



Resource Guide for CHILDREN and YOUTH

The Resource Guides constitute a continuously evolving project initiated by the Institutional Learning and Research Division (ILR) to enable SFCG staff to quickly and easily access and review a selection of practical and useful resources. Therefore, it is not meant to be a comprehensive bibliography. We welcome contributions of resources to ILR (ilr@sfcg.org).

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Introduction

This document consists of five parts:

- I. Children in Armed Conflict & Youth Involved in Violence
- II. Young People's Participation & Leadership
- III. Peace Education
- IV. Youth Media
- V. Impact Assessment of Children & Youth Programming.

Part I provides background into how children and youth are affected by conflict while also offering good practices on addressing these young people's needs in the field – physically and emotionally. Part II gives insights into why youth should be included in the decision-making process and presents guides and examples of how to do so in a manner that empowers them. Part III provides particular resources on how youth are affected by media and can be incorporated into media production. Please refer to the **Resource Guide for Media & Peacebuilding** for additional references on these topics. Part IV offers curricula guidance, as well as more informal methods for talking to kids about war and peace. Finally, Part V puts forth the few resources that have emerged on impact assessment on children and youth programs.

*****MUST READS*****

1. *Minefields in their Hearts: The Mental Health of Children in War and Communal Violence* by Roberta J. Apfel and Bennett Simon (page 2) Introduction & Chapter 6, 8, 9.
2. *The Militarization of Youth in Violently Divided Societies: Some observations on Northern Ireland, South Africa and the Middle East* by Marie Smyth (page 4)
3. *Youth Speak Out: New Voices on the Protection and Participation of Young People Affected by Armed Conflict* published by the Women's Commission for Refugee Women and Children (page 5)

PART I. Children in Armed Conflict & Youth Involved in Violence

At any one time, there are approximately 300,000 children (under age 18) actively involved in armed conflict and millions more affected and impacted by it. The references provided reveal patterns and practices regarding the health, education, livelihood, protection and psychological and social needs of young people uprooted by armed conflict. They review programs and policies for child and adolescent refugees, internally displaced persons (IDPs) and returnees. In addition to identifying past, current and upcoming initiatives, they identify gaps in programming, ongoing needs, and future challenges.

A. Children Affected by Armed Conflict Background Materials

- Title:** *Inter-agency Guiding Principles on Unaccompanied and Separated Children*
By: International Committee of the Red Cross, United Nations High Commissioner for Refugees, United Nations Children's Fund, International Rescue Committee, Save the Children/UK, World Vision International (2004)
Language: English, French
Description: 37 pages. This publication outlines the guiding principles for action on behalf of unaccompanied and separated children as enshrined in international standards. The validity of these principles has been confirmed by experience and lessons learned from conflicts and natural disasters in recent years.
Topics:
+ Preserving Family Unity, Reunifying Families, or Alternative Care
+ Refugee Children & Asylum-status
+ Children's Rights & Key International Instruments
Location: http://www.unicef.org/protection/files/english_guiding_principles.pdf
<http://www.unicef.org/protection/files/french.pdf>
- Title:** *Child Soldiers: Preventing, Demobilizing and Reintegrating*
By: Beth Verhey, (Africa Region Working Paper Series No. 23, the World Bank Group, Washington, D.C., November 2001)
Language: English
Description: 37 pages. This working paper draws from in-depth case studies on Angola and El Salvador, as well as other country program experiences. The study follows the themes of prevention, demobilization, and reintegration, detailing concrete examples and offering checklists on each of the main themes for use in future programs.
Topics:
+ Prevention, including prevention of re-recruitment
+ Demobilization: Children & Peace Accords, Benefits Packages, Child Ctrs
+ Reintegration: Family Reunification & Community-based Networks, Psychosocial & Traditional Healing, Education & Economic Opportunity
Location: <http://www.worldbank.org/afr/wps/wp23.pdf>.
- Title:** *Minefields in their Hearts: The Mental Health of Children in War and Communal Violence*
By: Roberta J. Apfel and Bennett Simon (Yale University Press, 1996)
Language: English

Description: 244 pages. Chapter 1 of this definitive work on children's trauma and healing provides working definitions of children, violence, trauma, resiliency, healthy and unhealthy development, and therapeutic interventions. Chapters 6, 8, & 9 examine children's adaptation to catastrophic circumstances, the mobilization of communities in crises, and intergenerational transmission of trauma.

