country have a national poverty reduction strategy?

f. **National Youth Policy**
   i. Does your country have a national youth policy or policies? If not, is there a movement towards creating one?
   ii. Does this policy provide incentives for young people? Is so, please give details.
   iii. Does this policy offer support for volunteerism? Please explain.
   iv. Does this policy have shortcomings in terms of young people's activities and behaviors? If so, what are they?

g. **Regulations supporting volunteer workers:**
   i. Are there legal protections for damages or injuries caused by volunteers?
   ii. Are there any other regulations affecting the use of volunteers?
   iii. What tax exemptions exist for volunteer workers?
   iv. Are there incentives for donating to volunteer organizations?
   v. Are there other benefits the government provides for volunteers?

h. **Immigration Laws:**
   i. Are there any restrictions on the engagement of international volunteers?

## APPENDIX F: Questionnaire Respondents

Below is a list with the names and contact information of respondents to the East Asia and Pacific Mapping Questionnaires.  This list does not include all of the responses to the questionnaires, as some chose to remain anonymous. Several countries are missing, and several have only a few respondents listed below, due to the subjects' stipulation of anonymity.

| Country | Name (First/Last) | Title | Organization | Email | Telephone | Address |
|---------|-------------------|-------|--------------|-------|-----------|---------|
| **Cambodia** | Vimol Hou | NPO – Youth and Community | UNFPA | vimol@unfpa.org | (855) 12 981071 | 225, Pastuer (51), Boeung Keng Kang I, Chamkar Mon, Phnom Penh, Cambodia |
| | Long Khet | Executive Director | Youth For Peace | yfp_director@online.com.kh; YOUTHFORPEACE@ONLINE.COM.KH | (855) 11 834771 | 109 AB, ST. 261/192 Sangkat Toeuklaak III, Khan Toulkork, Phnom Penh, Cambodia |
| | Mr. Em Chan Makara | | Support Children and Young People (SCY) | | Mobile: 016-848-898 Office Phone: 023-997-217 | #33C Street 193, Sangkat Tumnup Teok, Khan Charmkarmon, Phnom Penh, Cambodia. |
| | Yeap Malyno | Executive Director | Community-Base Gang (Youth and Child Hope Development) | ychd_org@yahoo.com | (855) 12 658141 | #135, Group 33, Street 259, Kangkat Teok La-ak I, Phnom Penh, Cambodia. |
| | Eva Mysliwiec | Executive Director | Youth Star Cambodia | eva@youthstarcambodia.org; INFO@YOUTHSTARCAMBODIA.ORG | (855) 023 223 173/4 | Phnom Penh Center RM 132, Corner Sihanouk (274) & Sothearos (3) Blvd, Phnom Penh, Cambodia |
| | Ratanak Ou | Director, C/O | Care Cambodia | phd_association@yahoo.com | (855) 12 838619 | P.O. Box 537, Phnom Penh, Cambodia. |
| | KIM Pagna | Executive Director | Coalition for Road Safety (CRY) | pagna@crysafety.org.kh cry_safety@yahoo.com | (855)-12-424234 | #39EO, Street 464, Khan Chamcamorn, Phnom Penh, Cambodia |
| | Stephen Rahaim | Country Director, Southeast Asia Regional Coordinator | Equal Access International | srahaim@equalaccess.org | (855) 23 996 828, MB:(855) 92 221386 | House 32, Street 352, Beung, Keng Kang, Khan Chamkar, Phnom Penh Cambodia |
| | Im Sokthy | Executive Director | Open Forum of Cambodia | openforum@of.forum.org.kh | (855) 23 212624 | #17D, Street 296, Phnom Penh, Cambodia |
| **China** | Yuanzhu Ding | Director and Professor | Research Center for Public Service and Governace, PKU | yzding@mail.ied.ac.cn | 86-10-63908276 | |
| | Yang Guoqiong | Program Officer | | yangguoqiong@npo.com.cn | 86-10-82573870-217 | Room 303, Unit 7, Building 2, New Era Garden, Wan Liu Zhong Lu, Haidian District |
| **Indonesia** | Rob Gardiner | Director of Operations | Prestasi Junior Indonesia | rgardiner@prestasijunior.org | 0062-21-7812309 | |
| | Stefania Sini | UNV Programme | UNV/UNDP | STEFANIA.SINI@UNDP.ORG | 0062-21-3141308 | 9/F. Menara Thamrin |

| Country | Name (First/Last) | Title | Organization | Email | Telephone | Address |
|---------|-------------------|-------|--------------|-------|-----------|---------|
| | | Officer | | | | JL.M.H.THAMRIN Kav.3 P.O. BOX 2338 Jakarta-10250. Indonesia |
| **Kiribati** | Richard Curtain | | Curtain Consulting | richard@curtain-consulting.net.au | | |
| | Mauea Wilson | Senior Youth Development Officer | Ministry of Education, Youth and Sports | maueawil@yahoo.com | (686) 29345/28091 | |
| **Lao PDR** | Niklas Narayan Ageros | | MA student Netherlands. 5 years in Laos and worked for UNICEF Lao PDR | hds0601@iss.nl | | |
| | Vilinthone Sacklokham | Program Coordinator | CUSO Lao PDR | vilinthone@hotmail.com | (856-20) 5629082 | |
| | Saykham Sengkongdara | Project Officer | SADP, Science Associates for Development Programme | sadp.laos@yahoo.com sadp.office@gmail.com | (856-21) 561482 | Dondeng Village Rd., P.O.BOX 339 Vientaine, Lao PDR |
| | Vieng Akhone Souriyo | Director | LYAP-Lao Youth AIDS Prevention | souriyo@lyap.org | (856-20) 5502483/21-414812 | That Laung Rd., Nong Bon Village, Xaysettha District, Vientaine Lao PDR. P.O.BOX: T053 Xaysetha District, VTE |
| | Viengsamay Srithirath | communications associate | World Bank | vsrithirath@worldbank.org | (856)20-222-9888 | |
| **Malaysia** | Sopian Bin Brahim | SENIOR ASSISSTANT DIRECTOR | SOCIAL WELFARE DEPT. MALAYSIA | sopian@jkm.gov.my | | |
| | Samsudin A Rahim | CEO | Malaysian Institute for Research in Youth Development | samsudinarahim@kbs.gov.my | | |
| | Nono Sumarsono/ Maya Faisal | Project Officer | UNICEF | nsumarsono@unicef.org mffaisal@unicef.org | 60-3- 2095 9154/57 | |
| **Mongolia** | Enkhsaikhan Batjargal | Child and Youth participation officer | UNICEF | ebatjargal@unicef.org | 976-11-312185 | |
| **Philippines** | Bing Baguioro | Secretary-General | Children's Laboratory for Drama in Education | bingclc@yahoo.com | (632) 9132983 | 5 V. Luciano St. Project 4 Quezon City |
| | Ledivina V. Cariño | University Professor Emeritus | Pahinungod Program University of the Philippines | ledivina@yahoo.com | (632) 401 1601 | |
| | Danilo T. Fresco | Program Coordinator | Champagnat Community College, Notre Dame of Marbel Uni. | danifresco@yahoo.com | 083-228-3587 – Mobile phone: 09268887237 | |
| | Vincent Henson | Consultant on Child and Youth Participation | UNICEF | vhenson@unicef.org | (+632) 901-0177 / (+632) 901-0179 | |
| | Roberto I. Nazal | Programme Manager | VSO Bahaginan | nazal@vsoint.org | 632(3746450) local 15 | |
| | Ms. Aleta S. Santos | Executive Director | Hope for the Youth Foundation, Inc. | hopeforyouth97@yahoo.com | 632-2539324 | 2418 Yangco St., Gagalangin Tondo, Manila, Philippines 1012 |