Topics:

- + Definitions relating to Children and Therapeutic Interventions
- + Child Development & Adaptation in Crises
- + Mobilizing Communities to Meet the Psychosocial Needs of Children in War
- + Overcoming Intergenerational Transmission of Trauma

4. **Title:** *Rebuilding Hope on Josina Machel Island: Towards a Culturally Mediated Model of Psychotherapeutic Intervention*

By: Boia Efraime Junior and Antoinette Errante

Language: English, German

Description: 25 pages. Using a case study on Mozambique, this paper discusses the limitations of conventional views of psychotraumatology when developing psychotherapeutic interventions in cross-cultural contexts. Practitioners need to think more holistically, understanding the context and meaning which the individual brings and gives to a traumatic experience, and to take full advantage of the traditional remedies and coping mechanisms a community or culture puts forth.

Topics:

- + Universal & Contextual Features of Psychotraumatology
- + Child's Response to Exposure to Violence
- + Psychosocial Effects of Exposure to Violence on the Family System
- + Psychosocial Effects of Exposure to Violence on the Community
- + Psychosocial & Psychotherapeutic Rehabilitation
- + Integrating Western Psychotherapy and Traditional Therapies

B. Youth Affected by Armed Conflict Background Materials

1. **Title:** *Untapped Potential: Adolescents Affected by Armed Conflict - a review of programs & policies*

By: Women's Commission for Refugee Women and Children (January 2000)

Language: English

Description: 162 pages. This study examines patterns and practices regarding the health, education, livelihood, protection and psychological and social needs of adolescents uprooted by armed conflict, including adolescent refugees, IDPs and returnees. In addition to identifying past, current and upcoming initiatives, this report identifies gaps in programming, ongoing needs, and future challenges.

Topics:

- + Defining/Identifying Adolescents
- + Trends toward Youth: Education, Livelihood, Health, Psychosocial, Protection
- + Actions Taken: International organizations, National governments, NGOs

Location: <http://www.womenscommission.org/pdf/adol2.pdf>

2. **Title:** *The Militarization of Youth in Violently Divided Societies: Observations on Northern Ireland, South Africa and the Middle East*
- By:** Marie Smyth (Georgetown Journal of International Affairs, Summer/Fall 2003)
- Language:** English
- Description:** 8 pages. This author argues that more important than the recruitment of children into conflict is the contribution of young combatants to the political dynamics of conflict. An armed group's ability to control these youth is central to the ability of that group's political and military leaders to uphold agreements and implement ceasefires.
- Topics:**
- + Insurgent Movements
 - + Youth Combatants & Peace Negotiations
- Location:** <http://journal.georgetown.edu/Issues/sf03/Smythlocked.pdf>
3. **Title:** *Youth Field Guide: Care and Protection of Children in Emergencies*
- By:** Marc Sommers (Save the Children USA, 2001)
- Language:** English
- Description:** 52 pages. 'Youth' – who are no longer children requiring full protection from their families, and yet are not recognized as adults with full social responsibility – are an important part of any refugee population and key to social rehabilitation. This guide provides lessons learned in the largely unexplored area of youth in emergencies and is a complement to more specific guides in this series such as *Child Soldiers* and *Education*.
- Topics:**
- + Youth: Need for Inclusion, Risk of Exploitation
 - + Resilience & Resourcefulness
 - + HIV/AIDS & STDs
 - + Program Examples & Lessons Learned: Youth Programming in Crisis
 - + Recreation Kits
 - + Obstacles to Developing Programs for Youth in Crisis
 - + Assessing the Situation of Youth in Crisis
- Location:** http://www.ineesite.org/assess/field_guide_sommers.pdf

PART II. Youth Leadership and Participation

Young people continue to suffer widespread abuse before, during, and after armed conflicts. Although they bear considerable responsibilities in protecting and providing for themselves and their communities, their voices are still not systematically sought out by adult decision-makers, and their capacities to find innovative solutions are still largely disregarded by governments and humanitarian groups. Despite these impediments, however, many young people have found ways to work together and with adults to advocate for their rights, promote their strengths, and make progress against violence. These resources provide background on participation and tools for and examples of youth-driven solutions to address the problems that affect young people and their communities.