| Country | Name (First/Last) | Title | Organization | Email | Telephone | Address |
|---|---|---|---|---|---|---|
| | Hope Tura | Country Program Advisor for Child-Friendly Governance | Plan Philippines | hope.tura@plan-international.org | 632-8173971 local 129 | 7/f Salustiana D. Ty Tower, 104 Paseo de Roxas corner Perea Sts., Legaspi Village, Makati City, Philippines |
| **Singapore** | Ruby Chan | Manager | Youth Challenge (Singapore) | rubychan@youthchallenge.org.sg | 65 6336 3434 | |
| **Solomon Islands** | Ms. Afu Billy | Regional Director | Commonwealth Youth Programme (CYP) South Pacific Centre | regionaldirector@cypsp.org.sb | 677 38374/5/6 | |
| | Richard Curtain | Director | Curtain Consulting | richard@curtain-consulting.net.au | | |
| | Katherine Gilbert | Officer in Charge | UNICEF | kgilbert@unicef.org.sb | (677) 28001 | |
| | Jack Martin | Project Manager | Save the Children Australia | yop2@savethechildren.org.sb | (677) 22400 | P. O. BOX 1149, Honiara |
| **Thailand** | Kittipan Kanjina | | Center for Girls | tao_thai@hotmail.com | 66-89-635 2250 | 3 Moo 17, Mae-On, Phan District, Chiang Rai |
| | Hassanee Kaeoluan | Program Associate | Ashoka | khassanee@gmail.com | 6689 677 1866 | |
| | Nuttawut Teachatanawat | Associate for South East and East Asia | ECPAT International | nuttawut@ecpat.net | 66 2 215 3388 | |
| **Timor-Leste** | Precy Cabrera | Reproductive Health Specialist | UNFPA | cabrera@unfpa.org | 6707290246 | |
| | Richard Curtain | Director | Curtain Consulting | richard@curtain-consulting.net.au | | |
| | Bridget Job-Johnson | Adolescent & HIV/AIDS Specialist | UNICEF | bjobjohnson@unicef.org | 670 723 1105 | |
| | Simon Poppelwell | | UNDP/UNV | simon.poppelwell@undp.org | 670-729-7431 | |
| **Vanuatu** | Richard Curtain | Director | Curtain Consulting | richard@curtain-consulting.net.au | | |
| | Shelly Westebbe | Associate Director | US Peace Corp | swestebbe@vu.peacegorps.gov | 678-26160 | Rue D'anjou, PMB 9097, Port Vila, Vanuatu |
| **Vietnam** | Ms. Hien Dao | Manager | Network of Promoting Youth Action for Community Development – PYNet | thuhiendao@gmail.com | 84-0912-622-123 | No. 35, Hong Mai Road, Ha Noi, Vietnam |
| | Bo Thi Hong Mai | Partnership Specialist | World Bank | mbo@worldbank.org | (844) 9346600 | |
| **Regional** | Nathan Camp | Program Director, Indonesia & Laos | VIA | Indonesia@viaprograms.org | 415 904 8033 | |
| | Iain Cassidy | Volunteer Coordinator | VSO | iain_Cassidy@vso.org.uk | 020 8780 7557 | 317 Putney Bridge Road, London, SW15 2PN, United Kingdom |
| | Shasheen Jayaweera | Director/Co-Founder | YSFP | shasheenj@gmail.com | 61 425 250 631 | |

## APPENDIX G: Focus Group Guidelines

**Mapping Study of Youth Civic Engagement in East Asia and the Pacific**
**Guidelines for Focus Groups**

**July 2007**

*Innovations in Civic Participation is a Washington-based non-governmental organization that specializes in supporting young people to achieve more effective forms of civic engagement (see www.icicp.org ).*

*UNICEF's East Asia and Pacific Regional Office has commissioned Innovations in Civic Participation to map the types of youth civic engagement opportunities in the region. The information gathered during these focus groups will be incorporated into a report due for completion in the third quarter of 2007. The purpose of the information is to help UNICEF identify ways it can better support young people in their efforts to participate more fully in their societies.*

*For further information, please contact Innovations in Civic Participation at info@icicp.org or at the address listed above.*

**Focus Group Purpose:**
- Identify factors which encourage and enable young people to engage in activities that are aimed at improving public or community issues (civic engagement).
- Identify barriers which discourage young people from participating in these types of activities.
- Identify positive effects of youth civic participation.
- Identify possible opportunities for greater youth engagement, leadership, and empowerment.

**Group Composition:**
Six to eight young people between the ages of 10 and 24 who are engaged in civic participation though organizations identified by UNICEF, UNV, or other organizations that work on youth civic engagement. Participants should be selected on the basis of gender and age according to the local cultural setting (separating females from males and young people under age 16 from those between 16 and 24 as necessary).

**Format:**
Before the session, the facilitator should have each participant fill out a short survey (see attachment) on his/her basic demographic information and about his/her participation in volunteer or other civic engagement activities.

The focus group should take approximately 90 minutes. There should be a 10 minute break in the middle, and chairs should be arranged in a circle if possible.

Focus groups should be conducted in the language most familiar to the participants, with translators if necessary to support the facilitator. **Please return written summaries of key points in English to ICP by August 15, 2007. If possible, full English transcripts of the sessions would be best.**

**Points to Discuss Before Starting the Group:**

- Introductions – facilitator and each young person
- Icebreaker game to make participants comfortable (see sample attached)
- Overview of the study:
    *UNICEF is an agency of the United Nations that focuses on working to overcome the obstacles that poverty, violence, disease and discrimination place in a child or young person's path. Right now, UNICEF is conducting a study about young people's civic engagement in East Asia and the Pacific. That means we're interested in activities young people participate in that are helpful for the community or society—volunteering, joining a club or group that's working on a project to help others, or trying to improve the environment, health issues, and the world around them. We want to hear directly from young people about your experiences and perceptions of what it's like to be involved in these kinds of activities and projects.*
- Use of the focus group for the study
    *The main points of this conversation will be used to contribute to a final written report, but all your names and personal information will remain confidential.*

- Overview of the focus group process – 90 minutes, 10 minute break, questions have no right or wrong answers.
- Explanation of tape recorder / note-taking use / translation, as applicable.
- Youth participant questions on the process.


**Part 1: Young People's Experiences with Civic Engagement**


*Note to facilitator:*
*These questions are intended to help guide your discussion, but please feel free to let the conversation progress naturally if it is covering these topics. The follow-up questions are included in case the group needs further prompting.*

1. **Please describe a time when you felt that doing volunteer work or participating with the organizations you are involved with was particularly rewarding, and tell us why.**
   - *Potential follow up questions:*
     - *How did you feel at the time?*
     - *Do you think this influenced your decision to continue participating?*

2. **Based on your experiences and those of other young people you know, do you think young people in general are recognized, praised, or supported for being engaged in programs to improve their communities?**
   - *Potential follow up questions:*
     - *Do you think this influences young people's decision to participate in this kind of activity?*

3. **What do you think is the most difficult part about participating in these kinds of activities for young people?**
   - *Potential follow up questions:*
     - *Have there been situations that prevented you from participating in the organization you are involved with as much as you would like? Why or why not?*
     - *Do you think young people are able to overcome those difficulties? How?*

4. **Why do you think young people stop being involved in these kinds of activities?**

5. **What are the main ways that young people and adults work together in the organizations you have been a part of?** *(In what ways / contexts? In the field? In an office? In decision-making?)* **In other organizations in your country?**

6. **How *well* do young people and adults work together in the organizations you have worked in? In your country in general?**

7. **How would you describe the roles of young people in the organizations you know about? (collaborators, leaders, followers, planners, etc.)?**

8. **In the organizations that you and your friends participate in, who has most of the power to make decisions about the projects? Is this different for different types of decisions? How?**

9. **Why do you participate in this type of activity? Why do you think young people participate in this type of activity in general?**

10. **If you could change one thing about your experience or that of young people in general with this type of activity, what would it be?**


| Part 2: Societal Views on Young Peoples' Civic Engagement |
| --- |

1. **Do you think there are differences in the opportunities available to young men and young women to participate in these activities? Why?**

2. **What would have to change for young people who are not currently involved in these kinds of activities to join a program or activity?**

3. **How do adults in your community or country view young people in general?**

4. **How do people view young people who are involved in these kinds activities in your community or country in general? How does this change for each of these groups of people: teachers, parents, classmates, government officials?**

5. **How do you think young people are showed in the media in general (newspapers, television, radio, internet, etc.) in your country?**

**Regional Study on Youth Civic Engagement in East Asia and the Pacific**

**Focus Group Participant Survey**

**Country: _____**


Name: _____

Age: _____

Gender: _____

Are you in school? _____ If so, what grade? _____

What city or town do you live in? _____


1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?



2. How long have you been participating in these projects? How many hours do you participate each week?



3. What has been your favorite part about participating in these projects?



4. What has been the most difficult part about participating in these projects?



*Thank you for helping us by participating in this project! Your thoughts and ideas will be very helpful for the report we're writing.*

**APPENDIX H: Focus Group Summaries**

**Focus Group 1A: Cambodia (Mao, NUNV)**

*Part 1*
1. *Please describe a time when you felt that doing volunteer work or participating with the organizations you are involved with was particularly rewarding and tell us why?*

   We are really happy with our volunteer work since it provided us to understand how to develop our community such as Ms. Veasna is now a member of handicraft group. We help each other to earn the income for our group. Volunteer work is very meaningful to us because we fell that we are useful persons to develop our community. We work without forcing from other but it is a real heart of our volunteer.

2. *Based on your experiences and those of other young people you know, do you think young people in general are recognized, praised or supported for being engaged in programs to improve their community?*

   Based on my experiences, the young people is very importance for improve our community because they easily understand what the programs do and they would be recognized, praised and supported if they do their work very well, for example, I am now a member of ecotourism group in the village and I was discriminated from my group since they are very old and they did not think I could do it, but finally I become a group leader since I am now 22 years old. So I believe that young people is a part of improving our community in the short future.

3. *What do you think is the most difficult part about participating in these kinds of activities for young people?*
   ▪ The most difficult part about participating is to persuade the adult to recognize our work since they think that we are so young and we have no ability to join or work with these activities (this opinion was presented by the adults without education but for the adults who got the education was admiration and pushed us to work because it would improve our villages)
   ▪ One more thing is about our poor. We really wanted to involve all the activities which could improve our villages but we can not do since we have to earn income for our families and we also need to take care our youngest sisters and brothers when our parents went to the forest, to fishing, etc.

4. *Why do you think young people stop being involved in these kinds of activities?*
   I think young people stop being involved in these kinds of activities because they meet the food shortage and they have to earn money for support their families as well as take care youngest sisters and brothers instead of their parents when they went to fishing or forest for a half month or over this. Another thing is lack of encourage from the relatives since it did not give any benefits to families.

5. *What are the main ways that young people and adults work together in the organizations you have been a part of?*

   To be working together between young people and adults, it is not easy as mentioned above in the question 2 and 3 that adults did not want to let young people to work with since they have no experiences and their opinions were useless (it means that the young people's ideas could not be acceptable). Another way is very good for adult and young people work together since they have high education at least secondary school. They are easy to understand of the project's objectives and they commit to work without thinking of any bonus and they work hardly. The adults also advised them if they did wrong and try to improve their work (the adults thought that young people is the next generation for improve the community to meet a good future).

6. *How well do young people and adults work together in the organizations you have worked in? In your country in general?*

   It improved our organization and the unity between adults and young people work together, it would be brought our organizations as well as our community to meet our organizations' goals.

7. *How would you describe the roles of young people in the organizations you know about?*

The young people have a big role to work in the community and they need to be a follower as well as implement the project's activity. They have role to facilitate the group meeting in the community level. Another role, the young people need to share the decision making at all levels because they also a part of organizations or communities improvement.

8. *In the organizations that you and your friends participate in, who has most of the power to make decision about the projects? Is this different for different types of decisions? How?*

In my organizations, we do not separate who has most power of decision making since we always have meeting to final of problem solving as well as new project would be come. The leaders always called us for meeting and introduced something new to share and asked for our opinions of this.

9. *Why do you participate in this type of activity? Why do you think young people participate in this type of activity in general?*

Because we would like to get the experiences from it and we want to see our villagers have extra income from each activity as well as the community development knowledge and other services. The young people should be involved in this activity since it pushed our community to meet a good future and inheritance for our next generation.

10. *If you could change one thing about your experiences or that young people in general with this type of activity, what would it be?*

If we could change one thing, we wished to change the adults' mind to accept our work and wanted to promote other young people to join the activity so that they understand what project done. But promoting other young people to attend the project, we need more capacity building.

*Part 2*
1. *Do you think there are differences in the opportunities available to young men and young women to participate in these activities? Why?*

We think that young men and women have equal right to participate since some activities need men and some activities need women to facilitate so we think that men and women have the right for work.

2. *What would have to change for young people who are not currently involved in these kinds of activities to join a program or activity?*
It would be changed for young people who are involved because they are part of community improvement. We try to promote them to participate even we know that those young people have good reasons for miss attendance.

3. *How do adults in your community or country view young people in general?*

Please see the question 2 and 3.

4. *How do people view young people who are involved in these kinds of activities in your community or country in general? How does this change for each of these group people?*

It has two ways of those people's views:
- Negative: They thought that it wasted the time, no income for family and they discriminated the young people's knowledge and experiences of community's working. They did not give value for young people's work.
- Positive: They are enthusiastic of what the children's achievements for community improvement and they accepted what the young people done, is for the good model of next generation.

5. *How do you think young people are showed in the media in general in your country?*
It would be very nice to share young people's achievements through this way since it provided us to understand what should we do for our community and we would follow them and proposed them to be our good model.

Name: Sok Veasna
Age: 22
Gender: Female
Are you in school? No, I stopped study after passed the secondary school.
What city or town do you live in? In Prek Toal village

1. *What kind of volunteer, advocacy, or other service activities have you been involved at school, in your community, or with other young people?*

I used to be worked for collect the money for pagoda, the international environment day and I am currently a group leader of handicraft activity.

2. *How long have you been participating in these projects? How many Hours do you participate each week?*

I work for this Handicraft activity for almost 2 years and I work 4 hours a day in each week.

3. *What has been your favorite part about participating in these projects?*
   ▪ Talking with the foreigner's guests.
   ▪ Have opportunity to learn English taught by Osmose who supported the activity.

4. *What has been the most difficult part about participating in these projects?*
   ▪ None

Name: Sok Veasna
Age: 22
Gender: Female
Are you in school? No, I stopped study after passed the secondary school.
What city or town do you live in? In Prek Toal village

5. *What kind of volunteer, advocacy, or other service activities have you been involved at school, in your community, or with other young people?*

I used to be worked for collect the money for pagoda, the international environment day and I am currently a group leader of handicraft activity.

6. *How long have you been participating in these projects? How many Hours do you participate each week?*

I work for this Handicraft activity for almost 2 years and I work 4 hours a day in each week.

7. *What has been your favorite part about participating in these projects?*
   ▪ Talking with the foreigner's guests.
   ▪ Have opportunity to learn English taught by Osmose who supported the activity.

8. *What has been the most difficult part about participating in these projects?*
   ▪ None

Name: Phan Sovann
Age: 20
Gender: Female
Are you in school? No, I stopped study after passed the primary school.
What city or town do you live in? In Prek Toal village

9. *What kind of volunteer, advocacy, or other service activities have you been involved at school, in your community, or with other young people?*

I used to be worked for collect the money for pagoda, the international environment day and I would like to learn more about the village society and community's work and I am currently a group leader of village paddle boat tour activity.

10. *How long have you been participating in these projects? How many Hours do you participate each week?*

I work for this activity for almost 3 years and I work when I have the guests come to visit the village and we have meeting in each mid month.

11. *What has been your favorite part about participating in these projects?*
    - Talking with the foreigner's guests.
    - Have opportunity to learn English taught by Osmose who supported the activity.
    - Learning something new and practicing.

12. *What has been the most difficult part about participating in these projects?*
    - None

Name: Chhem Pechakrath
Age: 23
Gender: Female
Are you in school? No, I stopped study after passed the secondary school.
What city or town do you live in? In Prek Toal village

13. *What kind of volunteer, advocacy, or other service activities have you been involved at school, in your community, or with other young people?*

I used to be worked for English teacher for children, the international environment day and I am currently a teacher of non informal education specific on the environment for children.

14. *How long have you been participating in these projects? How many Hours do you participate each week?*

I work for this activity for almost 7 years and I work 2 hours a day in each week.

15. *What has been your favorite part about participating in these projects?*
   ▪ Talking with the children
   ▪ To see the children's drawing accepted by the Ministry of Environment and international organizations.
   ▪ Have opportunity to learn English taught by Osmose who supported the activity.