A. Background Materials

- 1. Title:** “Youth Participation: What is It” (*Working With Youth: Approaches for Volunteers*)

By: A Peace Corps Publication (April 2003)

Language: English

Description: 4 pages. This excerpt explains the meaning of youth participation and the eight different rungs of the youth participation ladder.

Topics: + Definition & Levels of Participation

Location: http://www.peacecorps.gov/library/pdf/M0067_youthintro.pdf

- 2. Title:** *Highly Affected, Rarely Considered: IYP Youth Commission into Globalization Report*

By: James Arvanitakis, ed. (International Youth Parliament Oxfam Community Aid Abroad, 2004).

Language: English

Description: 162 pages. This report was compiled from over 400 young person’s submissions from 120 different countries. The report considers the way that globalization affects young people and their communities. It offers recommendations for action in order to maximize positive opportunities and minimize the negative impacts of globalization.

Topics:

 - + Access to and privatization of education
 - + HIV/AIDS prevention, treatment and care for young people
 - + Export orientated manufacturing industries and young workers
 - + Trafficking of young women
 - + Indigenous Youth
 - + Vulnerability of agricultural youth
 - + Violence and young people's security
 - + Youth activism and human rights
 - + Young people's access to technology & water
 - + Global youth culture and youth identity

Location: <http://www.cominit.com/materials/ma2003/materials-255.html>

- 3. Title:** *Youth Speak Out: New Voices on the Protection and Participation of Young People Affected by Armed Conflict*

By: Women’s Commission for Refugee Women and Children (September 2004)

Language: English

Description: 54 pages. Young researchers in Kosovo, Uganda, and Sierra Leone interviewed some 3,000 of their peers and adults. The results provide useful information about how young people in different social and cultural contexts define what “protection” and “well-being” mean to them, reveal common patterns and specific differences in young people’s experiences across conflicts, and identify the types of programs and policies they have found most valuable.

Topics:

 - + Education
 - + Livelihood

- + Coping with the Changes Brought on by Social Upheaval
- + Gender-based Violence
- + Health
- + Recruitment into Fighting Forces
- + Supporting Young People's Protection through Participation

Location: http://www.womenscommission.org/pdf/cap_ysofinal_rev.pdf

B. Tools & Methods

1. **Title:** *Putting Real Youth Participation Into Practice*
By: *The Exchange* published by the U.S. Department of Health and Human Services, the Administration for Children and Families, the Administration on Children, Youth and Families, & the Family and Youth Services Bureau (July 2002)
Language: English
Description: 7 pages. Mindful that youth require support and guidance to effectively participate, this fact-sheet gives adults and practitioners guidelines in seven areas to help prepare for, plan, and implement youth efforts, so that they can contribute in a significant way.
Topics:
 - + Analyzing Organizational Readiness for Youth Participation
 - + Developing & Implementing a Youth Participation Plan
 - + Involving Young People Who Have a Variety of Experiences
 - + Selecting and Training Adult Participants
 - + Providing Orientation to and Support for Young People
 - + Promoting Youth Involvement Efforts in the Community**Location:** <http://www.ncfy.com/pubs/July02.htm>

2. **Title:** *The African Peace-building Toolkit*
By: United Nations of Youth Foundation (African Network of Young Peacebuilders)
Language: English
Description: 112 pages. This guide provides insights into the role of youth in transforming conflict. In addition to the academic discussion, half the document offers a 'do it yourself' kit for creating an African youth organization.
Topics:
 - + Youth in Peacebuilding & Reconciliation
 - + Peace Education
 - + Local, National, & Regional Resources in Africa
 - + Fundraising
 - + Strategies & Developing an Action Plan
 - + Coordination: Networks, Coalitions, Alliances
 - + Resources on reconciliation**Location:** <http://www.unoy.org/downloads/7401.pdf>

3. **Title:** *Youth Voice: A Guide for Engaging Youth in Leadership and Decision-Making in Service-Learning Programs*
By: Jonna Justinianno and Cynthia Scherer (Points of Light Foundation, 2001)

Language: English
Description: 48 pages. This guide provides basic information on youth voice – how to engage youth in leadership and decision-making in programs. It highlights what youth voice is, why it is important, and models of youth voice that have been implemented by service-learning practitioners. It also offers additional resources (organizations and materials) that can help in asserting youth voice.
Topics:
+ Youth/Adult Partnerships
+ Youth Voice & Diversity
+ Youth Voice Models
+ Challenges Related to Youth Voice
Location: http://www.atthetable.org/images/Details/04170215153699_YV_Guide.pdf