16. *What has been the most difficult part about participating in these projects?*
   ▪ None

Name: Heng Samnang
Age: 24
Gender: Male
Are you in school? No, I stopped study before finishing the primary school.
What city or town do you live in? In Prek Toal village

17. *What kind of volunteer, advocacy, or other service activities have you been involved at school, in your community, or with other young people?*

I used to be worked for collect the money for pagoda, the international environment day and I am currently a boat driver activity.

18. *How long have you been participating in these projects? How many Hours do you participate each week?*

I work for this Handicraft activity for almost 5 years and I work full time (8 hours a day in 5 days in each week)

19. *What has been your favorite part about participating in these projects?*
   ▪ Talking with the foreigner's guests.
   ▪ Have opportunity to learn English taught by Osmose who supported the activity.

20. *What has been the most difficult part about participating in these projects?*
   ▪ None

Name: Houn Seyha
Age: 19
Gender: Male
Are you in school? No, I stopped study after passed the secondary school.
What city or town do you live in? In Prek Toal village

21. *What kind of volunteer, advocacy, or other service activities have you been involved at school, in your community, or with other young people?*

I used to be worked for collect the money for pagoda, the international environment day and I am currently a night guard activity of Osmose's project.

22. *How long have you been participating in these projects? How many Hours do you participate each week?*

I work for this Handicraft activity for almost 5 months and I work only at night in each week

23. *What has been your favorite part about participating in these projects?*
   - Talking with the foreigner's guests when they stayed overnight.
   - Have opportunity to learn English taught by Osmose who supported the activity.
   - To learn the project's activity of Osmose

24. *What has been the most difficult part about participating in these projects?*
   - None

Name: Yuon Sitho
Age: 22
Gender: Male
Are you in school? No, I stopped study before finishing the primary school.
What city or town do you live in? In Prek Toal village

25. *What kind of volunteer, advocacy, or other service activities have you been involved at school, in your community, or with other young people?*

I used to be worked for collect the money for pagoda, the international environment day and I am currently a boat driver activity of Osmose's project.

26. *How long have you been participating in these projects? How many Hours do you participate each week?*

I work for this Handicraft activity for almost 5 years and I work full time 5 days a week.

27. *What has been your favorite part about participating in these projects?*
   ▪ Have opportunity to learn English taught by Osmose who supported the activity.
   ▪ To learn the project's activity of Osmose

28. *What has been the most difficult part about participating in these projects?*
   ▪ None

**Focus Group 1B: Cambodia (Nimol, NUNV)**

**1. Please describe a time when you felt that doing volunteer work or participating with the organizations you are involved with was particularly rewarding, and tell us why.**

1- When I worked as a community volunteer, I was responsible for establishing a micro credit network. I met a lot people in the village, they are poor. They asked us to lend a lot money but we did not give them that much, we proceeded step by step. I trained them on the micro credit system and how it helps people in the network. Then, they understand and supported my work. I could help them in some part when they faced problems. At the beginning I did not imagine that I could do this type of work that could help people but actually I did and I was really happy and proud of myself too.

2- One of my experiences I was really proud of was that I could educate one youth to stop using drugs, he listened to me. It was such a great that I could change the behavior of this man to stop using drugs and I felt that I could help to solve the problem in the society. This is a good success story that encourages me to continue working as a peer educator and participating in other social activities.

3- I was not really brave before I started to work with mobile team. I went down to the community to educate the young people also in schools. I traveled to perform the role plays on drugs education in different school and provinces. One time, I was really proud of working in these activities, I was on the stage and I performed in the role as a mother, a lot students who watched the this play show and they really understand what my team and I were doing, they supported us, they know us very well especially they participated actively. At that time, I felt that I was like a teacher who could educate the young students.

4- I was really happy when I worked as an educator in the community and there a lot people participated with us. They joined with us to get information; we understand that the people in our target group have less access to information such as reproductive health and other educational information. At the beginning, there some gangs were teasing us but we did not care and instead we had been trying to get them involved in our activities. Sometime we were threatened by the police and authorities because we educated the people in the community about anti-corruption, we had asked for them to sign on the petition against corruption, but anyhow we were really happy to do this type of work to help our community.

5- I thought I worked as a volunteer to get only experience, but I went to the field and see the reality- the problems of young people and youth and communities, they really inspired and encouraged me to continue working to tackle some of the issues. Then I worked not only for experiences but also for helping the communities.

**2. Based on your experiences and those of other young people you know, do you think young people in general are recognized, praised, or supported for being engaged in programs to improve their communities?**

- It really depends on the programs or activities that we are involved in. I worked with anti- corruption projects (giving Clean Hand leaflet and posters to the target groups). I found that some people supported us and most did not (such as our parents, authorities, they are afraid that this work will be affected by the government, it is a sensitive issue). They asked that Why don't you work with other issues, why you work with this? There is lots of other work that you should do. They really discouraged us to move ahead, I felt that I wanted to stop working with this project. Some people who understand the situations and roles of young people, they supported us and we were happy and encouraged.

- We worked on drugs and reproductive health education; we got strong support from the school directors and the community leaders and authority. The participation of the target groups such as youth in the community and adults is a good and really encouraged us, we are really happy and energized when we have lot people joining with our programs.

- Some time we see that, the initiative ideas and participations of young people are not supported, and discouraged. We really need the encouragement from the others and we really need for the real opportunity and support from adults that would lead to build our capacity.

**3. What do you think is the most difficult part about participating in these kinds of activities for young people?**

- o *Potential follow up questions:*
  - ▪ *Have there been situations that prevented you from participating in the organization you are involved with as much as you would like? Why or why not?*
  - ▪ *Do you think young people are able to overcome those difficulties? How?*
- The participant think too much about their own interests/benefit (presents/gifts)
  E.g, the parent has sent their children to join our sanitation program, it educated children on how to be clean and hygiene but it not because they want their kids to understand, because they want their children to get presents or material from our activities.

- The authorities also think about their personal interests, the bureaucracy, very administrative, complicated such as on how to get the permission to implement the programs.
- The lack of support and participation from the target group and authorities, they have low education, they don't understand very much about the civil works and social issues, so these took us for long times to get them understand about our works and to advocate to get their supports and involvement.
- Time constraints

*What we have done to overcome these?*
- We got strong technical support and encouragement from the president and management team of our organizations.
- Have lots meeting with them
- Flexibilities, times
- Move to other target areas
- Did lots of advocacy work

**4. Why do you think young people stop being involved in these kinds of activities?**
- ▪ They were discouraged, blamed by manager or their leaders
- ▪ They don't understand about the concept of working as volunteers, they need salary and other benefits.
- ▪ The organizations did not delegate or share works to them, they don't know what exactly to do, nothing is clear for them, so they left the organizations.
- ▪ The you migrated to live other places,
- ▪ They don't have enough time to involve
- ▪ Youth were asked to work at risk areas ( danger), works that make them feared.
- ▪ The organizations gave less opportunities for them and less attentions on them,
- ▪ Youth got bored with the same works, nothing updates for them so they don't have anything to learn from that works.
- • Their leaders or manger put pressures on them
- • Youth have overload of their school works,
- ▪ There is lack of participation from stakeholders
- ▪ Their family ( parents ) asked them to leave works
- ▪ Youth were hopeless because they was not effective response from the government, they made lot promise but there were not concrete outputs such as justice for youth….etc.

**5. What are the main ways that young people and adults work together in the organizations you have been a part of?** *(In what ways / contexts? In the field? In an office? In decision-making?)* **In other organizations in your country?**
- ▪ They work together in almost every part of work
- ▪ They work in research, educational field,
- ▪ With technical (Youth have theories, adult have experiences),
- ▪ Discussion and dialogue among youth and adult in making decision,
- ▪ Any kind of work that youth and adults have been working in the same but they have to share each other the opportunities and respect among adult and youth.

**6. How *well* do young people and adults work together in the organizations you have worked in? In your country in general?**
Base on the practical experiences, the adult and youth have been working in smooth process in the youth projects. Youth understand about the needs of youth, the methodologies that attract the participation of young people. They work faster and successfully. Working with young people, it takes lot times to build up the capacity of youth.

**7. How would you describe the roles of young people in the organizations you know about? (collaborators, leaders, followers, planners, etc.)?**

Peer educators

President, executive director, board of directors of youth organizations,

Trainers…………………………

**8. In the organizations that you and your friends participate in, who has most of the power to make decisions about the projects? Is this different for different types of decisions? How?**

The president, the board of directors and the program managers are the people who have most power to make the decision. The young people also participate in the process of making decision but the final decision made by the senior people in the organizations.

The decision that made without participation is the same to the private companies what every things made by managers or shareholders.

If youth decision made without participation from young people, it would be easy to be failed and it is the autocratic way (authoritarians).

If the youth participate in all process of making decision, we feel that we are more responsible, we understand the needs and reality of our peers and other youth so our decision will be mad based on those and we understand also about roles and responsibility that we have to.

But sometime, it takes long process in order to get everyone involve in the process of making decision so this could not lead to productive works either.

**9. Why do you participate in this type of activity? Why do you think young people participate in this type of activity in general?**
- To gain experiences, to help or contribute to community to be more improved,
- To apply or practice the knowledge that youth have,
- To reduce and solve the problems of the community/ society
- To value ourselves,
- To communicate with society and to see the different parts of the society
- To understand the situation of the society
- To show up/ present the roles and responsibility of youth and to make our selves busy
- To have fun, to gain skills and new knowledge
- For development reasons and want to learn from works
- To be famous.

**10. If you could change one thing about your experience or that of young people in general with this type of activity, what would it be?**
- Youth have be more scarified on volunteerism, don't think too much about interest
- We wish to change the behaviors of youth- the morality
- We wish to change the educational system
- We want to start to change from our selves
- We wish to have more cooperation and support from all stakeholders
- We would like to learn more from our failures
- We wish to have an increasing opportunity for youth ( real opportunity)
- We want women have same opportunity as men do.

**Part 2: Societal Views on Young Peoples' Civic Engagement**

**1. Do you think there are differences in the opportunities available to young men and young women to participate in these activities? Why?**
- a. The opportunity of women to get employment is really different ( men have much more ), this is because of the gender problems, there is small percentage of women working in the government now ( around 12%) .
- b. The opportunity to access to school of women or girls is much less then men or boys especially in the rural areas. The girls are early to quit schools.
- c. There is an unfair opportunity given to young women ( less, compare to men)
- d. In the rural areas, the security for young women is one of the main barriers to do not allow and encourage women to participate in social activities.

e. Even the young women who have good education, they are still more difficult to get job then young men.

f. Some work, we have to travel lots to rural areas that young women cant do,

g. There is not real opportunity given to young women, just works spoken out:
*For example*: at the moment, there are not any women or young women who hold position as provincial governors. While some young women do not understand how to us use the opportunity that they are having. In generally, the men are faster and braver in making decision then women.

- The big decision belongs to men,
- There is a strong traditional mindset, it is structured root that lead to leads inequality and inequity among young … " son is  the central."
- Some decision made already, they just want to some small involvement of young women.
- Young women have low education.

**2. What would have to change for young people who are not currently involved in these kinds of activities to join a program or activity?**

- Giving them more opportunities to participate in the activities of organizations,
- Provide more education, information, Create more free training courses, create modality of volunteer works ( youth volunteer always have good jobs, behaviors) this modality leads and influence youth to be more involved in civic activities.
- Create more tools for encouraging youth to involve such as proving the certificates of participations, awards,  and credibility recommendations…..
- Explain them about the importance of their participation in social activities and bring them to visit the fields and the reality,
- Create more channels ( places, working activities..) that are accessible for youth to join, provide broader information for youth, use media as tools to engage them.
There should be more services for youth to work with but these services have be set developed with clear goal and directions that could also to build skills for youth.
- Provide wider information to all students at universities and high schools,
- Show or present  the actual needs of the society to youth, the skills needed for labor markets,
- Some cases happened, at the beginning youth were not involved, they were attracted to join, they participated- their first participation inspired and encouraged them to continue. Youth camps, youth conferences, workshops, training courses are the good tools to get the first involved of youth.
- There should be a strong attention of government to support, the youth policy should be developed clearly, strengthen the roles of law.
Youth wish to stop working as peer educators on illicit drugs use because the government did not punish the people who traffic drugs…………..
- Create more and more the social pattern/ modality for youth

**3. How do adults in your community or country view young people in general?**

- It depends on the level of understand of the people
- My parents and family did not support my work as a reproductive health peer educator at all; they saw me on TV while I was speaking about the voices of youth. Then they started to understand……….
- some adults provides opportunity for youth
- for this last few years, most adults value and appreciates youth ( their knowledge, efforts, initiatives, …)
- Some adult are early to make judgment on youth, negative judgment/ perspectives

**4. How do people view young people who are involved in these kinds activities in your community or country in general? How does this change for each of these groups of people: teachers, parents, classmates, government officials?**

- some do not put value for youth works- no salary
- youth don't support / values their peers' works
- But most people think  that it is really good for community, it is the place there youth can build skills, ideas and their capacity
- They listen to youth, youth are braver, hard works and they speak openly
- At the present time, the adult have been changed a lot, they have more understanding about youth and youth's works, they send their daughters to schools, to university…

*To continue making changes:*

- the youth has to be strong, work specifically, have clear responsibility and they have to be confident in order to show the adult and others realize what youth are holding to change them.
- Show them the real capacity

- Should have clear policy that youth and adult could work together at the same times
- Real actions on law implementation of the country
- Building strong citizenship and strong respect among youth and adults

**5. How do you think young people are showed in the media in general (newspapers, television, radio, internet, etc.) in your country?**

- There are really few youth programs on TV,
- There are lots entertainment programs
- There are less articles on youth
- There should be more updates program and information about youth works on media
- The youth have opportunity to express their voices though media that youth organizations bought services from them and in the newsletter of youth organizations,
- National TV should play more roles to development youth program based media
- There is strong/ huge problems among the youth in accessing to news and other information especially the young people who are living in the provinces and rural areas.
- TV charges a lot money from youth programs

**Focus Group 2: Papua New Guinea**

The Youth Against Corruption conducted a focus group on the 18th of August 2007 at the Hohola Youth Development Centre attended by 33 youth age raging from 15-20 from various schools in the nations capital aiming at collective views in relation to youth and civic engagement.

- **Young people's perceptions:** What general views do young people hold in your country? Can you refer to any recent survey results or focus group discussions about young people's perceptions of their situation in terms of the opportunities and barriers they face?

*At this point in time public policies don't seem to take on board the views and opinions of young people. By involving us (Young People) in governance, we understand better how these processes work. These will mean that we can use our influence to ensure that youth development issues are properly addressed. It also means that we are directly responsible for these processes and that the process must respond to the demands we place on them only than we will have a sense of ownership and we will view those policies as legitimate. We will also be fully involved in making them work. Furthermore, our involvement also will attract the participation of other young people, which makes programmes more sustainable. Ownership enables us to become active in our society and gives us a better understanding of what we can do to ensure political and social progress in our communities. Governance without young people's involvement will likely lead to further policy failures and another generation of young people immobilized by poverty.*

- **Perceptions of young people:** What general views do adults hold of young people in your country? What are the most common media representations of young people?

- **Conflict:** Has there been any recent violence or political conflict involving young people? If so, what form did it take, how many people were involved, and when did it take place?

*The 2002 parliamentary elections were anything but free and fair with widespread intimidation and fraud and the basic democratic rights such as secrecy of the vote often compromised. The upcoming 2007 elections although employing a completely different electoral system are marred by inadequate awareness and further intimidation is expected. Again basic democratic rights will probably be abused with even the electoral commission stating that the voter roll is highly inaccurate.*

- **Cultural factors:** Please outline any cultural factors that you think may affect young people's participation as volunteers. This may include family structures, gender relations, cultural traditions, ethnic/racial relations, and religion, among other factors.