4. **Title:** *Map of programmes for adolescent participation during conflict and post-conflict situations*
By: UNICEF (September 2003)
Language: English
Description: 166 pages. This ‘map’ of activities documents the participation of adolescents in programming in conflict/post-conflict situations worldwide. Also included is a list of youth groups and networks working to engage young people in issues related to adolescent participation during conflict/post-conflict situations.
Topics:
+ Country Programs
+ Youth Groups & Networks
Location: http://action.web.ca/home/cpcc/attach/Unicef-Map_of_Programmes.pdf

C. Case Studies

1. **Title:** *Meaningful Youth Participation in International Conferences: A case study of the International Conference on War Affected Children*
By: Gail Cockburn (Canadian International Development Agency, 2001)
Language: English
Description: 60 pages. The background planning for the 2000 Winnipeg Conference is outlined, along with a working definition of youth participation, an analysis of why it is important, and reflections on how youth participation actually worked in Winnipeg. Broad principles for youth participation are included, as well as specific, concrete guidelines and suggestions.
Topics:
+ Approaches to Youth Participation at Conferences
+ Case Study: Description & Assessment
+ Guidelines for undertaking youth participation at international conferences
Location: http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a5f300880e7192852567450078b4cb/bc3e89cb5043e9b785256ab2004ac335?OpenDocument#01
2. **Title:** *The Role of Children as Peace-Makers in Colombia*
By: Development, 43:1, March 2000
Language: English

Description: 7 pages. This story details how children unified the weak and fragmented peace movement in Colombia. With the help of UNICEF, they planned a special election in which the children selected the rights most important to themselves and their communities, what became known as the Children's Mandate for Peace and Rights and the platform for change.

Topics: + Children's Role in Peacebuilding
+ Child Organization & Mobilization

Location: http://www.saracameron.org/index_files/page0010.htm

3. **Title:** *Reaching Youth Worldwide*

By: Anne Palmer (Johns Hopkins Center for Communication Programs, April 2002)

Language: English

Description: 40 pages. Seven projects that demonstrated impact with youth are highlighted in this publication. An inventory of select adolescent programs implemented with technical assistance from JHU/CCP from 1995-2000 is included at the end of this paper.

Topics: + Approaches for Developing Youth Programs
+ Working with Youth to Design Programs
+ Youth Centers & Services
+ Engaging Multiple Audiences with One Program
+ Entertain to Educate
+ Technology to Involve & Teach Youth

Location: <http://www.jhuccp.org/pubs/wp/6/6.pdf>

PART III. Youth Media

Youth media programs serve as a vital entry point from which youth learn about themselves and the world around them. It is less about teaching young people journalism skills as about enabling young people's voices to be heard and helping them to learn and grow in positive ways. For many, the experience they gain in analyzing and presenting the news will make them more informed consumers of the news they receive, and more active citizens in their communities and nations.

1. **Title:** *4th World Summit on Media for Children and Adolescents - Children, Youth and Media Around the World: An Overview of Trends & Issues*

By: Susan Gigli (InterMedia Survey Institute for UNICEF, April 2004)

Language: English

Description: 16 pages. This overview of trends and issues concerning young people and the media is based on a broad review of existing print and electronic sources, interviews with child media experts from different regions, and analysis of surveys in transitional and developing countries. It highlights the need for more effective use of the vast positive potential of mass media and new technologies to advocate for, and enrich the lives of, children and young people worldwide.