*Although PNG has a highly "politicized" culture many people, especially youth and women feel marginalized and have limited faith in democracy. They are unaware of how government should work the role of civil society, ways citizens can participate in governance integrity building - and the consequences of corruption. Therefore it makes sense to find ways to target youth who see themselves as potential future leaders with programs that can help them understand what standards they should demand of their leaders and how to advocate for change.*

*The youth believes that if the poor record of governance and flawed elections continue PNG faces increases instability and may fail as a state which will increase instability in the region.*

- **Other factors:** What other factors do you think are important in helping to explain the type and extent of young people's participation in civic engagement programs? This may include factors relating to:

1.                               the political system and conditions (governance institution strength, level of democracy, legal and judicial systems)
2.                               the economic system and conditions (employment, development)
3.                               the educational system and characteristics (university entrance requirements, curriculum and school cultures, prevalence of private schooling, dropout rates).

*Currently, Transparency International PNG does have some activities which involve youth through its civic education materials development for schools (UNDEF) but none involve direct intensive advocacy skills training.*

*TI PNG would run a seven day "Democracy" camp where 50 youth from around the country are brought together and go through a program looking at governance, the causes and consequences of corruption and skills training in how to advocate for greater transparency and democratic rights.*

*This camp would be run in a central location like Lae where the cost of transportation could be minimized by using road or shipping links. TI-PNG would team up with the various university Political Science departments which could provide students as mentors and facilitators.*

*TI PNG would bring secondary school students from all over the country but would place a special emphasis on students from rural areas and girls. (Women are barely represented in the legislature.)*

*The objectives of this project are to:*

*- to demonstrate to youth ways they can participate in activities supporting integrity institutions*
*- to train PNG youth in democracy, good governance, transparency advocacy skills*
*- to teach to PNG youth about how governments should work*
*- to show PNG youth that they have common concerns shared across tribal groups.*
*- to teach good leadership skills*

*Note:*

*1.                 This survey was of collective views from members of the Youth against Corruption Association (PNG) which has been summarised as a result of the survey. In relation to TI PNG's involvement I personally imputed as an employee of Transparency International (PNG).*

**Angus Ali**
**Youth Coordinator**
**Youth against Corruption Association**
**Papua New Guinea**

**Focus Group 3: Philippines**

**July 31, 2007**
**Champagnat Community College Conference Room**
**Notre Dame of Marbel University**
**Koronadal City, South Cotabato, 9506 Philippines**

**Participants:**

1. Robles, Arnel I.
2. Espongja, Alexis Rey A.
3. Montaño, Quia June N.
4. Sebuc, Marisol E.
5. Estiban, Rogello F. Jr.
6. Siman, Ciane Lou
7. de Pedro, Krysteen Mae
8. Estabillo, James Aldrin
9. Agana, Mark Aethen G.
10. Mabalot, Jomae Rona A.
11. Madrona, Mary Ann G.

**Facilitator:**

Mr. Danilo Fresco
*Outreach Coordinator*

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Arnel I. Robles

**Age:** 16 years old

**Gender:** Male

**Are you in school?** Yes          **If so, what grade?** First Year College

**What city or town do you live in?** Norala, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ Pathways – T'nalak Youth Group. Tutorials, etc.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ Almost a month. About 3 to 5 hours.

**3. What has been your favorite part about participating in these projects?**
- ❖ Conducting tutorials for the academically gifted, but financially underprivileged youth.

**4. What has been the most difficult part about participating in these projects?**
- ❖ Balancing my time for study and the organization.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Alexis Rey A. Espongja

**Age:** 18

**Gender:** Male

**Are you in school?** Yes          **If so, what grade?** Third Year College

**What city or town do you live in?** Tanatangan, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ We conduct tutorials, community extension programs to other communities and schools.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ I am a volunteer of the organization for a year. Every week, I spend my free time & my Saturdays for the activities of the organization.

**3. What has been your favorite part about participating in these projects?**
- ❖ Seeing those people that we have helped, their expressions and their achievements.

**4. What has been the most difficult part about participating in these projects?**
- ❖ When we have problems like lack of funds, conflict with schedules, a lot of tasks are very challenging. But it is very satisfying of we can accomplish all of those.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Montaño, Quia June N.

**Age:** 20 years old

**Gender:** Female

**Are you in school?** Yes          **If so, what grade?** Fourth Year College

**What city or town do you live in?** Surallah, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ Since I am a member of Pathways to Higher Education, I've been involved in conducting free tutorial sessions.
- ❖ I have been a volunteer catechist for 5 years in our church.
- ❖ I have been involved in the Sharing the Light Program (renovates libraries and sort out books) of Pathways

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ Five years as a volunteer catechist
- ❖ Three years as Pathways volunteer.

**3. What has been your favorite part about participating in these projects?**
- ❖ The moments that I have shared to other youth members of the community especially those who are less fortunate
- ❖ The knowledge I have shared and imparted to those children in our community
- ❖ The new thoughts/insights I gain from my everyday experiences as a volunteer

**4. What has been the most difficult part about participating in these projects?**
- ❖ Encountering financial problems.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Sebuc, Marisol E.

**Age:** 20 years old

**Gender:** Female

**Are you in school?** Yes          **If so, what grade?** Third Year College

**What city or town do you live in?** Surallah, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ Pathways to Higher Education (T'nalak Youth Group) – tutorial activities, community extension; Sharing the Light, self-enhancement workshop for the participants.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ Since (second year college) last year. Tutorial program is conducted every Saturday and we spend almost 3 hours in tutoring students.

**3. What has been your favorite part about participating in these projects?**
- ❖ It is when I can see that there's development in our participants that they are happy and they gained many things from our activities like tutorials.
- ❖ Knowing that they had passed in any scholarships and they were able to go to college.

**4. What has been the most difficult part about participating in these projects?**
- ❖ I think it's the insufficient fund or budget. We find it difficult to raise funds since we're now separated from Pathways Mindanao.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Rogello F. Estiban, Jr.

**Age:** 18 years old

**Gender:** Male

**Are you in school?** Yes          **If so, what grade?** Third Year College

**What city or town do you live in?** Koronadal City, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ Educational Reform
- ❖ I'm part of Pathways to Higher Education whose primary goal is to help the deserving, but marginalized graduating high school students attain quality higher education.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ It's my second year in college. I used to visit our office everyday to have some updates or do certain tasks. But we consider whole Saturday of the week as our Pathways' Day.

**3. What has been your favorite part about participating in these projects?**
- ❖ As the Director of Volunteer Formation Program, I find it cozy facilitating our volunteers and leading our department's programs, and other activities.
- ❖ I am happy every time I see volunteers develop themselves holistically because of our activities.

**4. What has been the most difficult part about participating in these projects?**
- ❖ Lacking of insufficient funds. Though we have brilliant ideas for programs, we find it difficult to implement them.
- ❖ Conflict in schedules.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Siman, Ciane Lou

**Age:** 19 years old

**Gender:** Female

**Are you in school?** Yes          **If so, what grade?** Third Year College

**What city or town do you live in?** Koronadal City, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ I am a volunteer for almost 2 years. I help in developing one's self (spiritual, talent, etc.) and I've been a tutor also.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ For almost 2 years. Every Saturday, if there are no programs or activities for the VFD (where I also belong), I help in tutorial sessions.

**3. What has been your favorite part about participating in these projects?**
- ❖ I can contribute my knowledge and I can help in planning the activities for the T'nalak Youth Group.

**4. What has been the most difficult part about participating in these projects?**
- ❖ The most difficult part about being a TYG volunteer was how to manage my time, especially when there are many school requirements to make.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Krysteen Mae de Pedro

**Age:** 20 years old

**Gender:** Female

**Are you in school?** Yes          **If so, what grade?** Fourth Year College

**What city or town do you live in?** Koronadal City, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ I am a volunteer tutor to those financially underprivileged by academically gifted 4th yr HS students to help them reach higher education or college.
- ❖ A youth to youth advocacy to help lessen the out-of-school youth in our country.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ I've been in Pathways for more than 2 years. We conduct tutorials every Saturday but during weekdays we still have to do the preparations. Most of our free time are spent with Pathways projects.

**3. What has been your favorite part about participating in these projects?**
- ❖ My favorite part is the whole process itself because I know that in everything we do, we do it for a cause.

**4. What has been the most difficult part about participating in these projects?**
- ❖ The financial aspect. We have to do tutorials at the same time look for the resources and sponsors that will sustain the whole program.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Estabillo, James Aldrin

**Age:** 20 years old

**Gender:** Male

**Are you in school?** Yes  **If so, what grade?** Fourth Year College

**What city or town do you live in?** Koronadal City, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ With the T'nalak Youth Group, we teach and conduct lectures to young people.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ 2 years; for a week, a minimum of 4 hours depending on the event.