- Topics:**
- + Children's/Young People's Use of the Media
 - + Quality of Media for Children & Youth
 - + Participation of Children & Young People in the Media
 - + Advocacy through Media
- Location:** <http://www.unicef.org/magic/resources/InterMedia2004.pdf>
2. **Title:** *Children Watching War: A Few Reminders About Potential Contributions of the Media to Children in Times of Conflict & War*
- By:** International Central Institute for Youth and Educational Television, Germany (June 2004)
- Language:** English
- Description:** 15 pages. This web site summarizes the latest research results on media coverage and children's responses to war, as well as approaches toward civic education and peace studies used with children in times of war. Also included are links to children's media contributions and recommendations for TV producers for presenting the news during times of conflict and war.
- Topics:**
- + Storytelling
 - + How Children Understand War Coverage
 - + News, Fear and Emotions in Children
 - + Civic Education
 - + News' Contributing to Children's Understanding of Peace
 - + Production Guidelines
 - + Examples of Media Presentation for Children
- Location:** <http://www.br-online.de/jugend/izi/guidelines/reminders.htm>
3. **Title:** *What Works in Youth Media: Case Studies from Around the World*
- By:** Sheila Kinkade and Christy Macy (International Youth Foundation, 2003)
- Language:** English
- Description:** 85 pages. This collection of case studies looks at how young people are harnessing the power of media to educate the public about issues they care about. It also explores the tremendous power of youth media programs to promote young people's personal growth and development – to equip them with essential “skills for life” that will enable them to succeed.
- Topics:**
- + Magazine Publication by Children/Youth
 - + Using Media to Fight HIV/AIDS
 - + Educating the Public about Children's Issues
 - + Youth Employment & Life Skills
- Location:** <http://www.iyfnet.org/uploads/WW%20-Youth%20Led%20Media.pdf>

PART IV. Peace Education

“In a period of transition and accelerated change marked by the expression of intolerance, manifestations of racial and ethnic hatred, the upsurge of terrorism in all its forms and manifestations, discrimination, war and violence towards those regarded as 'other' and the growing disparities between rich and poor, at international and national levels alike, action

strategies must aim both at ensuring fundamental freedoms, peace, human rights, and democracy and at promoting sustainable and equitable economic and social development all of which have an essential part to play in building a culture of peace. This calls for a transformation of the traditional styles of educational action.”

- UNESCO

1. **Title:** *Conflict Transformation through Educational and Youth Programs*
By: Stephanie Shell-Faucon (Berghof Handbook for Conflict Transformation, 2001)
Language: English
Description: 29 pages. The article explores the various intervention options available within formal education (schools & vocational training) and non-formal education (social work, youth work, & adult education). Ten potential fields of activity are identified (see topics).
Topics:
 - + Inter-institutional cooperation
 - + Education structures
 - + Language education
 - + Teaching materials/curriculum development
 - + Participation and peer group education
 - + Programs for children and families
 - + Storytelling/remembrance
 - + Integration and community work
 - + International exchange
 - + Training and re-training of educators**Location:** http://www.berghof-handbook.net/articles/schell_faucon_hb.pdf

2. **Title:** *UN Cyber Schoolbus Peace Education Site - Unit 3, Critical Thinking & Active Non-violence*
By: United Nations
Language: English
Description: 8 pages. This teaching unit (and four others at this site) represents central themes and methods in educating for a culture of peace. They are meant to guide teachers and provide resources for their own development as peace educators.
Topics:
 - + Critical Thinking & Active Non-violence
 - + Social Justice & Civic Responsibility
 - + Leadership & Global Citizenship**Location:** http://www.un.org/cyberschoolbus/peace/frame3_3.htm

3. **Title:** *Help Increase the Peace: Program Manual*
By: The American Friends Service Committee (1999)
Language: English
Description: 166 pages. Help Increase the Peace is a dynamic and interactive program designed to reduce violence, strengthen cross-racial and cross-cultural understanding, and support youth as they become active agents for social

change. This manual describes how to do HIP exercises and games, design a HIP workshop, and work in schools and communities.

- Topics:**
- + Establishing & Implementing a Program
 - + Facilitation Guidelines
 - + Designing Workshop Agendas
 - + Activities with Youth

4. **Title:** *Teaching Peace: A Guide for the Classroom & Everyday Life*

By: Leah C. Wells (Nuclear Age Peace Foundation, 2003)

Language: English

Description: 84 pages. This curriculum was written as a stand-alone guide to teaching peace that can be infused into existing classroom material. Each chapter begins with an introductory narrative, a framework that sets the tone for approaching the themes therein. A series of quotes by peacemakers and nonviolent figures follows the narrative and includes a list of questions that can serve as discussion guides for the classroom, writing assignments or personal thinking.

- Topics:**
- + Youth Local & Global Nonviolent Action
 - + Women in Peacemaking

Location: <http://www.wagingpeace.org/menu/resources/publications/#7a>

5. **Title:** *Talking With Children About War and Violence In the World*

By: Sheldon Berman, Sam Diener, Larry Dieringer, and Linda Lantieri (Educators for Social Responsibility, 2003)

Language: English

Description: 24 pages. This guide was prepared for adults concerned about how to communicate with young people about difficult issues in the world. It explores questions that parents and teachers ask most frequently – in particular about ways to have discussions with kids about concepts like war, hatred, and violence.

- Topics:**
- + Listening to Students/Youth
 - + Responding to Student/Youth Concerns
 - + Teaching for Understanding and Promoting Positive Action

Location: <http://www.esrnational.org/sp/we/heal/guide.htm>

PART V. Impact Assessment

Until recently, the social mission of most NGOs has tended to exempt them from the levels of scrutiny on issues of performance and accountability found in the private or public sectors. The last few years, however, have seen NGOs working in international development and relief paying increasing attention to demonstrating the impact of their work on those they purport to help. The studies below grapple with these key questions of ‘how do we know if individuals and communities are better off’ and ‘do our projects really facilitate emotional healing, social reconciliation, and community building?’

A. Tools & Methods

- Title:** *Children in Crisis: Good Practices in Evaluating Psychosocial Programming*
By: Joan Duncan & Laura Arnston (The International Psychosocial Evaluation Committee & Save the Children Federation, Inc., 2004)
Language: English
Description: 131 pages. This manual articulates major principles of psychosocial project design and evaluation practices in concise, user-friendly terms. It also seeks to heighten critical awareness of the cultural and ethical issues associated with psychosocial work.
Topics:

 - + Psychosocial Development (culture, family/peer relationships, risk/resiliency)
 - + Project Logic Models
 - + Developing Objectives and Indicators
 - + Evaluation Design Options
 - + Data Sources & Methods of Data Collection

Location:

http://www.savethechildren.org/publications/Good_Practices_in_Evaluating_Psychosocial_Programming.pdf

B. Case Studies

- Title:** *Global Impact Monitoring: Save the Children UK's Experience of Impact Assessment*
By: Simon Starling, Marta Foresti and Helen Baños Smith (January 2004)
Language: English
Description: 24 pages. This paper documents some of SC UK's experience in developing its new framework for impact assessment and some of the lessons learned from implementing it in two-thirds of its 60 country programs. It provides a frank account of the process, its strengths and weaknesses, and draws some conclusions about improving impact assessment processes.
Topics:

 - + Challenges of Impact Assessment for Development Agencies
 - + Developing an Impact Assessment Framework
 - + Lessons Learned: Theoretical & Practical

Location:

<http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=2332&group=resources§ion=policy&subsection=details>

C. Examples

- Title:** *Adult Wars, Child Soldiers: Voices of Children Involved in Armed Conflict in the East Asia and Pacific Region*
By: UNICEF Evaluation Report (2001)
Language: English
Description: 84 pages. As a qualitative evaluation of the problem of child soldiering in the East Asia and Pacific region, this study specifically addresses the following

key questions: What is the family background of the children involved with armed groups? How did they become child soldiers? What did they experience as child soldiers? What do they experience as a consequence? What are their views and thoughts about the future?

Topics: + Recruitment
+ Experiences & Atrocities
+ Long-term Effects on Former Child Soldiers

Location: http://www.unicef.org/evaldatabase/files/EAPRO_2001_AdultWars.pdf

2. **Title:** *Youth at Risk Pilot Program*
By: UNICEF Evaluation Report (2001)
Language: English
Description: 37 pages. This evaluation examines the impact of a program for at-risk youth implemented by St John's College in Belize City in nine of its most impoverished and crime-ridden communities. In addition to its effects on at-risk youth, the program is also measured for its impact on parents and indirect beneficiaries, as well as the effectiveness of its coordination with the police, community, and mentors and volunteers.

Topics: + At-risk Youth & Vulnerability to Crime
+ Mentoring
+ Community Investment & Support
+ Partnering/Coordinative Efforts

Location: http://www.unicef.org/evaldatabase/files/BZE_2001_001.pdf

3. **Title:** *Promoting Adolescent Participation in Jamaica*
By: UNICEF Evaluation Report (2001)
Language: English
Description: 67 pages. This study assesses the level of adolescent participation in organizations whose programs were designed for young people, identifies best practices and makes recommendations to improve their involvement in decision-making, as well as program design, implementation and evaluation.

Topics: + Adolescent Participation: Scope & Limitations, Factors
Enabling/Inhibiting

Location: http://www.unicef.org/evaldatabase/files/JAM_2001_801_Promoting_Adolescent.pdf

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Compiled by Institutional Learning and Research Division, Search for Common Ground