**3. What has been your favorite part about participating in these projects?**
- ❖ Lecturing, teaching, meetings, sharing ideas with the team.

**4. What has been the most difficult part about participating in these projects?**
- ❖ Conflict with schedule
- ❖ Financial Problem

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Agana, Mark Aethen G.
**Age:** 19 years old
**Gender:** Male
**Are you in school?** Yes          **If so, what grade?** Fourth Year College

**What city or town do you live in?** Koronadal City, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ Educational Reform. Volunteered as a tutor to the academic enhancement program of the organization. Creating projects that will benefit the marginalized, but academically-gifted youth in South Cotabato.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ I am a volunteer of the T'nalak Youth Group for three years. I was active then in realizing the vision of the organization. I spent almost 72 hours a week for the TYG's projects.

**3. What has been your favorite part about participating in these projects?**
- ❖ It empowers every individual in the group; making them realize the real situation of the Philippine Education.
- ❖ Taking part in creating a change and empowering each one to be more mature and productive;
- ❖ Able to help our fellow youth is South Cotabato.

**4. What has been the most difficult part about participating in these projects?**
- ❖ Mobilizing each other to take part in the initiative, influencing them to be part of the cause. Encouraging them to serve.
- ❖ Time and budget. Conflicts in schedules.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Jomae Rona A. Mabalot

**Age:** 20 years old

**Gender:** Female

**Are you in school?** Yes          **If so, what grade?** Fourth Year College

**What city or town do you live in?** Koronadal City, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ I've been participating in community services of my club and organizations.
- ❖ Volunteerism in advocating higher education like in Pathways and TYG.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ I've been participating in community services since I was in high school. I've been a member of the Pathways since I was in second year college. I've spent half a day or a whole day depending on the activity. Mostly they were done on weekends.

**3. What has been your favorite part about participating in these projects?**
- ❖ I participated because I want to share the knowledge I gain from school and I also like learning in the process.

**4. What has been the most difficult part about participating in these projects?**
- ❖ The commitment and the time conflicts with other clubs/organizations.
- ❖ Lack of available funds to conduct activities.

# Regional Study on Youth Civic Engagement in East Asia and the Pacific

## Focus Group Participant Survey

**Country:** Philippines

**Name:** Mary Ann G. Madrona

**Age:** 19 years old

**Gender:** Female

**Are you in school?** Yes          **If so, what grade?** Fourth Year College

**What city or town do you live in?** Koronadal City, South Cotabato

**1. What kind of volunteer, advocacy, or other service activities have you been involved in at school, in your community, or with other young people?**
- ❖ I've been a volunteer tutor of the T'nalak Youth Group of Pathways to Higher Education, not only as a tutor but a total volunteer (all around). I am also a volunteer leader of our school.

**2. How long have you been participating in these projects? How many hours do you participate each week?**
- ❖ Almost 3 years
- ❖ If there's no other activity aside from tutorials, I'm spending 4 hours a week (every Saturday), if there's an activity other than tutorials, then probably by 15-20 hours a week.

**3. What has been your favorite part about participating in these projects?**
- ❖ Teaching those students and touching their lives and the best part is that at the end of the tutorial, they were saying thank you to you.

**4. What has been the most difficult part about participating in these projects?**
- ❖ When students are expecting more from you
- ❖ Managing my time for the activities.

**1. Please describe a time when you felt that doing volunteer work or participating with the organizations you are involved with was particularly rewarding, and tell us why.**
- o *Potential follow up questions:*
  - ▪ *How did you feel at the time?*
  - ▪ *Do you think this influenced your decision to continue participating?*

➢ I feel very happy when students we tutor express their gratitude to us especially during the mini-graduation ceremony. I feel that I have touched their lives. It inspires me to continue what I am doing.

➢ It is very rewarding for me when I see students I tutor before are now in college.

➢ The experience for me is very worthwhile when I see positive results (students improving in their academics, building their confidence, etc.) of our group's efforts.

**2. Based on your experiences and those of other young people you know, do you think young people in general are recognized, praised, or supported for being engaged in programs to improve their communities?**
- o *Potential follow up questions:*
  - ▪ *Do you think this influences young people's decision to participate in this kind of activity?*

➢ We don't expect to be recognized in what we do. It feels good that sometimes we are acknowledged in our community and our efforts are being appreciated. In fact just last week, we were invited as guests in one of the radio station programs entitled "Saludo Kami" *(We Salute)*, and we felt happy that people heard about us – our programs, objectives, activities and accomplishments. A lot of people today support different programs that aim to improve our communities.

➢ I think most of the young people today join our group base on what they hear about us. Praises, recognition and support from other people also affect their participation. But for me (and I guess a lot here will agree), even without recognition or appreciation from others, I am already contented knowing that I was able to help others, although it's minimal, but I know that the impact to them later on is big.

**3. What do you think is the most difficult part about participating in these kinds of activities for young people?**
- o *Potential follow up questions:*
  - ▪ *Have there been situations that prevented you from participating in the organization you are involved with as much as you would like? Why or why not?*
  - ▪ *Do you think young people are able to overcome those difficulties? How?*

➢ Financial concerns. We need funding. We find it hard to find ways to raise funds for our activities. Sometimes I get stressed planning on how to get funds.

➢ Time management. As college students, we have other responsibilities. We need to study, comply with the requirements, etc. We also have to give time to our families and our responsibilities at home. Sometimes, activities in our organizations conflict with other things we have to attend to. We find it difficult sometimes to set our priorities especially when two or more things seem to be very important for us.

➢ Commitment to other clubs. Most of us are members of other clubs or organizations. Some activities are set on the same day. When this happens, we can't give full support to our activities.

**4. Why do you think young people stop being involved in these kinds of activities?**

➢ Some of their parents don't want them to participate. They think this will affect their academic performance. Instead, they want them to focus on their studies.

➢ Another reason is the distance of their houses. Some of them have to spend for transportation fare just to come back to school every Saturday. Most of them can't afford the extra expense.

➢ The conflict of membership with other organizations.

➢ Others join only for their affiliation. They don't understand the nature of the organization's work which allows them to give less contribution for the organization.

**5. What are the main ways that young people and adults work together in the organizations you have been a part of?** *(In what ways / contexts? In the field? In an office? In decision-making?)* **In other organizations in your country?**

➢ We see adults as examples. They inspire and influence us.
➢ Communication is necessary in order to be consistent in decision-making.
➢ We network with the local government unit officials in asking help from the government.
➢ We work with the adults in committing with the society.
➢ We consider all the members of the society in promoting our advocacy.
➢ Even with the school, when we give tutorials with students like us, we collaborate with the school's guidance office, and other organizations.

**6. How *well* do young people and adults work together in the organizations you have worked in? In your country in general?**

➢ Young people and adults in our organization have this give and take relationship.
➢ With professionalism and respect, we regard them as people.

**7. How would you describe the roles of young people in the organizations you know about? (collaborators, leaders, followers, planners, etc.)?**

➢ We see young people like us in organizations as: catalysts of change; weavers of dreams; heroes of hope; planners; and servant leaders.

**8. In the organizations that you and your friends participate in, who has most of the power to make decisions about the projects? Is this different for different types of decisions? How?**

➢ In our organization, we work primarily as a team with same vision and goals. We are practicing consensus. Every decision is discussed by the group before we come up with a final decision.

**9. Why do you participate in this type of activity? Why do you think young people participate in this type of activity in general?**

➢ Basically, we want to help improve the status of the education in the Philippines. Self development is another reason. Another is social development – to meet people and gain new friends. And although it's not easy to join the extra-curricular activities in our organizations, another reason is knowing that participating in these activities could bring us enjoyment and happiness beyond compare.

**10. If you could change one thing about your experience or that of young people in general with this type of activity, what would it be?**

➢ We are happy with our experiences. There's nothing we would like to change. (Nobody could think of one thing they would like to change about their experience.)

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**Part 2: Societal Views on Young Peoples' Civic Engagement**

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**1. Do you think there are differences in the opportunities available to young men and young women to participate in these activities? Why?**

➢ Men and women for us are equal. Everyone can take part in any activities.

**2. What would have to change for young people who are not currently involved in these kinds of activities to join a program or activity?**

➢ One problem with them is that they are being passive. They need to be aware of what's happening around them. They should not only focus on their selves. They also need character building.

**3. How do adults in your community or country view young people in general?**

> They have high hopes for the young people. They still view us as the "Hope of the Fatherland." On the negative side, young people today are the happy-go-lucky type, and wasting much of their time in computer games instead of doing school work or other more productive activities.

**4. How do people view young people who are involved in these kind of activities in your community or country in general? How does this change for each of these groups of people: teachers, parents, classmates, government officials?**

> We are being saluted and appreciated. They see us as productive young people and regard us as an asset to our country.

**5. How do you think young people are showed in the media in general (newspapers, television, radio, internet, etc.) in your country?**

> Negatively, young people today are fond of shopping; computer and Internet games; and making themselves look pretty or handsome and sexy. Most sex video scandals are starred by college students from different universities.
> Positively, most young people in the Philippines today are actively participating in civic engagements. They inspire other youths to be leaders also. They are good speakers.

**Focus Group 4: Vietnam**

# Summary of Focus Group Discussion
Youth Civic Engagement in Vietnam

**Participants:** 8 young volunteers aged between 10-24

1. Khong Thi Thai, female, 22, public health worker (Hai Duong province)
2. Nguyen Tung Lam, male, 21, student (University of Politechniques/Hanoi)
3. Nguyen Van Cong, male, 20, student (School of Public Health, Phu Tho province)
4. Nguyen Gia Trong, male, 19, student (University of Transportation/Hanoi)
5. Nguyen Mai Khuyen, female, 19,  student (Hanoi University)
6. Nguyen Hoai Thu, female, 17, high school student (Hanoi)
7. Nguyen Duc Tung, male, 13, secondary school student (Hanoi)
8. Nguyen Phuong Anh, female, 10, primary student (Hanoi)

Chaired by Don Tuan Phuong, male, 31, President of VPV
Note taker: Nguyen Thuy Linh, female, 23, VPV Staff

**Time:** 14:00 – 16:00, August 12, 2007
**Venue:** VPV Office
**Setting:** Circle, Vietnamese language with English reference

- Introduction
- Ice breaker game (group juggling) (Ms. Linh)
- Explaination of the purpose of the discussion, overview of the study (Mr. Phuong)
- Explaination of the discussion structure, the use of the results, the role of the chair and note taker, the nature of the answers, etc. (Mr. Phuong)
- Survey questionaires: given in Vietnamese version with reference in English. Participants fill in either the English or Vietnamese page.
- Discussion

**Part 1:**

Question 1:

The participants were interested in sharing their experience.

**Khuyen**: Joining VPV was her first step to volunteer work where she found that one can do a lot if s/he has the heart of helping. This helped her make a dicision to her own volunteer work by teaching English for people with disabilities, she had to handle everything herself (finding a place, purchasing materials, etc) but she found it really meaningful. She hope that those people, with English, can find a better job in the future. She could also mobilize some other friends to join her efforts.
Difficulties: It is not easy to work with disabled people, especially the blind who use Braille; Khuyen also found it difficult in organizing the classes since she had to do it by herself.
Advantages: The beneficiaries are very motivated.

**Cong:** Started with a community health volunteer program in Vietnam, but the most worthy experience was in Lao where his group organized a health education program on malaria and reproductive health for people in the rural area. The group worked ver hard from morning till afternoon. Though there was a language barrier but local people were very excited and the impact was so great that has encouraged him to be more involved in civic action, especially with international voluntary service.

Difficulties: No experience in travelling abroad and living in remote area; the difference of language and culture. He was afraid that it was sensitive to talk about reproductive health.
Advantages: Warm welcome from local people; people are excited with new knowledge.

**Thu**: She got to know about volunteer work when she saw her classmates coming to help the disabled children in the Friendship Village (disabled child care center) and selling paintings to raise fund for the village. She recognized that it was meaningful and she decided to join her friends and started to be involved with VPV.

**Lam**: He started to be involved by raising fund to help the victims of Chanchu storm. The effort came from the idea of a member in his English club but later was supported by all members. He found that even with a small amount of money, he could even do more to help others. So he decided to search for more opportunities to get involved and be active.

**Thai**: Started to volunteer in a health education campaign, but the most meaningful experience was with an international workcamp organized by VPV. She could meet and work together with international volunteers and challenged herself with the group leader role. She found herself useful to both foreigners and the chilren in need. She was worried before of the language barrier but later feel it very fruitful and motivative.

**Tung**: His first experience with civic action was the exchange session with blind people at his school. It was so heartful and he was very impressed by the effort of the blind children of his age. He felt like doing something to help but didn't really know where to start until he join VPV's English classes. Now he thinks that he would be able to be more involved.

**Trong**: Participated in some charity program (contributing money to help poor people, donating blood to help patients, …) organized in school or community.


**Question 2:**

**Khuyen**: Those who recognize us most are the beneficiaries. People do not understand fully, so some are supportive, but some are not.

**Trong**: Young people of my age are not aware of the value of volunteer work. They told me to care for myself before care for others.

**Cong**: My parents are very supportive. It seems that adults are more supportive than young people.

**Thai**: Our teachers are very supportive though they want us to be focused on study. But they believe that civic actions make young people more active and have better understanding of the society.

**Lam**: Parents are always concerned of their children's study results. So they support for those activities which do not affect the results.

**Question 3:**

Difficulties:
- People are still skeptical; many people do not believe in the meaning of volunteers yet.
- Lack of time
- Balance between study and social action
- Lack of finance
- Lack of information
- Motivation of volunteers decline after a while
- Even those we help do not understand that they need volunteers and volunteers can help.

Young people can overcome the difficulties if more information is shared that they can help balancing their limit and their wishes. More people should know about civic engagement and be supportive to it. Young people can find the way to mobilize money and time to the work.

**Question 4.**
There are few reasons that young people stop being involved.

- The result of their work was not so impressive that they couldn't feel useful
- They are too busy with other work

- They feel they have done enough
- They had a wrong understanding and expectation of the civic actions, so they feel disappointed after a while.
- Many people that they should be involved only while they are students. After that they have job and will not continue.

**Question 5.**

- Adults were involved in our activities as local authorities and they are decision makers.
- The role of young people become less and less to the bigger tops. At higher positions there are less young people.

**Question 6**

- We young people are those who do the job. But working with adults goes pretty well since the people in the organization understand our role.
- Working with adults is difficult since the expectations are different and they are mainly the decision makers.

**Question 7**
- Young people in the organizations are mainly followers or collaborators.
- In the Volunteers Club, we are the leaders and planners.

**Question 8**

In the organization, the president and the director has most power in decision making process for all decisions. However, we are always consulted before a dicision is made.

**Question 9**

Joining VPV gives us a chance to be involved and to learn from each other. We can develop our skills and knowledge.
Engaging in civic actions bring a lot of benefit for young people. Also, young people always want to do something else than just study.

**Question 10**
- Change the age of being involved (earlier)
- Change the information system
- Change the way of being involved


**Part 2**

**Question 1**

There are some differences in the opportunities for girls to be involved.
- Girls depend a lot on family so going far away to involve in social work is difficult
- However, there are more women than men being involved since women are more paitient and more flexible, while men pay a lot attention to the study and career.

**Question 2**
- Share more information, experience to encourage other people
- Create more opportunities for young people to be involved
- Widely promote for volunteerism
- Expand geographical areas so more people in different areas can join
- Diversify options so people can be involved in different ways and time

**Question 3**

- Now adults are becoming more and more positive on young people though still with a bit skeptical. The society is changing so fast that adults sometimes cannot see how the young people really go far.

**Question 4**

Teachers: Are quite supportive. They think that those who are involved in social work are more active and dynamic, but still they want their students to focus on study.

Parents: They are supportive only when it is useful for the family and for the children themselves.

Friends: Most of the friends are supportive and view young people who are involved as someone active. Some even think you are an angel.

Government Officials: quite supportive and have good impression on young people who are involved in civic action.

**Question 5:**

Young people now appear a lot on media (newspapers, television, radio and especially internet). Many young people are interested in famous young people of the same age and they follow.